



PROFESSIONAL MEDIATION WORLDWIDE
Promoting Consensus and Access to Justice
www. IMImediation.org

The ADR Initiative

IMI Certified Mediator Training Program

The Organisation

Legal name	The ADR Initiative
Contact details	305, Block G3 Johar Town, Lahore, Pakistan
Website	https://www.theadrinitiative.com/
Person completing application	Mehak Zaraq Bari, Founder- The ADR Initiative, +923184848940
Program delivery	The program and its assessment may be delivered in person, online, or a mix of both.
Locations and languages	Pakistan-English, Urdu, Punjabi, Pushto, Sindhi languages.

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.

Year formed, and under laws of what country/ies	It was formed in 2020 under Pakistan's Laws.
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Training course registered in accordance with jurisdiction requirements	There is no jurisdictional requirement.
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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.

Attach your course outline	See Annex the ADR Initiative Course Outline
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	These are covered in the introduction to the Principles of Mediation on Day 1, and in Stages of Mediation on Day 1. Moreover, at every stage of the mediation process the role of the mediator demonstrating these principles will be highlighted. Practically this will be demonstrated and implemented in roleplaying exercises. Furthermore, when explaining the competency framework for the assessment on day 5 they will again be revisited in detail
The roles of legal counsel and representatives	These are covered in the Pre-mediation and Opening a Mediation at Day 1 and Closing a Mediation on Day 3. Furthermore on Day 5, they are discussed in context to local laws when discussing

	the legal framework of Mediation in Pakistan and in the session Mediation as a career in Pakistan .
Overview of negotiation and conflict resolution theory	These are covered in Theory of conflict (Day1), Negotiation Strategies, reality testing and Communication skills, Overcoming Impasse and Deadlocks and the Video: "Getting to Yes" by William Ury - Discussion and Learnings on Day 3. They will also be discussed during interactive sessions to identify everyone's own style of negotiation using the Thomas Kilmann model. The role of mediator in negotiations is taught, and brought into emphasis during feedback and after roleplay sessions group discussions.
Mediator ethics, including appropriate local ethical standards	These are covered in Mediator's Code of Conduct, Cross-cultural Considerations in Mediation, and Legal Frame of Mediation in Pakistan. These will be assessed during the roleplays and feedback will be provided.
Forms of listening skills and communication strategies	These are covered throughout the course for every stage of the mediation. The Opening statement and first meeting stage have communication skills focusing on clarity of communication, to clients on what to expect and how to comprehensively deliver the opening statement while making a conducive environment for mediation for the joint session. Communication skills focusing on body language, questioning techniques, and active listening are also taught with a focus on listening blocks for private sessions. Moreover, communication skills and strategies relevant for the negotiation stage are also

	taught. Communication skills in a cross-cultural context are also covered. They will be covered through exercises, observed during roleplay sessions and discussed in feedback and group discussions to help candidates identify their strengths and areas of improvement.
Process management skills, including the use of joint and private meetings	These are taught in Introduction to Stages of Mediation, Pre-mediation and Opening a Mediation, Detailed Stages of Mediation and Closing a Mediation.
Negotiation strategies and skills to manage the content of the dispute	These are covered in Theory of conflict, Negotiation Strategies and Communication skills, Overcoming Impasse and Deadlocks and the Video: "Getting to Yes" by William Ury - Discussion and Learnings. They will also be discussed during interactive sessions to identify everyone's own style of negotiation using the Thomas-Kilmann Conflict Mode Instrument (TKI) model and will be discussed during feedback and after roleplay sessions group discussions.
Ways of responding to the diverse behaviours of the parties	They will be covered in the Introduction to Conflict Theory, Overcoming Impasse and Deadlocks, Cross-cultural Considerations in Mediation and in feedback and discussions after the roleplays.

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.

Attach competency framework	See Annex The ADR Initiative Competency Framework
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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.

Course duration	48-50 hours
Asynchronous learning <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>	None. The reading material provided beforehand complements the teaching and course. It is used during the course.

5. Group Size

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

Maximum class size	18 students
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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.

