



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Conflict Resolution Connection (CR-Connection) and Edwards Mediation Academy, LLC (USA)

IMI Certified Mediator Training Program

The Organisation

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| Legal name | Conflict Resolution Connection (CR-Connection or CR-C) and Edwards Mediation Academy, LLC (USA) |
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| Website | <p>https://cr-connection.net/</p> <p>https://edwardsmediationacademy.com/</p> |
| Person completing | Mário Rafael Venção Sá, CR-C associate. +55 041 9 9688-6262 |

application

Program Delivery The program and its assessments may be delivered in person, online, or a mix of both.

Locations and Languages Brazil, with Portuguese and English as the languages of instruction.

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.

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| Year formed, and under laws of what country/ies | CR-Connection was formed in 2019 as a branch of the Impact Hub Curitiba, which in turn was established in 2003, under Brazilian law. Edward Mediation Academy was formed in 2014, under United States of America's law. |
| Training course registered in accordance with jurisdiction requirements | None. |

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.

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| <p>Attach your course outline</p> <p>The course outline should set out in detail what happens on each day of the training, including:</p> <ul style="list-style-type: none"> • start and finish time each day • topics or subjects covered • an indication of whether it is a lecture, exercise or role-play • how much time is devoted to each topic and to each | <p>See:</p> <ul style="list-style-type: none"> • CR-C & EMA - Annex Course Outline; and • CR-C & EMA - Annex Detailed Daily Agenda. <p>Confirmation of 40+ hours of training: The course follows the same structure outlined by the EMA & CAMP's CMTP, given that it is conducted in partnership with Edwards Mediation Academy. This partnership approach justifies the division of instructional time as follows, as per minimum:</p> <ul style="list-style-type: none"> • 20 hours dedicated to simulations, including role-plays and complex mediation exercises. • 16 hours of facilitation sessions, exercises, interactive discussions, workshops, and Q&A. • 4 hours of theory and asynchronous learning. <p>This structure ensures the course meets the required 40 hours of instructional time, excluding breaks, while effectively blending theoretical content with practical, hands-on experience. In a different light, the structure may be subject to variation, which allows for a more flexible approach while still adhering to the minimum requirements.</p> |
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| learning process | |
| Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process | All the essential KNOWLEDGE topics required are thoroughly covered in the course and are detailed in the annexed PDF. This document includes comprehensive information on where each topic, such as mediation principles, neutrality, voluntary nature, confidentiality, party self-determination, and the mediation process, is integrated into the program. |
| The roles of legal counsel and representatives | See response above. |
| Overview of negotiation and conflict resolution theory | See response above. |
| Mediator ethics, including appropriate local ethical standards | See response above. |

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| Forms of listening skills and communication strategies | All the essential SKILL DEVELOPMENT topics required are thoroughly covered in the course and are detailed in the annexed PDF. This document includes comprehensive information on where each topic, such as mediation principles, neutrality, voluntary nature, confidentiality, party self-determination, and the mediation process, is integrated into the program. |
| Process management skills, including the use of joint and private meetings | See response above. |
| Negotiation strategies and skills to manage the content of the dispute | See response above. |
| Ways of responding to the diverse behaviours of the parties | See response above. |

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 these

guidelines.

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| <p>Attach competency framework</p> <p>A training course must have a 'competency framework' which clearly and concisely sets out the core competencies that an effective mediator should possess. The framework should indicate how each competency is measured.</p> <p>The competency framework should be consistent with the content and skills requirements of the course as set out under Section 2 of the guidelines (https://imimmediation.org/orgs/training-program-requirements/).</p> | <p>See:</p> <ul style="list-style-type: none"> • CR-C & EMA - Annex Competency Framework; and • CR-C & EMA - Annex Feedback Guidance |
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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.

