



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

[www.IMImediation.org](http://www.IMImediation.org)

## Pontificia Universidad Católica de Chile

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	Pontificia Universidad Católica de Chile
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<b>Website</b>	<a href="https://www.uc.cl/">https://www.uc.cl/</a>
<b>Person completing application</b>	Nicolás Frías Ossandón, Head of the Procedural Law Department of the P Universidad Católica de Chile School of Law Mediator of the Santiago Mediation and Arbitration Centre of the Santiago Chamber of Commerce (CAM Santiago)
<b>Program delivery</b>	The program may be delivered partially or fully online, but assessment is conducted in person
<b>Locations and languages</b>	Chile, Spanish

### 1. Registration

*If there is a requirement within a jurisdiction that a training course should be registered, then it should be complied with by the training provider, and the training course should be registered.*

<b>Year formed, and under laws of what country/ies</b>	1889, Chile.
<b>Training course registered in accordance with jurisdiction requirements</b>	Not required.

## 2. Course Content

*Course content can be divided into Knowledge Development and Skills Development topics.*

*The essential KNOWLEDGE topics that should be included in any training program are mediation principles; the roles of legal counsel and representatives; an overview of negotiation and conflict resolution theory; mediator ethics.*

*The essential SKILL topics that should be covered, demonstrated, and practiced in any training program are forms of listening skills and communication strategies, process management skills (including the use of joint and private meetings), negotiation strategies and skills to manage the content of the dispute, and ways of responding to parties' diverse behaviours.*

<b>Attach your course outline</b>	
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Yes, in class N°2 and Asynchronous work.
<b>The roles of legal counsel and representatives</b>	Yes, in class N°4.

<b>Overview of negotiation and conflict resolution theory</b>	Yes, in class N°1, and Asynchronous work.
<b>Mediator ethics, including appropriate local ethical standards</b>	Yes, in class N°3 and N°4 and Asynchronous work.
<b>Forms of listening skills and communication strategies</b>	Yes, in class N°5.
<b>Process management skills, including the use of joint and private meetings</b>	Yes, in class N°5 and 6.
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Yes, in class N°7.
<b>Ways of responding to the diverse behaviours of the parties</b>	Yes, in class N°8.

### 3. Competency Framework

*A training course must have a 'competency framework' which clearly and concisely sets out the core competencies that an effective mediator should possess. This framework should be consistent with the content and skills requirements of the course as set out under Section 2 of the guidelines.*

<b>Attach competency framework</b>	The participant who has successfully passed this course will have the following skills and knowledge:
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	<p>Will acquire the theoretical knowledge regarding the different theories of conflict and on the manner in which ADR means has been developed.</p> <p>Will have the theoretical knowledge of mediation as an alternative dispute resolution mechanism, the principles that govern it and also the standard set by the main international instruments on the subject.</p> <p>Acquire the technical skills and communication tools necessary to perform satisfactorily as a mediator in mediation proceedings.</p> <p>Please see Annex PUC Chile – Competency Framework attached.</p>
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## 4. Course Duration

*For a course to cover adequately the necessary content using appropriate methodologies, (both of which are set out in these guidelines), courses should have a substantial number of training hours being not less than 40 hours. This does not include pre-course preparation, lunch and breaks.*

<b>Course duration</b>	50 hours.
<b>Asynchronous learning</b> <i>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i>	12% of the course duration (6 hours).

## 5. Group Size

*It is recommended that courses have a maximum class size of 30 students.*

<b>Maximum class size</b>	30.
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## 7. General Teaching Approach

*Mediator skills training courses should be participatory, interactive and learner focused. To ensure this, a variety of teaching methodologies should be used, including lecturing, videos, interactive exercises, individual work, group discussion, talking in pairs, and role-playing.*

*As a guideline, for the practical part of any course, that is designed to teach the process and skills to be an effective mediator, the following percentage of time should be spent on these different approaches to training delivery: Lecturing/knowledge input/presentation – approximately 10%; Exercises and discussion – approximately 40%; Role-playing, coaching and feedback– approximately 50%.*

*The trainer-student ratio should range between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.*

