



PROFESSIONAL MEDIATION WORLDWIDE  
Promoting Consensus and Access to Justice  
[www. IMImediation.org](http://www. IMImediation.org)

## SINGAPORE MEDIATION CENTRE

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	Singapore Mediation Centre
<b>Contact details</b>	1 Supreme Court Lane, Level 4, Singapore 178879; +6563324366 (O); +65 6333 5085 (F); training@mediation.com.sg
<b>Website</b>	<a href="http://www.mediацию.com.sg/">http://www.mediацию.com.sg/</a>
<b>Person completing application</b>	Suhailin Sahed; Training Manager
<b>Program delivery</b>	
<b>Locations and languages</b>	Singapore, Fiji, Asean Region; English

### 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	1997; Singapore
Training course registered in accordance with jurisdiction requirements	Yes

### 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>	See Annex 'Online Course Outline'
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	<p>Day 2</p> <p>Video: SOCIAL MEDIATION</p> <p>Stages of Mediation</p> <p>Participate in dispute resolution processes</p> <p>Day 5</p> <p>Practice on Mediator's Opening Statement</p> <p>Process Skills – Explain what process skills are, how process skills are key to a mediator's role.</p> <p>Agenda Setting (role play)</p> <p>Exploration of Issues (role play)</p> <p>Private Sessions (role play)</p>
<b>The roles of legal counsel and representatives</b>	<p>Day 6</p> <p>Roles of lawyers</p> <p>Drafting Settlement Agreements</p>
<b>Overview of negotiation and conflict resolution theory</b>	<p>Day 1</p> <p>Learning Activity 1 – Learning Activity 1 Fay &amp; Nic</p> <p>Types of dispute</p>

	<p>Types of dispute resolution processes</p> <p>Objective of going into a dispute</p> <p>Relevant legislation and regulations</p>
<b>Mediator ethics, including appropriate local ethical standards</b>	<p>Day 7</p> <p>Legal &amp; Ethical Issues in Mediation</p>
<b>Forms of listening skills and communication strategies</b>	<p>Day 1</p> <p>Preparation for Mediation – The 7 Elements (continued)</p> <p>Actively listen to other parties' position</p> <p>Communication Techniques</p> <p>Discuss known facts and each party's position</p> <p>Identify Common Areas of Agreement</p> <p>Drafting the Outcomes (SMART)</p> <p>Day 3</p> <p>communication skills &amp; overcoming impasse</p>
<b>Process management skills, including the use of joint and private meetings</b>	<p>Day 2</p> <p>Conflict resolution techniques</p> <p>Set up ground rules and agenda</p> <p>Actively listen to other parties' position</p> <p>Communication Techniques</p> <p>Discuss known facts and each party's position</p> <p>Identify Common Areas of Agreement</p> <p>Drafting the Outcomes (SMART)</p> <p>All Role-Play Activities</p> <p>Day 5</p> <p>Practice on Mediator's Opening Statement</p> <p>Process Skills – Explain what process skills are, how process skills are key to a mediator's role.</p> <p>Agenda Setting (role play)</p>

	<p>Exploration of Issues (role play)</p> <p>Private Sessions (role play)</p> <p>All Role-Play Activities</p>
<b>Negotiation strategies and skills to manage the content of the dispute</b>	<p>Day 1</p> <p>Learning Activity 1 – Fay &amp; Nic</p> <p>Preparation for Mediation – The 7 Elements</p> <p>Learning Activity 2 – Zoey Teh</p> <p>Preparation for Mediation – The 7 Elements (Continued)</p>
<b>Ways of responding to the diverse behaviours of the parties</b>	<p>Day 2</p> <p>Conflict resolution techniques</p> <p>Set up ground rules and agenda</p> <p>Actively listen to other parties' position Communication Techniques</p> <p>Discuss known facts and each party's position Identify Common Areas of Agreement</p> <p>Closure of a Mediation</p> <p>Mediation Outcomes (General Guidelines)</p> <p>All Role-Play Activities</p> <p>Day 5</p> <p>Process Skills – Explain what process skills are, how process skills are key to a mediator's role.</p> <p>Agenda Setting (role play)</p> <p>Exploration of Issues (role play)</p> <p>Private Sessions (role play)</p> <p>Day 6</p> <p>Managing Emotions</p> <p>Lecture</p> <p>Dealing with Perceptions</p>