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| <p>Course duration</p> | <p>40+ hours</p> <p>Online Learning (Asynchronous): Up to 4+ hours</p> <p>Details: Participants complete foundational and advanced modules at their own pace. This includes the online course, reflective exercises, and</p> |
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| | <p>assignments with feedback.</p> <p>Live Facilitation (Synchronous): 36+ hours</p> <p>Details: A significant portion of the course involves live sessions, including role-play simulations, query resolution, assignments with feedback, and group discussions tailored to Brazilian legal and cultural contexts. Additionally, this includes 10 sessions of advanced mediation simulations, each lasting 2 hours, focusing on complex scenarios.</p> <p>Additional Study Materials: Not timed</p> <p>Details: Access to resources such as reading lists, case studies, and video recordings of expert mediations with opportunities for discussion. Explanation of "40+" hours: The core training includes at least 40 hours of structured learning. The "+" refers to optional pre-reading materials, recorded webinars, and additional case studies that participants can access for deeper engagement, though these are not counted towards the core instructional time. As referred to in Section 2, the course structure is designed to provide flexibility, which means the allocation of hours may vary depending on the cohort's needs and engagement levels, particularly regarding asynchronous learning.</p> <ul style="list-style-type: none"> • It is important to emphasize that it is challenging to quantify the time spent on asynchronous learning, as it varies depending on each participant's engagement and study pace. While the simulations have a minimum allocated time, additional time will certainly be |
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| | provided as needed to ensure they are effective and meaningful, with the possibility of offering detailed feedback afterward to maximize the learning experience. |
| Asynchronous learning <i>Please indicate percentage/approximate hour count. Up to 10% of the minimum 40-hour course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i> | Asynchronous Learning: Up to 4+ hours, which equates to approximately 10% of the minimum 40-hour course. This asynchronous portion includes online modules, reflective exercises, and assignments with feedback. The rest of the course is delivered through synchronous live sessions to ensure maximum interaction and hands-on experience. |

5. Group Size

It is recommended that courses have a maximum class size of 30 students, with the trainer-student ratio ranging between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.

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| Maximum class size | 30 participants |
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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%

For each of the following methodologies, indicate:

- (1) the percentage of time spent using this methodology on your course,*
- (2) the maximum trainer to participant ratio for this methodology,*
- (3) details explaining your approach.*

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| Lecturing, knowledge input, presentation | <p>Percentage of Time: 10%</p> <p>This methodology is delivered primarily through asynchronous online modules. The content includes engaging texts, interactive diagrams, commentary videos, and a full filmed mediation session. The course features expert commentary from seasoned mediators like Bruce Edwards, Judge Daniel Weinstein, and Nina Meierding. The material is designed to introduce participants to foundational principles of mediation, including process, strategies, and techniques.</p> |
| Exercises and discussion | <p>Percentage of Time: 40%</p> <p>This segment includes both asynchronous activities, such as scenario-based learning and quizzes, and live synchronous sessions for in-depth discussions. Participants are encouraged to engage in case studies, practice problem-solving, and reflect on the content. Live sessions allow them to interact directly with trainers, participate in group discussions, and explore practical problem-solving strategies, focusing on cultural adaptation to the Brazilian context.</p> |

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| Role-playing, coaching, and feedback | <p>Percentage of Time: 50%</p> <p>Role-playing is the core component of the course, designed to provide hands-on experience. Participants engage in role-play exercises covering all stages of mediation, including convening, opening, information gathering, managing emotions, and negotiation. Each role-play session is supervised by an experienced mediator, who provides real-time feedback and coaching. The final assessment consists of a comprehensive role-play, evaluated to gauge participants' competence in handling complex mediation scenarios.</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.

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| In what format and how far in advance do participants receive general course materials and confidential role play briefs? | <p>Participants receive general course materials and confidential role-play briefs at the beginning of the course via Google Classroom. They have 6 months of access to these materials, allowing ample time for preparation and review throughout the program.</p> |
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| | <p>The course will also be structured using Google Classroom, where all course materials and role-play briefs will be made available to participants in advance. The program always begins with an Introduction and Orientation session at least two weeks prior to the start of the main course. This introductory session ensures that participants are fully familiarized with the platform and know how to access all necessary materials. This approach allows them to be better prepared, making the most of the learning experience by having ample time to review and engage with the content beforehand.</p> |
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9. Setting up Role Plays

Role plays are used for participants to practice 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.

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| Each role play in a course has a maximum of six persons for a two party mediation. | Yes |
| Mediation time slots within role plays are a minimum of 45 minutes | Yes |

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| 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 |

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| 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 | Separating coaches and assessors in mediation training ensures unbiased evaluations but can disrupt the learning process by breaking the continuity of feedback and weakening the coach-participant relationship. Also, the course draws upon the profound knowledge and experience of Professor Luciana Drimel Dias, leveraging her 24 years as a professor at PUCPR and her research expertise in Alternative Dispute Resolution (ADR). Her contributions are instrumental in shaping the dynamics of effective learning and coaching relationships within the course framework. |

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).