<b>Lecturing, knowledge input, presentation</b>	<p>The percentage of time spent using this methodology: 15%</p> <p>Trainer-to-participant ratio: 1:15</p> <p>In each session there will be a presentation of the applicable content, with an emphasis on its theoretical elements, considering the different existing sources. Thus, the specialized doctrine on the subject will be reviewed, as well as different international regulations and relevant cases that contribute to the explanation of the topics to be reviewed.</p> <p>The classes will be supported by the asynchronous work previously done by the student and the available bibliography, that they will have to check before each synchronous class.</p>
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<b>Exercises and discussion</b>	<p>The percentage of time spent using this methodology: 35%</p> <p>Trainer to participant ratio: 1:10</p> <p>This methodology consists in carrying out focused exercises according to the skill or ability to be worked on. Likewise, the mediator's interventions will be tested separately according to the stages of the mediation process. For example, exercises will be carried out on the different techniques or communicative tools of the mediator (active listening, paraphrasing, reframing, synthesis, questions, etc.) as well as on the emphasis that the mediator's interventions should have in the different stages.</p> <p>In addition, discussion topics will be proposed and guided among the students, with the purpose of contrasting views and enriching the learning process.</p>
<b>Role-playing, coaching, and feedback</b>	<p>The percentage of time spent using this methodology: 50%</p> <p>Trainer-to-participant ratio: 1:6</p> <p>The role-plays consist of practical exercises on simulated mediation cases. For each case, the students are divided into small groups (6 people each) in which a complete mediation process unfolds, from the preparation stage of the mediation to its culmination and the drafting of the closing minutes. All participants will alternately play the role of mediator as well as party (claimant, defendant or multi-party).</p>

	<p>At the end of each simulation exercise, two feedback activities will be carried out. First, a reflection by each group with feedback on the performance of each member and then a plenary session with the rest of the class, in which each subgroup will share its main learning from each activity.</p>
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## 8. Participant Materials

*When preparation prior to the course is required, participants should receive comprehensive materials in sufficient time to allow them to prepare adequately. As a guideline, it is suggested that this should be no later than two weeks in advance of the course.*

*In a similar way, when participants are required to prepare for their roles in advance of the role plays, role play confidential briefs should be supplied in sufficient time to allow role players to prepare. As a guideline, it is suggested that this should be no later than one week in advance of the course.*

*If courses are designed with no pre-course preparation required, this guideline does not apply.*