	<p>Day 9</p> <p>Analysis on what made parties difficult – use 7 Elements</p> <p>Culture</p> <p>All Role-Play Activities</p>
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### 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 '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	<p>Homework Assignment</p> <p>7 Elements activity: 3 hours</p> <p>Self-Reflection: 2 hours</p> <p>Questionnaire: 1 hour</p> <p>Strategic Conflict management for Professionals Module 1</p> <p>Day 1: 0900 to 1300</p> <p>Day 2: 0900 to 1300</p> <p>Day 3: 0900 to 1300</p> <p>Day 4: 0900 to 1100</p>
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	<p>Strategic Conflict management for Professionals Module 2</p> <p>Day 5: 0900 to 1330</p> <p>Day 6: 0900 to 1330</p> <p>Day 7: 0900 to 1330</p> <p>Day 8: 0900 to 1330</p> <p>Day 9: 0900 to 1330</p> <p>Total 42 hours</p>
<p><b>Asynchronous learning</b></p> <p><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></p>	The programme will be delivered entirely synchronous with exception for role-play activities which will be conducted in-person where regulation permits for group activity

## 5. Group Size

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

Maximum class size	24
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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>	20.3%
<b>Exercises and discussion</b>	28.2%
<b>Role-playing, coaching, and feedback</b>	51.5%

## 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.*

<b>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</b>	<p>Pre-workshop</p> <p>SMC will email participants 1 week in advance on the pre-workshop reading and assignment requirements.</p> <p>Participants are required to</p> <ul style="list-style-type: none"> <li>i. watch explanation on 7 Elements</li> <li>ii. read an article on the 7 Elements</li> <li>iii. read the chart on the Stages of Mediation</li> <li>iv. read 3 role-play common factsheets</li> </ul>
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	<p>v. do a pre-workshop questionnaire to understand their current knowledge on conflict resolution and mediation, and</p> <p>vi. do a pre-workshop assignment to know how they would apply their current conflict resolution skills.</p> <p>For in-person training, SMC will provide a training file with all the relevant course materials. The file contains:</p> <ul style="list-style-type: none"><li>i. Training Programme</li><li>ii. Trainer's Profiles</li><li>iii. PowerPoint Slides</li><li>iv. Learner's Guide</li><li>v. Activity sheets</li></ul> <p>For online training, SMC will place the materials in a Google Folder of the training materials and give access to the participants:</p> <ul style="list-style-type: none"><li>i. Quick link (with explanation with materials will be used for which day)</li><li>ii. Training Programme</li><li>iii. Trainer's Profiles</li><li>iv. PowerPoint Slides</li><li>v. Learner's Guide</li><li>vi. Activity sheets</li></ul> <p>Post-workshop</p> <p>Participants are to provide feedback on the course, trainers, coaches, materials and logistic. They will also required to submit a reflection on their training as part of the course requirement.</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>	Each role play in a course is set-up – 1 coach to 3 participants for a two party mediation.
<b>Mediation time slots within role plays are a minimum of 45 minutes</b>	Mediation time slots within role plays are 90 minutes.
<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>	All 6 role plays are supervised by an experienced coach or trainer throughout the 90 minutes (100%) duration.
<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>	For role play assessment, the candidates are supervised by 2 experienced assessors throughout the 60 minutes (100%) assessment duration
<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>	SMC will check against the conflict of interest, coaches and trainer who coached and trained the participants will not be involved in the subsequent assessment of the participants.

<p><b>Role plays during the course ensure participant work with the widest range of fellow participants as possible</b></p>	<p>All participants has 2 role plays to play as mediator and 4 role plays to participant as parties.</p> <p>Role plays during the course ensure participant work with the widest range of fellow participants as possible. They work with 2 other different participants each time for all 6 role-play. However, during tightening of process during COVID-19, the government has banned intermingling, hence, during this period, they have to work within the same group each time</p>
<p><b>All participants mediate the same number of times in role plays</b></p>	<p>All participants mediate the same number of times in role plays, a total of 6 role-pay where they play 2 as mediators and 4 as parties.</p>
<p><b>Role plays are varied in subject matter and allow for practice of different stages of the mediation process</b></p>	<p>Yes. The topic chosen are, neighbour dispute, employment dispute, inheritance dispute, business vs resident dispute, tenancy dispute and medical dispute.</p>
<p><b>Comment where guidelines are not met</b></p>	

## 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?**

Coaches will provide both verbal and written performance feedback. Coaches will follow the recommended guidelines Notes for Coaches when giving verbal feedback to participants. For written feedback, coaches will fill in the Mediator Report and provide them back to the participants.