Lecturing, knowledge input, presentation	<p>Lectures: 13-15%</p> <p>Maximum trainer to participant ratio: 2 lecturers for a group of 18.</p> <p>Approach: During this time, trainers provide essential information, theories, and concepts related to mediation. They use slides, handouts, or other visual aids to convey information effectively. Lectures are concise, engaging, and interactive to maintain participant interest. Students are provided with the slides, student manual and readings beforehand to familiarise themselves with the material. Review of the previous day also helps them recall information as well and they are encouraged to keep learning logs.</p>
Exercises and discussion	<p>Percentage of time: 26-30% (But this does not count for interactive lectures and tea breaks where discussions do take place)</p> <p>Maximum trainer to participant ratio: To ensure meaningful engagement we do not take more than 18 students and the trainers present a minimum of 2 at any given time.</p> <p>Approach: Participants engage in various exercises, case studies, and discussions to apply the knowledge gained from lectures and roleplays.</p>

	These activities encourage active participation, critical thinking, and peer-to-peer learning. Trainers facilitate discussions, encourage different viewpoints, and provide guidance as needed.
Role-playing, coaching, and feedback	<p>Percentage of time: 50 - 60%</p> <p>Maximum trainer to participant ratio: Due to the intensive nature of role-playing and the need for personalized feedback, the mediation takes place between teams of 3 (One mediator and two parties who rotate for next roleplays). So, at a maximum 6 teams are accommodated by 2 trainers and an assistant observer. Often other trainers are also engaged to observe.</p> <p>Approach: Role-playing scenarios simulate real-life mediation situations, allowing participants to practice their skills in a supportive environment. Trainers act as observers, providing constructive feedback and coaching to enhance participants' performance. After each role-play, there is dedicated time for reflection, feedback, and discussion to reinforce learning and address any challenges encountered. There are allotted times for individual and group feedback.</p>

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.

In what format and how far in advance do participants receive general course materials and confidential role play briefs?	Participants receive general course materials through their email, including the student handbook which covers all the topics studied, course outline and breakdown, sample opening statements, sample questioning techniques, reading materials, and links to videos (such as "Getting to Yes" by William Ury), upon completing registration for the course. These materials are typically provided in electronic format via email, and access on google drive, approximately two weeks prior to the course start date. Confidential role play briefs are supplied to participants a day in advance of the role play. This allows role players time to familiarize themselves with the scenarios and prepare for their roles effectively. Mock Assessments and Assessments are not provided in advance.
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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.

Each role play in a course has a maximum of six persons for a two party mediation.	Yes
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Mediation time slots within role plays are a minimum of 45 minutes	Yes
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	Yes
Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time	Yes
Coaches are rotated among groups and participants	Yes
Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants	Yes
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes
All participants mediate the same number of times in role plays	Yes

Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes
Comment where guidelines are not met	The trainers are not present during the assessment, course managers manage the assessments which are recorded and sent to external assessors.

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).

How is performance feedback given to participants on your course?	The feedback process in the mediation training course involves observing participants during roleplays, providing structured feedback sessions, and offering continuous support. Trainers observe roleplays to assess specific competencies, followed by feedback sessions in small groups for personalized guidance. The feedback is competency-based, specific, and actionable, with practical suggestions for improvement. Participants receive written summaries of their feedback for self-reflection. The process includes an ongoing feedback loop, with regular assessments and the option for one-on-one sessions during breaks, ensuring comprehensive development and learning in mediation skills.
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Attach course feedback forms or guidance	See Annex The ADR Initiative Competency Framework
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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).

Course design	<p>As a training provider offering online courses, we implement several measures to ensure engaging and effective delivery of our content:</p> <ol style="list-style-type: none"> 1. Interactive Platforms 2. Engagement Tools 3. Structured Course Programming 4. On-screen Visibility 5. Participant Interaction 6. Accessible Materials 7. Regular Breaks 8. Technical Support <p>Details of each is provided in Annex-Online Engagement</p>
Provisions for participants not able to attend all 40 hours	<p>For course participants who were unable to participate in the minimum of 40 hours' course due to reasons beyond their control, we provide the following provisions:</p> <p>Makeup Sessions: Based on the nature of the situation, accommodations and alternative</p>