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| How is performance feedback given to participants on your course? | <p>During Role-Plays: Each role-play session has an experienced mediator as an observer who provides real-time feedback and facilitates input from other participants.</p> <p>Comprehensive Feedback: After the final role-play,</p> |
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| | <p>participants receive individualized feedback from an assigned assessor.</p> <p>Learning Journal: All feedback, including reflections on assignments, is consolidated into a learning journal, allowing participants to track their progress throughout the course.</p> |
| <p>Attach course feedback forms or guidance</p> <p>Attach course feedback forms that trainers, coaches or assessors use when providing feedback to course participants, whether verbally or in written form.</p> | <p>See CR-C & EMA - Annex Feedback Guidance.</p> |

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).

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| <p>Course design</p> <p><i>Explain what measures you as a training provider take to ensure that online course delivery is engaging and effectively conveys course deliverables. Your response should consider platforms, tools, course</i></p> | <p>Platforms: Totara LMS and Google Classroom for organized content delivery, resource sharing, and community interaction.</p> <p>Interactive Tools: Multimedia content (videos, text), assignments with immediate feedback, and live sessions with role-play simulations, group discussions, and Q&A with experienced mediators.</p> |
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| <p><i>programming and breaks, and any requirements about on-screen visibility.</i></p> | <p>Course Programming and Breaks: Balanced scheduling with spaced-out live sessions and regular breaks to avoid screen fatigue.</p> <p>On-Screen Visibility: Participants are required to keep cameras on and engage actively during live sessions to foster collaboration and focus.</p> <p>Facilitated Reflection: Post-session debriefs and feedback help deepen understanding and practical application.</p> <p>Community Access: WhatsApp groups and Google Classroom forums provide ongoing support and facilitate peer interaction.</p> |
| <p>Provisions for participants not able to attend all 40 hours</p> | <ul style="list-style-type: none"> • Extended Access: 6-month access to online materials, with possible extensions. • Rescheduling: Option to roll over to the next course intake if live sessions are missed. • Recorded Sessions: Access to recordings of missed live sessions. • Role-Play Alternatives: Opportunity to join role-play sessions with future cohorts. • Certification Requirements: Must attend at least 70% of live sessions; otherwise, they can enroll in the next course intake. |
| <p>Preparing the participants</p> <p><i>Explain how you ensure participants are fully equipped to undertake an</i></p> | <p>Participants are prepared for the online course through an introductory session that guides them on using the LMS (Totara) and Google Classroom. This session covers course structure, materials,</p> |

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| <p><i>online course. This should include reference to pre-course guidance and any practice sessions or checklists.</i></p> | <p>assignments, role-plays, and feedback processes to ensure they are familiar and comfortable with the course format.</p> |
| <p>Informal meetings</p> | <p>Participants can meet informally through WhatsApp groups for discussion, support, and motivation. Additionally, Google Classroom forums offer spaces for exchanging ideas and experiences, fostering a sense of community beyond structured sessions.</p> |
| <p>Role-plays for post-course assignment</p> <p><i>Explain how you administer role-plays as part of the post-course assignment for online participants. Indicate for how long records and videos are retained.</i></p> | <p>Role-plays are administered through six exercises covering key mediation stages. Each participant acts as the mediator at least once. Sessions last a minimum of 45 minutes, followed by coaching and debriefing by an experienced mediator. After that, there is 10 sessions of more advance mediations. The course then concludes with a comprehensive role-play, either live or recorded, with real-time feedback. Detailed briefs are provided at the start to prepare participants.</p> <p>All participants must serve as mediators in this final role-play. This information is lacking in the Final Comprehensive Role-Play.</p> <p>In light of the Criteria No.11 of IMI guidelines, it can be included in the CMTP that for those unable to attend the live online role-play session or are willing to, the role-play may be recorded and submitted to CRC. An assessor will study the roleplay and schedule a call with the participant to provide feedback.</p> |

Written component of post-course assignment

The written assignment is a reflection sheet where participants outline the mediation stages, describe the skills used, and evaluate their effectiveness during the role-play.

The **post-course assignment** is a critical component designed to assess participants' understanding, reflection, and practical application of the mediation skills acquired during the course. This assignment requires participants to submit a **2,000-word reflective essay**. Below is a detailed breakdown of the expectations, structure, and evaluation criteria.

The reflective essay is intended to:

1) Encourage participants to critically reflect on their learning journey throughout the course.