<p><b>In what format and how far in advance do participants receive general course materials and confidential role-play briefs?</b></p>	<p>We will provide ADR and mediation material for its analysis by the students on the asynchronous work, according to the course outline. Each material will be provided with a reading guide, that will specify which chapter or title of a book has to be studied in advance as it relates to each topic.</p> <p>Also, we will provide ADR and mediation material in advance to be consulted on a voluntary basis.</p> <p>Each student will have access to the electronic material that is available at the P. Universidad Católica de Chile Library (<a href="http://bibliotecas.uc.cl">bibliotecas.uc.cl</a>)</p> <p>Mandatory material:</p>
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	<p>Klaus J. Hopt (ed.), Felix Steffek (ed.). "Mediation: Principles and Regulation in Comparative Perspective." Oxford University Press (2013).</p> <p>Timea Tallodi, How Parties Experience Mediation An Interview Study on Relationship Changes in Workplace Mediation. Springer (2019).</p> <p>Roger Fisher, William Ury y Bruce Patton (1991) "Sí...¡De acuerdo! Cómo negociar sin ceder", Editorial Norma, 5ta Reimpresión.</p> <p>Francisco Díez y Gachi Tapia (1999) "Herramientas para trabajar en mediación", Ed. Ibérica.</p> <p>Helena Soleto y Marco Fandiño (2017), "Manual de Mediación Civil", Centro de Estudios de Justicia de las Américas.</p> <p>Korobkin, Russell, "Negotiation: Theory and Strategy", Aspen Publishers, Second Edition (2014). Part II: "The Structure of Negotiations", chapters 2 a 5.</p> <p>Frenkel, Douglas &amp; Stark, James "The Practice of Mediation", Wolters Kluwer, Second Edition (2012). Chapters 2 to 8.</p> <p>Cristián Saieh, Darío Rodríguez y María Opazo (2006) "Negociación, cooperar o competir", Ediciones El Mercurio.</p> <p>William Ury (1993) "Getting Past No. Negotiaton in difficult situations". Bantam Editions.</p> <p>Ralf Darendorf (1990) "El conflicto social moderno". Biblioteca Mondadori.</p> <p>Voluntary material:</p>
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	<p>Conflict:</p> <p>Benjamín Astete y Alonso Quevedo (s.f.) “El conflicto y miradas de elementos para su comprensión”. Apunte Programa de Negociación UC.</p> <p>Mirna Cuentas y Anaí Linares (Comps) (2013). Guía Práctica de Diálogo Democrático. Organización de los estados americanos.</p> <p>Magdalena Gil (2003) “Introducción a la teoría de juegos”. Lecturas Matemáticas, Volumen 24, pp. 137-149.</p> <p>Silva García, Germán (2008) “La teoría del conflicto. Un marco teórico necesario” Prolegómenos. Derechos y Valores, vol. XI, núm. 22, julio-diciembre, 2008, pp. 29-43</p> <p>Negotiation:</p> <p>Faure, Guy Olivier; Diaz, Amparo Lasen (1992) “Teoría de la negociación: el giro interdisciplinario”, Revista Mexicana de Sociología Volume: 54 Issues: 2, 23.</p> <p>Monteiro, Ana-Paula; Serrano, Gonzalo; Rodríguez, Dámaso (2012) “Estilos de gestión del conflicto, factores de personalidad y eficacia en la negociación”, Revista de Psicología Social Volume: 27 Issues: 1 97—109.</p> <p>Program on Negotiation at Harvard Law School (2015) “Body Language in Negotiation Process and Beyond”.</p> <p>Jhon Wade (2009) “Defining Success in Negotiation and Other Dispute Resolution Training”, Negotiation Journal, Harvard College.</p>
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	<p>Centro de Negociación UC (s.f.) El Poder de las Negociaciones.</p> <p>Eirini Flouri and Yiannis Fitsakis (2007) "Communication and Negotiation Minority Matters: 12 Angry Men as a Case Study of a Successful Negotiation against the Odds", Negotiation Journal, Harvard College.</p> <p>Phillip Glenn and Lawrence Susskind (2010) "How Talk Works: Studying Negotiation Interaction", Negotiation Journal, Harvard College.</p> <p>Gleiser, David (2010) "Innovación en situaciones de negociación. herramientas inventivas para crear valor", Estudios Gerenciales Volume: 26 Issues: 116 83—100.</p> <p>Francesca Gino (2014) "Ask better questions in negotiation. Gather information that will expand the possibilities". Negotiation, 17: 1. In Practice.</p> <p>Mark Young (2008) Sharks, Saints, and Samurai: The Power of Ethics in Negotiations, Negotiation Journal, Harvard College.</p> <p>Mediation:</p> <p>Angela Cora Garcia, "How mediation Works: resolving conflict through talk", Cambridge University Press (2019).</p> <p>Spencer, Brogan, "Mediation, Law and Practice". Cambridge University Press (2007).</p> <p>Serrano, Gonzalo; Méndez, Maite (1986) La Mediacion en los Procesos de Negociacion: Un Estudio</p>
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	<p>Experimental, Revista de Psicología Social Volume: 1 Issues: 2 137—152.</p> <p>Warat, Luis Alberto (2000) Mediación, el derecho fuera de las normas: para una teoría no normativa del conflicto, Scientia Iuris.</p> <p>Guhan Subramanian, Katherine Shonk, Heather Derocher et al (2006) "Mediation Secrets for Better Business Negotiations", Negotiation, Special Report 7.</p>
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## 9. Setting up Role Plays

*Role plays are used for participants to practise the wide range of mediation skills in a simulated environment and also for participants to have the benefit of feedback and coaching from an experienced mediator, acting as a coach. Accordingly, role plays should be planned and run to allow the participants the maximum opportunity to learn.*

<b>Each role-play in a course has a maximum of six persons for a two-party mediation.</b>	Yes.
<b>Mediation time slots within role plays are a minimum of 45 minutes</b>	Yes.
<b>At least 50% of role-plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role-playing time</b>	Yes.

<b>Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time</b>	Yes.
<b>Coaches are rotated among groups and participants</b>	Yes.
<b>Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants</b>	Yes.
<b>Role plays during the course ensure participants work with the widest range of fellow participants as possible</b>	Yes.
<b>All participants mediate the same number of times in role-plays</b>	Yes.
<b>Role-plays are varied in subject matter and allow for practice of different stages of the mediation process</b>	Yes.