	<p>arrangements will be made to support their learning journey. If the participant has missed lectures, we offer makeup sessions, course materials to review missed content, and recorded lectures for participants to complete missed course components.</p> <p>If the course participant missed role plays, we offer makeup role play sessions with our staff acting as parties up to two roleplays.</p> <p>If the participant has missed a significant portion of the course (for example a whole day), then they can be integrated into future course offerings.</p> <p>Flexible Assessment Deadlines: We offer flexibility in assessment deadlines for participants who require additional time to complete course requirements due to unforeseen circumstances. Extensions or alternative assessment arrangements may be granted upon request.</p> <p>Ongoing Support: Our commitment to participant success extends beyond the course duration. We offer ongoing support and resources to help participants integrate their learning and make up for missed content as needed.</p>
Preparing the participants	<p>To ensure participants are fully equipped to undertake an online course, we implement the following strategies:</p> <p>Pre-Course Guidance Technical Support Orientation Sessions Checklists and Resources</p> <p>Details of each is provided in Annex-Online Strategy</p>

Informal meetings	<p>To facilitate informal interactions and networking among participants during the course, we provide the following opportunities:</p> <p>Online Platform Features:</p> <p>The online platforms provide group chat access as well as access to individual chat boxes where participants can connect, introduce themselves, and engage in discussions related to course topics during breaks. These platforms serve as a space for participants to ask questions, share insights, and collaborate on assignments or group projects.</p> <p>Group Collaboration Sessions:</p> <p>Throughout the course, participants are assigned to small groups for roleplays. The time before and after sessions when they are in break rooms provide opportunities for participants to work together, exchange ideas, and build relationships while completing assigned tasks.</p> <p>Q&A Sessions:</p> <p>The course has Q&A sessions with trainers, where participants can interact in real-time, ask questions, and engage in discussions on course content or related topics. These sessions foster a sense of community and allow participants to connect with instructors and peers in a more informal setting.</p> <p>Also during breaks, the platform is not shutdown and not all participants log off. Those who wish to interact still can and often do .</p>
Role-plays for post-course assignment	<p>For courses delivered entirely online, where participants have not had the opportunity to perform an in-person role-play during the course, a post-course assignment is required to fulfill</p>

	<p>accreditation criteria. Here's how we administer role-plays as part of the post-course assignment:</p> <p>Assignment Requirements:</p> <p>Online Participants after the course are provided with an additional roleplay and Confidentials. They are provided instructions that they must perform an in-person one-hour mediation role-play, which includes opening the mediation and beginning to explore with the parties.</p> <p>The parties for the role-play could include fellow course participants, friends, family, colleagues, existing mediators, or advocates.</p> <p>The session must be recorded and uploaded on their personal one drives. They should provide us the link for the assessor to access it. Along with this signed consent forms should be sent stating that all participants have agreed to the recording and sharing of the video and audio.</p> <p>Records and videos of the in-person role-play sessions are retained for a period of a month so the assessors can review and provide feedback, ensuring compliance with data protection regulations and confidentiality requirements.</p>
<p>Written component of post-course assignment</p>	<p>Sample Questions:</p> <p>Q1: Describe your approach to organizing an in-person mediation session, covering logistical aspects. Additionally, discuss the strategies you would employ to build rapport with the parties involved in the mediation. (1000-word limit)</p> <p>Q2: Compare the experiences of conducting mediations in-person versus online, highlighting differences in communication, rapport-building, and</p>

	<p>conflict resolution, and explain how you would adapt your approach from online to in-person settings based on these observations. (500 Word Limit)</p> <p>Q3: Critically evaluate yourself as a mediator analysing your strengths and weaknesses. (500 words limit)</p> <p>Assignment Guidance:</p> <p>In the written assignment completing the post-course requirements for entirely online courses, participants are tasked with addressing several critical components:</p> <ol style="list-style-type: none">1. Venue Arrangement for In-person Mediation: Participants are expected to outline detailed plans for orchestrating an in-person mediation session. This encompasses logistical arrangements such as securing adequate rooms, organizing appropriate refreshments, ensuring the availability of essential equipment, planning seating arrangements, and configuring the layout of tables and chairs.2. Building Rapport with Parties: Participants should provide a strategic overview of their methods for establishing rapport with the involved parties during mediation. This involves outlining approaches to initiating communication, fostering trust, demonstrating empathy, and fostering an environment conducive to constructive dialogue.3. Comparison of In-person and Online Mediation Experiences: Participants are required to identify and analyze the distinctions between conducting mediations in physical versus online settings. This analysis should encompass various facets, including communication dynamics, rapport-building techniques, conflict resolution strategies, and overall effectiveness. Participants should reflect on their experiences in both contexts and consider how each
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	<p>format's unique challenges and advantages influence the mediation process.</p> <p>4. Adapting Approach from Online to In-person Settings: Drawing from their reflections and observations, participants are expected to propose specific adjustments to their mediation approach when transitioning from online to in-person settings. This may involve modifying communication strategies, refining rapport-building techniques, addressing logistical considerations, and optimizing the mediation process to align with face-to-face interaction dynamics.</p>
Feedback on post-course assignment	<p>The post course assignment is reviewed by the trainer and the feedback form with comments is sent back to the participant.</p> <p>The written assessment feedback generally is awarded a pass or a redo. For a re-do parts of the question that are not adequately answered are highlighted. The participants are given the chance to speak to the trainer via email or video call to discuss the assignment and re-submit the written assignment.</p>
Supporting documents	