2) Assess their ability to apply key mediation concepts, techniques, and strategies in real-life scenarios.

3) Demonstrate their understanding of the mediation process, principles, and skills covered during the course.

4) Follow these guidelines:

- **Length:** The essay must be **2,000 words** (+/- 10%).
- **Content:** The essay should include the following sections:
 1. **Introduction:** A brief overview of the participant's mediation journey and key takeaways.
 2. **Core Mediation Concepts:** Reflection on the principles of mediation,

including confidentiality, voluntary participation, and self-determination.

3. **Application of Skills:** Practical examples of how participants plan to apply the skills learned, such as active listening, managing emotions, and ethical decision-making.
4. **Case Study Analysis:** Reflection on a real or hypothetical mediation case, demonstrating how the skills and techniques acquired during the course would be applied.
5. **Conclusion:** Summary of personal growth, insights, and future applications of mediation skills in their professional context.

In compliance with IMI Criteria No. 11, the post-course assignment is required for all participants and serves both as a competence assessment and a reflective practice. It includes a practical role-play and a structured written assignment.

Assessment Requirement

Each participant must complete at least one separate assessment based on performance in a role-play. Although live assessment is preferred, participants may submit a recorded mediation role-play as an alternative.

Role-Play Delivery Options

Participants may complete the role-play during the live course, in-person post-course, or submit a recorded one-hour in-person mediation role-play

with:

- Secure transmission of the video to the provider;
- Consent from all parties recorded;
- The video must be securely submitted to CR-Connection;
- A role-play brief provided by the training team;

A follow-up feedback session with an assessor. An assessor will review the recording and schedule a video call with the participants to provide individual feedback.

Written Reflection Requirement: All participants must submit a written reflection after their final role-play (live or recorded). This reflection will be reviewed as part of the post-course assessment. Content of the Reflection Sheet:

Mediation Process Stages and Goals: Description of the mediation stages performed, the intended objectives of each stage, and how the participant managed them in practice.

Skills Utilization: Identification and evaluation of the mediation skills applied, such as reframing, summarizing, active listening, and managing impasse.

In-Person Mediation Considerations (if applicable):

- Venue Arrangement: Setup, equipment, refreshments, accessibility;
- Rapport Building: Tactics used to build trust and

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| | <p>rapport in person;</p> <ul style="list-style-type: none"> • Special Needs: Adjustments or accommodations made for accessibility or party-specific needs |
| Feedback on post-course assignment | Participants receive individualized feedback from an experienced mediator based on their final role-play performance. Additionally, they complete a reflection sheet, which is reviewed, and feedback is provided to help them assess their learning and improve their mediation skills. |
| 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.

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| Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken? | The course assesses participants' competence through end-of-module assessments (90% pass mark for 8 out of 9 modules), observed role-play sessions with feedback, and a final role-play assessment, where participants must score 80% or higher to demonstrate their mediation skills. |
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| <p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p> | <p>Yes, the course assesses participants' knowledge through end-of-module assessments graded immediately by the system. Participants must score at least 90%, with feedback provided for areas needing improvement. Additionally, live role-play sessions and oral feedback help evaluate their understanding of mediation concepts.</p> <p>As detailed in Section 10, the assessment of participants' competencies and mediation skills is thoroughly addressed through an enhanced model. This model is inspired by best practices, incorporating both theoretical knowledge and practical applications to ensure participants demonstrate competence in mediation.</p> <p>Additionally, detailed written feedback is provided to participants, helping them understand their strengths, areas for improvement, and recommended next steps for continued professional development as mediators. This feedback is consolidated into a Learning Journal to support their ongoing learning journey.</p> |
| <p>Elaborate your process of appointing assessors on a course</p> | <p>Define Qualifications: Assessors must comply with Brazilian mediation laws, have a minimum of 5 years in legal practice or mediation, and complete at least 120 hours of documented mediation practice.</p> <p>Recruitment: Outreach is conducted through professional networks, universities, and mediation centers to find diverse candidates.</p> <p>Screening: Candidates are screened for</p> |