Assessors will provide both verbal and written performance feedback. Assessors will provide verbal feedback during the debrief session where each candidate will get up to 20 minutes with the assessors. Assessors follow the recommended guidelines Annex N - Managing MSA for Assessors v20201230 when giving verbal feedback to candidates. For written feedback, assessors will fill in the MSA Scoring Form B and SMC will release the feedback during release of the result.

Formative Feedback

Role-play

Personalised feedback will be given to the participants after each role-play to assist them to improve their skills. This feedback is in the form of the mediator report. In addition, trainers will move from one room to another to also provide their feedback and take note of what are common misconception to address in class.

Other formative feedback is done through questioning, group activity and group presentation.

Summative Feedback

For this programme, SMC puts in place 2 summative feedback,

- 1 written paper at the end of Module 1 (after 2 days of in-person training or after 4 days of online training): Although at the moment only some participants opted for the assessment, SMC is seeing a high number of interest among participants to sit for the summative assessment.

- Mediation Skills Assessment: Participants will sit for the MSA and will get their results back 1 month after the assessment.

<b>Attach course feedback forms or guidance</b>	See Annex 'Mediator Report' and Annex 'MSA Scoring Form B'

## 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>In planning for our online programmes, we consider a multitude of issues, (i) engagement and assessment for learning (feedback) (ii) participations verification and attendance (iii) fatigue (iv) accessibility and (v) security</p> <p>For SMC's training, we have chosen Zoom as the training platform due to its stability, availability of functions and meeting our training needs.</p> <p>For (i) engagement, we look using the functions such as Poll, Breakout room and cat function. We also use other engagement tools such as Slido, Jamboard and Mentimeter. We also use Google Folder for material.</p> <p>For (ii) participations verification and attendance, we track log in and log out time of the participants and emphasis on having their video on throughout the session.</p> <p>For (iii) fatigue, we provide short 5 min breaks for</p>
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	<p>every hour or so and with the plethora of activities to engage learners</p> <p>For (iv) accessibility, one of the reasons we have chosen Zoom is due to its varied options of log-in, via website, desktop app and mobile apps.</p> <p>For (v) security, we ensure security feature is set and participants use their full name to tally with our records. This is to prevent Zoom bombing</p>
<p><b>Provisions for participants not able to attend all 40 hours</b></p>	<p>SMC's programme in-charge will reach out to participants who are unable to complete the minimum 40 hours to join and observe for the next run for only the portion he or she missed out.</p>
<p><b>Preparing the participants</b></p> <p><i>Explain how you ensure participants are fully equipped to undertake an online course. This should include reference to pre-course guidance and any practice sessions or checklists.</i></p>	<p>SMC provided 1 week in advance Zoom User Guide to help participants to check their connectivity and accessibility. The programme in-charge will assist participants in their difficulties.</p>
<p><b>Informal meetings</b></p>	<p>Due to Personal Data Protection Act in Singapore, SMC will not assist to form informal groups but provide opportunity to participants out of their own violation to form their own informal groupchats.</p>
<p><b>Role-plays for post-course assignment</b></p>	<p>(1) Scenario 1 - [Normal situation] Role-play practice (with coaches) is conducted in-person.</p> <p>SMC conducts blended online training. Our training always includes an in-person practice component (coaches will give instant and personalised feedback). During training, learners are also taught to mediation using Zoom. This is to prepare them in the event that the MSA needs to be moved online if the Singapore Government tightened the Safety Management Measures (SMM) in the effort to manage COVID19</p>