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.

<p>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</p>	<p>Yes, our course provides an assessment of a participant's competence as a mediator. The assessment process is conducted through role plays, where participants demonstrate their mediation skills in simulated scenarios. Trainers initially observe the roleplays and mock assessment and provide feedback based on predefined competency criteria outlined in our competency framework and Minimum Pass Criteria based on it. Participants receive feedback on their performance, focusing on areas of strength and areas needing improvement, in alignment with the competencies outlined in our framework.</p> <p>On the last day assessment takes place which is observed by course managers and recorded by them. These recordings are sent to external assessors who assess the mediation based on the Minimum Pass Criteria at each stage derived from the competency criteria outlined in our competency framework. This ensures that participants have the necessary skills and knowledge to effectively mediate disputes.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Yes, our course provides an assessment of a participant's knowledge as a mediator. This assessment is conducted through a written assignment that evaluates the participant's understanding of mediation principles, processes, and ethics. The assessment criteria are aligned with the knowledge requirements outlined in our competency framework. Participants are evaluated</p>

	<p>based on their ability to apply theoretical knowledge to practical mediation scenarios and demonstrate a comprehensive understanding of key concepts.</p> <p>Sample Assessment Questions:</p> <p>Q1: Explain the mediation process (Pre-mediation to closing) and which of the mediator's skills are required in each stage. (1000 words Max)</p> <p>Q2: Please describe why the SCARF model is important in helping mediators understand the root causes of a conflict? (up to 250 words max)</p> <p>Q3: Write a response as a Mediator if a party contacts you before signing the Agreement to Mediate. How will you ensure fairness and neutrality in your interactions with both parties? (up to 250 words max)</p> <p>Q4: Discuss the advantages and disadvantages of online video mediation compared to face-to-face mediation. In what situations might online mediation be more suitable, and when is face-to-face mediation preferred? (up to 250 words max)</p> <p>Q5: Critically evaluate yourself as a mediator analysing your strengths and weaknesses. (up to 500 words max)</p>
Process of appointing assessors on a course	<p>All our assessors have been trained mediators under CEDR, CMC, IMI, or SIMI. They have years of experience, and most are master trainers themselves for the above organisations.</p>

Clarification of passing criteria. How a student passes or fails this program	See Annex The ADR Initiative Competency Framework
Next steps taken, should a student fail.	Students receive thorough feedback and have the chance to retake the assessment later by paying a fee. Before the new assessment date, the institution provides a new roleplay scenario for students to prepare for a week ahead. On the assessment day, the institution assigns two staff members to act out the scenario. If students attend in person, the course manager records the video onsite. For online participants, they receive a Zoom or Microsoft Teams meeting link, and the session is recorded for external assessors.
Policy documents relating to assessment (optional / if applicable)	See Annex The ADR Initiative Competency Framework

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.

Indicate what your organisation does to facilitate participants' development as mediators	Our organization supports participants' development as mediators by featuring them in our mediator roster on our website. This platform provides visibility, practical experience, and opportunities for participants to apply their mediation skills in real-world settings. Being included in the roster validates their training, enhances their professional reputation, and
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	<p>increases their chances of being hired by individuals and organizations seeking mediation services. Overall, it is a valuable resource for participants to establish themselves as mediators and gain recognition within the mediation community.</p> <p>Moreover, we offer additional avenues for learning and networking through our mediators joining our Alumni Group and our Women in ADR group. These groups provide opportunities for professionals to connect, share insights, access resources, and stay updated on mediation news and case studies. By actively engaging in these groups, participants can deepen their understanding of mediation practices, gain exposure to diverse perspectives, and foster a supportive community for mentorship and collaboration. Overall, these initiatives complement the features of our mediator roster, offering participants ongoing support and engagement in the mediation field.</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.