<b>Comment where guidelines are not met</b>	
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## 10. Providing Feedback

*Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).*

<b>How is performance feedback given to participants on your course?</b>	<p>During the training course, performance feedback is given to the participants after each exercise, where the students and the lecturers share in common their impressions, commentaries and questions related to each activity. The focus of the feedback will be on how the Skill Development topics applicable were met and their relations or connection with the Knowledge Development topics.</p> <p>The feedback will be provided by experienced mediators.</p> <p>Also, the performance feedback is given to each participant after their final assessment activity.</p>
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## 6 and 11. Online programs

*Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).*

<b>Course design</b>	<p>We will provide a course design with Moodle or similar software.</p> <p>Classes will be held first via a videoconferencing platform and then face-to-face. Thus, as specified in the Course Outline attached, there are 12 hours of classes - spread over 4 different days - which are taught remotely. Each of these days will have 3 hours of classes, with 20-minute breaks.</p> <p>Then, there are 29 hours of face-to-face classes, in 4 consecutive days in Santiago de Chile, in which classes will be held in the new postgraduate headquarters of the School of Law, offering coffee breaks (2 per day) and lunch to the students. Also, various outreach activities are planned on topics related to commercial mediation, such as visits to the Arbitration and Mediation Centre of the Santiago Chamber of Commerce and meetings with local and international mediators and participation in seminars or colloquiums that are being offered that week in our School.</p> <p>The online sessions will have a total duration of 3 hours, distributed in two consecutive modules of 1.5 hours each, with a 20-minute break in between.</p> <p>Participants will enter the sessions through their profile on the Moodle platform, interacting live and simultaneously with the teacher and the other participants, always keeping their cameras on. According to the outline, the methodology used in the online classes is inverted class mode,</p>
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	<p>in which the different contents are reviewed and reflected upon, in which class material was previously handed out, in addition to carrying out group case analyses and plenary sessions together.</p>
<p><b>Provisions for participants not able to attend all 40 hours</b></p>	<p>There will be a time-lapse (e.g. two weeks) where each session will be available to qualified participants for its review.</p> <p>We will require a minimum of 80% class attendance. This requirement will be included in the program.</p> <p>If a student does not meet the passing requirements (minimum grade and minimum attendance), he/she will not pass the course.</p> <p>In case of non-attendance, these are the provisions of the Continuing Education Programs' regulations of the Catholic University that must be kept in mind:</p> <p>"The student may justify his/her non-attendance to one or more sessions through a medical certificate or letter from the company, in case there are work-related reasons. This justification does not cancel the non-attendance but will be considered according to article 25 of the regulations, in the case of academic evaluations not rendered." (Article 16)</p> <p>"Students must comply with the evaluation dates established in the Program. Only students with a medical license, medical certificate or letter from the company, if the absence is for work reasons, will be excused for not complying with them.</p>

	<p>Accepting other reasons will depend exclusively on the Head of Program. Students who do not comply with the evaluation dates indicated in the program will be graded with a minimum grade of 1.0.</p> <p>It is a private attribution of the Head of Program to agree to carry out evaluations not completed on the stipulated date for reasons not contemplated in the regulations (Article 25)."</p>
<b>Preparing the participants</b>	<p>The admission requirements for the course will state that certain multimedia equipment is necessary to successfully follow the class.</p> <p>All the trainers, delegates and i.e. anyone who will interact with the participants will take part in a permanent formation course and training (a two full day course, on an annual basis, covering the different topics there stated).</p>
<b>Informal meetings</b>	<p>The course is offered in the premises of the P. Universidad Católica de Chile in a mixed manner; in person but also providing the opportunity to assist online. Therefore, it offers several opportunities for the assistants to meet informally at any stage of the course. Also, the students will have access to a web profile that enables them to have access to a set of mediation and conflict resolution materials.</p>
<b>Role-plays for post-course assignment</b>	<p>Our courses always include an in-person practice component. The content delivered to the students who are following the classes on a face-to-face basis is the same content that is</p>



delivered to the students who are following the classes online.

Please note that classes 1 to 4 can be attended either in person or remotely, but classes 5 to 8 must be attended in person. Therefore, students from abroad will have to take a flight to Santiago to attend classes 5 to 8.

As specified in the Course Outline, the Programme has two evaluation moments. The first moment, which is written, takes place at the end of the remote classes (after the 4th day of classes), and corresponds to a written analysis that the students have to make of a case of a commercial conflict, in which they must apply and show knowledge of the theoretical content seen so far. The test is taken remotely, in a specific period of time (maximum 3 hours). Afterwards, this evaluation is corrected according to an evaluation guideline regarding the questions and the case analysed.