	<p>cases. Coaches will document the feedback on the learner's performance in the Mediator Report and returned it to the learners for the learners to review.</p> <p>(2) Scenario 2 - [Heightened Alert] Role-play practice is conducted online.</p> <p>Phase 1: When Singapore Government tightened the Safety Management Measures (SMM) in the effort to manage COVID19 cases, SMC may need to move our blended courses to fully online, in line with the government's directions. During this period, our role-play practice (coaches will give instant and personalised feedback) will be conducted online. Coaches will document the feedback on the learner's performance in the Mediator Report and returned it to the learners for the learners to review.</p> <p>Phase 2: In addition, SMC will record the list of learners who did not have a chance to do in-person role-play practice and will offer to do arrange for in-person role-play practice with coaches when the SMM allows SMC to do so. Coaches will document the feedback on the learner's performance in the Mediator Report and returned it to the learners for the learners to review.</p> <p>The above process would replace the post-course assignment. This is because SMC would prefer to provide a more authentic mediation experience to learners and the coaches will be able to give instant feedback to learners. Video recordings of all our training including role-play will be retained for a minimum of two years.</p> <p>The course certificate will not be issued until the participant has completed the post-course assignment</p>
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	<p>as a requirement for accreditation, according to Course Admin Notes and Learner's Guide.</p> <p>SMC prefers to have a closer control on the practice session so that trainee-mediator would need to respond naturally and spontaneously to prepared stimuli, and also we understand that trainee-mediator appreciates immediate feedback by our trained coaches. SMC follows up with trainee-mediator who are had to do full online practice due to SMM regulation with additional in-person practice on a separate date with coaches (at complimentary basis). SMC is also in a partnership with a Society of Mediation Professionals to provide additional practice sessions with coaches overseeing the session for those who wish to engage their services. At the moment, we would not be opting for viewing recording of practice session.</p>
<b>Written component of post-course assignment</b>	<p>Whether we are conducting in-person training or online, SMC does include a post-course assignment in the form of self-reflection.</p>
<b>Feedback on post-course assignment</b>	<p>As this is a self-reflection, we do not provide any feedback.</p>
<b>Supporting documents</b>	<p>See Annex "Mediator Report"</p>

## 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><b>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</b></p>	<p>Yes.</p> <p>Part of the programme includes Mediation Skills Assessment.</p> <p>MSA is made up of 3 components, Role-play Assessment, Written Assessment and Self-Reflection. Participants must pass all 3 components.</p> <p>The role-play assessment tests for competency. The assessment is based on their ability to conduct a mediation. The focus is in how candidates conduct the mediation in terms of People management skills, Process skills and problem-solving skills and not if they settle the mediation. Candidates must demonstrate competency according to the SMC Assessment Evaluation in all 3 areas to pass the role-play. Candidates are assessed by 2 assessors. This followed by a moderation session at the end of the day. Our assessors are not paid employees of Singapore Mediation Centre.</p>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>Yes.</p> <p>Part of the programme includes mediation skills Assessment. MSA is made up of 3 components, Role-play Assessment, Written Assessment and Self-Reflection. Participants must pass all 3 components.</p> <p>The written assessment is made of 2 sections, either in the form of case study or essay. Assessment topics covers any of the topics taught during the programmes, managing emotions, reframing, drafting of settlement agreement, etc. They must demonstrate their knowledge of mediation process and landscape. The paper is marked by an assessor. Our assessors are not paid employees of Singapore Mediation Centre.</p>

**Process of appointing assessors on a course**

We maintain a roster of experienced mediators from which we appoint our assessors. All our assessors-coaches-trainers are highly skilled practitioners with accreditation/certification qualifications. They are fully aware of assessment criteria and value the IMI status. SMC requires assessors for MSA to have sufficient experience both as a mediator in mediations, and as a coach in coaching workshop participants. To be an assessor for MSA, the following criteria have first to be fulfilled: i) Served on SMC's Panel of Associate Mediators for at least 3 years; ii) Completed the programme for coaches; iii) Conducted a minimum of 6 coaching sessions, out of which at least 3 must be SCMP Module 2 coaching; iv) Mediated in at least 10 SMC-endorsed mediations; v) Obtained recommendations from at least 2 Senior Associate Trainers and/or Principal Trainers; and vi) Assessed for suitability by Executive Director, SMC. When the above criteria are met, the applicant will have to successfully clear 2 phases: i) Phase 1: Complete half-day assessor workshop for new assessors; and ii) Phase 2: Co-assess with an assessor mentor. Assessed on performance and suitability for up to three MSA. 13. There will be a compulsory 2-hour refresher workshop for current assessors to ensure that there is standardization amongst our current pool of assessors. These current assessors will be SMC's assessor mentors after completing the 2-hour refresher workshop. 14. Participants of the assessor workshop will be shown three videos of authentic assessments (fail, borderline fail, and borderline pass). They will then be brought through the standardization process to calibrate their expectations and align it with SMC's standards. Assessments are conducted in person and have a second/third assessor make a recommendation. Should any assessor not feel the participant 'passed', the participant will be informed, coached, and given further opportunities.