Attach complaints and appeals policy	See Annex The ADR Initiative Complaints and Appeals Policy
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Conflicts of Interest

<p>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>To avoid potential conflicts of interest between trainer/coaches/assessors and participants on our course, we implement the following steps:</p> <ol style="list-style-type: none"> 1. Transparency and Disclosure: Trainers and Assessors are required to disclose any existing relationships or connections with course participants that may pose a conflict of interest. This includes personal or professional relationships, financial interests, or any other relevant affiliations. 2. Assignment Rotation: Where possible, we rotate trainers to different roles within the course to minimize the likelihood of favouritism or bias. For example, during roleplays trainers rotate among groups and group composition also changes. 3. Impartial Assessment: When assessments are conducted, we ensure that they are carried out by course managers who have not been directly involved in the training or coaching of the participants being assessed. This helps maintain impartiality and objectivity in the evaluation process. 4. Complaints and Appeals Policy: We have a clear protocol in place for addressing complaints about conflicts of interest if they arise. Participants are encouraged to report any concerns they may have regarding perceived conflicts, and these reports are promptly investigated and addressed by designated personnel. 5. Training and Awareness: Trainers and Assessors have received training on identifying and managing conflicts of interest as part of their professional development. They are equipped with the knowledge and tools necessary to navigate
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	<p>ethical dilemmas and maintain integrity in their interactions with participants. By implementing these measures, we strive to create a learning environment that is fair, transparent, and free from undue influence or bias, thereby safeguarding the integrity of our training programs and the trust of our participants.</p>
Upload conflicts of interest policy (optional / if applicable)	<p>See Annex The ADR Initiative Complaints and Appeals Policy</p>

Trainers, Coaches, and Assessors

Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.	Yes
Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.	Not Applicable

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

Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.	Yes
On-going feedback is sought from course participants, and given to those delivering the course.	Yes
Comments and/or explanations	N/A
New TCAs are to be observed and given performance feedback by senior colleagues	At our organization, we have a structured process for observing and providing feedback to new Trainer/Coach/Assessors (TCAs) by senior colleagues. This process involves pairing new TCAs with experienced mentors for observation sessions, where their performance is evaluated. Feedback provided focuses on content knowledge, communication skills, delivery effectiveness, adherence to organizational standards, interaction with participants and overall delivery quality. Additionally, new TCAs may receive one-on-one coaching sessions for personalized guidance and skill development. The process is progressive, allowing TCAs to gain autonomy over time, and documentation ensures tracking of progress for continuous improvement. Overall, this approach ensures that TCAs receive the necessary support to excel in their role and contribute effectively to our organization's training and coaching initiatives.

Explain your peer review system for trainers, coaches and assessors	<p>Our Peer reviews are based on objective criteria and performance standards established by our organization. These criteria cover various aspects of training, coaching, and assessment, including content knowledge, delivery effectiveness, communication skills, adherence to methodologies, and interaction with participants.</p> <p>Our peer review system incorporates feedback from multiple sources, including self-assessment, peer evaluation, feedback from participants, and input from supervisors or managers. Peer reviewers may observe lectures, roleplay coaching interactions, or assessment processes conducted by their colleagues. They assess performance against established criteria and provide constructive feedback based on their observations.</p> <p>Following the peer review process, feedback sessions are conducted between the reviewer and the individual being reviewed. During these sessions, strengths and areas for improvement are discussed, and action plans may be developed to address any identified gaps or development needs.</p>
Attach Train-the-Trainer Program	<p>Our Trainers (who are also coaches) and Assessors all must do the Train the Trainer Programme even if they have been internationally certified the same as it is tailored to our specific course being conducted in our country hence the experiences discussed, and skills learned might be different. It is a 20-hour course divided in 5 sections of 4 hours each and takes place on the weekends over the course of 3 weeks.</p>

Attach template feedback form	
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