The second moment of evaluation consists of the evaluation of the students in a role-play, in which their performance as one of the co-mediators (2) of a simulated case will be evaluated for a minimum of 1 hour of evaluation time. The programme leader and coordinator will manage the assessors in such terms that they are not the same people assessing the written test and the oral test.

<b>Written component of post-course assignment</b>	The Programme includes a final “Written component of post-course feedback” where the student will have to offer a reflection on the three topics stated in the bullets.
<b>Feedback on post-course assignment</b>	Our courses always include an in-person practice component.  For us, the practice component is critical to the mediator training process. The feedback is provided to the student with the Feedback Form.
<b>Supporting documents</b>	There are no specific supporting documents for the online content.  Please note that classes 1 to 4 can be attended either in person or remotely, but classes 5 to 8 must be attended in person.

## 11. Performance Assessment and Accreditation

*If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.*

<b>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</b>	Yes, in case simulation activities.
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<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>Yes, in case simulation activities.</p> <p>Also, within 10 days after the last class, each student has to deliver an essay regarding a specific topic (e.g. extent and limitations of confidentiality, the role of the mediator, the agency dilemma, enforcement of the mediation agreement, international development of civil &amp; commercial mediation).</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>The head of the program coordinates those who will participate as teachers, trainers and evaluators so that the latter are not the same people who have previously worked as teachers or trainers. This is coordinated in advance, according to the availability and competencies of each person.</p> <p>Our assessors are the same professors who serve as the faculty team of this course. All of them are experienced mediators.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>In order to pass the program, the student has to:</p> <ul style="list-style-type: none"> <li>- Assist to at least 80% of the classes.</li> <li>- Obtain a grade of at least 4.0, on a 1.0 to 7.0 scale, on both the case simulation assessment and the final essay.</li> </ul>
<p><b>Next steps taken, should a student fail.</b></p>	<p>There are no further steps if a student fail, other than the appeals process in accordance with the University policy, explained in Section 13.</p>
<p><b>Policy documents relating to assessment</b> (optional / if applicable)</p>	<p>Participants are evaluated in accordance with the provisions of the Catholic University's regulations governing Continuing Education courses, which can be found at these links: <a href="#">Reglamento del Estudiante</a></p>

	<p><a href="#">de Educación Continua</a> and <a href="#">Reglamento de Programas de Educación Continua</a>.</p> <p>Thus, in order to pass the course, they must obtain a grade of at least 4.0, on a scale of 1.0 to 7.0, where 7.0 corresponds to those students who have shown an outstanding performance and 1.0 to those who have shown a very poor performance:</p> <p>7.0 Outstanding</p> <p>6.0 Very Good</p> <p>5.0 Good</p> <p>4.0 Sufficient</p> <p>3.0 Below Proficient</p> <p>2.0 Poor</p> <p>1.0 Very Poor</p> <p><a href="#">More information can be found here: Evaluación y calificación - Registros Académicos - Registros Académicos (uc.cl)</a>.</p>
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## 12. Facilitation of further development as a mediator

*While it is accepted that training providers cannot offer actual mediations for all participants, they have an obligation, as far as possible, to facilitate participants' further development as a mediator.*

<p><b>Indicate what your organisation does to facilitate participants' development as mediators</b></p>	<p>Our program offers various opportunities for professional development in the field of mediation. First of all, all the professors are members of the rosters of mediators of prominent mediation centres, both national and foreign, who will be able to facilitate and contact those students interested in actively participating in such centres. Secondly, the idea is to create a community around</p>
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	<p>the students and alumni of the program, who can develop different initiatives related to the development of mediation. Thirdly, for the Law School, the development of mediation also has a practical dimension through its Legal Clinic, so the alumni of the program will be ideal candidates to collaborate in this area.</p>
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### 13. Complaints and Appeals

*All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.*

*In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.*

<p><b>Attach complaints and appeals policy</b></p>	<p>Please see Annex PUC Chile – Complaints and Policy attached.</p> <p>There are certain articles of the Continuing Education Student Regulations (<a href="https://secretariageneral.uc.cl/documento/normas-generales/75-reglamento-del-alumno-de-educacion-continua/file">https://secretariageneral.uc.cl/documento/normas-generales/75-reglamento-del-alumno-de-educacion-continua/file</a>) that refer to the possibility of withdrawal from the program and about the system for complaints in case the corrections to the tests need to be revised.</p> <p>As for other grievance procedures, they are not established in writing; rather they obey practice:</p> <ul style="list-style-type: none"> <li>• Each program has a student coordinator in charge, to whom they should in the first instance make the respective student's needs known.</li> </ul>
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	<ul style="list-style-type: none"> <li>• If the student coordinator cannot resolve the issue by himself/herself, he/she should discuss it, if there is one, with the academic coordinator of the program, or if there is none, directly with the Program Head.</li> <li>• In the case of a negative complaint, if the student is not satisfied with the resolution of the JP, he/she should write to the Director of Continuing Education, in this case, of the School of Law.</li> </ul>
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## Conflicts of Interest