	<p>All our assessors need to declare if there is any conflict of interest with the candidates.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>MSA is made up of 3 components, Role-play Assessment, Written Assessment and Self-Reflection. Participants must pass all 3 components.</p> <p>The role-play assessment has a Distinction, a Pass and a Fail grade based on a point system and evidence-based system to make assessment credible, objective and transparent. Candidates need to attain at least a 75% to pass for Process and People skills and 70% to pass for problem-solving skills. Candidates will pass only if they achieved a pass in all 3 skills areas.</p> <p>The written paper is made up of 3 sections, section 1 is on a case study, section 2 short application answer questions and section 3 is an essay. The total weightage of the paper is 60 marks. Candidates need to attain at least a 50% to pass the paper.</p> <p>The self-reflection paper is made up of 2 reflection questions. Candidate needs to write their reflections as required by the questions. They will clear the paper if they fulfil the requirements of the questions.</p>
<p><b>Next steps taken, should a student fail.</b></p>	<p>If candidates fail either the written assessment (achieving less than 50% out of the entire paper) or self-reflection (reflection is out of point or does not address the questions), an oral recovery will be conducted. The oral recovery is usually conducted within 1 month from the release of MS result. The candidate's response is recorded on the paper. If candidates fail the oral recovery, they need to resit for the paper again in the next MSA. They have to clear the MSA within 2 years from their SCMP Module 2 training date.</p>

	<p>If candidates fail the role-play assessment, they can (i) appeal the result or (ii) retake the role-play assessment at the next available MSA date. If candidate wishes to appeal, candidate needs to fill in an appeal form and pay the appeal fee. Then the appeal process will be activated. If candidate wishes to retake the role-play assessment, they can do so at the next MSA date. They have to clear the MSA within 2 years from their SCMP Module 2 training date.</p> <p>Candidates can attempt as many retakes within 2 years from their SCMP Module 2 date. In the event the 2 years expire, candidates need to take refresher course (SCMP Module 1).</p>
<b>Policy documents relating to assessment (optional / if applicable)</b>	See Annex 'MSA Scoring Form B'

## 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.*

<b>Indicate what your organisation does to facilitate participants' development as mediators</b>	<p>Candidates who did exceptionally well in Mediation Skills Assessment (MSA) will be emplaced on SMC Panel of mediators. Those on the panel can practice and improve their skills on industry-based scheme where they will handle smaller and more straight-forward cases either in co-mediation setting or alone.</p> <p>While those who passed the MSA but are not emplaced are offered to sit in the role-play sessions as observers. SMC also provide opportunity for participants to connect with SMC coaches for further consultation at parties' discretion</p>
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	and mutual agreement.
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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.*

<b>Attach complaints and appeals policy</b>	See Annex 'Processing Feedback' and Annex 'Appeal of MSA Role-Play Grade'
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### Conflicts of Interest

<b>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</b>	As trainers and coaches are not involved in the assessment process, there is no checks for conflict of interest.  All assessors need to declare (with a Nil return) for conflict of interest. Candidates who sit for reassessment of Role-play will also be assessed by a different pair of assessors.
<b>Upload conflicts of interest policy (optional / if applicable)</b>	

### Trainers, Coaches, and Assessors

<p><b>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</b></p>	<p>Yes</p>
<p><b>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</b></p>	<p>Not Applicable</p>
<p><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 development (CPD) of six hours per year.</b></p>	<p>Yes</p>
<p><b>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</b></p>	<p>Yes</p>

<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>	
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	TCA will be observed by independent observer who is a subject matter expert and an SMC manager every 2 years. SMC uses Lesson Observation, feedback on Assessors and Feedback on Coaches forms to develop training to improve TCAs' standards and to also determine if TCAs should continue with SMC.

<b>Explain your peer review system for trainers, coaches and assessors</b>	TCA will be observed by appointed peers who are more senior and has proven track records and an SMC manager every 2 years. SMC uses Trainer-Peer Feedback, Feedback on Assessors and Feedback on Coaches forms to develop training to improve TCAs' standards and to also determine if TCAs should continue with SMC.
<b>Attach Train-the-Trainer Program</b>	See Annexes 'Trainer-Peer Evaluation Form'; 'Trainer the Trainer Programme'; 'Feedback on Assessors'; 'Feedback on Coaches'; 'Lesson Observation'
<b>Attach template feedback form</b>	See Annex 'Evaluation Form'