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| | <p>qualifications, and interviews are conducted to assess their legal knowledge and mediation skills.</p> <p>Training: Selected assessors receive legal and skill enhancement training, ensuring they are up-to-date with mediation practices.</p> <p>Performance Monitoring: Regular evaluations and feedback ensure assessors maintain high standards and continuously improve.</p> <p>Integration: New assessors receive an orientation and are paired with experienced assessors for guidance.</p> |
| <p>Clarify your passing criteria. How does a student pass or fail your program?</p> | <p>Complete Course Participation: Engage in all online components and role-play sessions.</p> <p>Pass Written Assignments: Achieve a minimum score of 90% on all required module assessments.</p> <p>Final Role-Play Assessment: Score at least 80% in the final comprehensive role-play.</p> |
| <p>What are the next steps taken, if any, should a student fail?</p> | <p>Retake the Module: They are given an opportunity to retake the relevant module and redo the written assignments to achieve the required passing score.</p> <p>Personalized Feedback and Additional Training: For inadequate performance in role-plays, assessors provide specific feedback, and the student may be advised to review online content and join future live training sessions focused on areas of improvement.</p> |

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| | Enhanced Support: Continuous support and additional resources are offered, including personalized coaching if needed. |
| <p>Policy documents relating to assessment (optional / if applicable)</p> <p>If your competency framework does not include an indication of how participants' performance is measured and 'graded' for the purposes of passing or failing the course, then that document should be uploaded here. It should include an indication of the pass/fail mark.</p> | |

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.

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| <p>Indicate what your organisation does to facilitate participants' development as mediators</p> | <p>Periodic Webinars: Regular sessions led by experienced mediators to keep participants updated on mediation trends and techniques.</p> <p>Observation Opportunities: Participants can observe real mediation sessions to see how experienced mediators handle various situations.</p> |
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| | <p>Co-Mediation: Opportunities to co-mediate alongside seasoned professionals, allowing hands-on experience in real-world settings.</p> <p>Mentoring Program: Personalized guidance and feedback from experienced mediators to support participants' ongoing professional development.</p> |
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13. Complaints and Appeals Policy

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.

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| <p>Attach complaints and appeals policy</p> <p>All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course, a trainer/coach/assessor, or the outcome of their assessment. The policy uploaded here should address each of these scenarios, the reporting process, and any applicable appeal or review process for participants.</p> | <p>See CR-C & EMA - Annex Complaints & Appeals Policy.</p> |
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Conflicts of Interest

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| <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>A conflict of interest may exist between a single trainer/coach/assessor and a course participant, between TCAs, or between the organisation and any of these parties. Examples may include where trainers also conduct assessments, or where course participants are known to the organisation or a TCA.</p> | <p>To avoid conflicts of interest, roles of trainers, coaches, and assessors are separated. Assessors undergo conflict checks before appointment, review participant lists, and must disclose any conflicts. If a conflict arises, a new assessor is appointed, and senior members investigate and resolve issues as needed.</p> <p>See CR-C & EMA - Annex Conflict of Interest Policy.</p> |
| <p>Upload conflicts of interest policy (optional / if applicable)</p> | <p>Our Conflict-of-Interest framework was once again inspired by the precedent set by the CAMP & EMA CMTP. Attached, you will find a slightly improved version of the annex. We are fully open to making further enhancements and would greatly appreciate any guidance you could provide regarding which specific details or examples you are looking for to better align with your expectations on identifying, preventing, or managing conflicts of interest:</p> <p>See CR-C & EMA - Annex Conflict of Interest Policy.</p> |

Trainers, Coaches, and Assessors

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| <p>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</p> | <p>Yes</p> |
| <p>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</p> | <p>Yes</p> |
| <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> |

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| Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes | Yes |
| Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes | Yes |
| Trainers deliver at least one basic mediator skills training course or refresher course every two years | Yes |
| 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 | |
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| New TCAs are to be observed and given performance feedback by senior colleagues | New TCAs are observed by senior colleagues while co-training. They receive performance evaluations and constructive feedback to ensure they meet the organization's standards. |
| Explain your peer review system for trainers, coaches and assessors | The peer review system involves regular evaluations where trainers, coaches, and assessors observe each other's sessions, provide constructive feedback, and discuss areas for improvement to maintain high training standards. |
| Attach Train-the-Trainer Program See https://www.imimmediation.org/orgs/trainer-coach-assessor-requirements/ for guidance on what a train-the-trainer program must include. | See CR-C & EMA - Annex Train the Trainer Program. |
| Template feedback form At the conclusion of a course, it is important to gain feedback from participants so that course quality can be measured, and improved if necessary. Attach the feedback form that course participants use | See CR-C & EMA - Annex Template Feedback Form. |

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