<p><b>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</b></p>	<p>The application and acceptance process to the program, as well as the qualification process, is established in the Catholic University of Chile's own policy, which is not administered by the professors of the program. The Program is open to all those who meet the published requirements, having no possibility to intervene with any staff member.</p> <p>This means that the admission process is governed by objective criteria, which are administered by the respective unit of the university. Applicants cannot be privileged over others and the teachers of the course have no influence on the admission process. In the event that two or more applicants meet the same criteria and only one vacancy remains, the applicant who enrolls first will be chosen.</p> <p>In addition, prior to the start of the course, the faculty member will have access to the list of accepted applicants and must declare if they have any relationship with any applicant, in which case they will not be able to participate as assessors.</p>
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	<p>The professors who serve as trainers or coaches will not perform as assessors nor intervene in any form in the assessment or students' evaluation.</p> <p>Each coach or trainer is not able to propose an evaluation grade to the assessor.</p>
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## Trainers, Coaches, and Assessors

<b>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</b>	Yes.
<b>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</b>	Not Applicable.
<b>TCAs have conducted at least two actual mediations of at least four hours' duration in each of the preceding three years before being appointed. Once appointed, they conduct two actual mediations of at least four-hours duration per year AND are able to show that they have maintained continuous professional</b>	Yes.

<b>development (CPD) of six hours per year.</b>	
<b>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</b>	Yes.
<b>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</b>	Yes.
<b>Trainers deliver at least one basic mediator skills training course or refresher course every two years</b>	Yes.



<b>Coaches and assessors coach and/or assess at least four role-play sessions over the course of two years.</b>	Yes.
<b>On-going feedback is sought from course participants and given to those delivering the course.</b>	Yes.
<b>Comments and/or explanations</b>	<p>Practically all staff members are professors of different courses of the Diploma in Negotiation and Mediation of the Pontificia Universidad Católica (PUC), with more than 40 hrs. of classes. Also, Professor Frías has been teaching since 2019 in the mediation course of the International LLM of the PUC in Central America. All professors have insight knowledge and experience in mediation as mediators. In addition, all professors are frequently taking part in colloquiums and in different academic and practical activities in which they reflect on these issues. However, in Chile, there are no formal permanent or continuous training activities.</p>
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	<p>New TCAs are always observed. There will be always a senior colleague (i.e. Mr. Juan Pablo Schaeffer Fabres and/or Ms. Macarena Letelier Velasco and/or Mr. Nicolás Frías Ossandón) observing a new TCA.</p> <p>Normally, in order to have new a TCA, we focus on our best alumni of the Diploma in Negotiation and</p>

	Mediation and, in general, on notable mediation practitioners, most of them members of the roster of mediators of CAM Santiago.
<b>Explain your peer review system for trainers, coaches and assessors</b>	<p>The peer review system for TCAs that we will deploy is designed to maintain and enhance the quality of instruction. It focuses on several key features to achieve this goal. First, it selects experienced and respected mediators or trainers as peer reviewers, ensuring that those evaluating trainers possess the necessary expertise. Secondly, the system establishes clear review criteria, emphasizing factors such as teaching methods, content delivery, student engagement, and adherence to mediation principles.</p> <p>The system also incorporates regular review cycles to maintain ongoing improvement, offering both quantitative ratings and qualitative feedback. Trainers receive this feedback in feedback meetings, facilitating a deeper understanding of areas that require enhancement. Furthermore, trainers are encouraged to create action plans based on the feedback they receive, demonstrating their commitment to improving their training skills. This system promotes accountability, recognizing outstanding trainers and providing opportunities for appeals if trainers believe they were unfairly assessed. Overall, it ensures that the quality of mediation training remains at a high standard through continuous evaluation, feedback, and improvement.</p>

<b>Attach Train-the-Trainer Program</b>	As stated in the Train-the-Trainer document, it is a two full day course (from 9 am to 7 pm), on an annual basis, covering the different topics there stated.
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