



**Course Outline**  
**For BLENDED and FULLY ONLINE**  
**Certified Mediation Training**  
**Programme**  
**Revised September 2022**



## Information Relevant to BOTH programmes

### General Course Information

- Courses are designed and learning outcomes are mapped to the European Qualifications Framework Level – 9
- Online learning will be a combination of interactive asynchronous learning and forum discussion, plus live online synchronous sessions. Blended course will also include in person workshops.
- The live online sessions will consist of role-play and other practice exercises, together with coaching and mentoring.
- Course duration – 60 hours.
- Includes formative and summative academic and practical assessment.
- Learning outcomes address a balance of theoretical and process knowledge, and skills and practice.
- Entry requirements – English to IELTS level 7.
- Student numbers – Maximum 8 per class. Student - tutor ratio of 1:4 maximum for practical sessions.

### Learning activities and resources:

- Programme Handbook plus orientation and instructional videos.
- Asynchronous interactive learning including expert faculty video, pedagogically designed skills and practice simulation videos, assessment and reflection activities and learning portfolios. Adaptive learning design and methodologies individualise the learning path.
- Discussion forum and asynchronous group activities.
- Relevant materials, handouts and links to additional resources, including peer reviewed articles, legal documents, internet resources and infographics.
- Live practical sessions consist of role-play sessions and other practice exercises, together with coaching and practical assessment.

### Information re Asynchronous Online Lessons

Each Module contains a number of lessons. A lesson will contain a variety of learning resources and activities as detailed above. A particular feature of these lessons is the video mediation simulation and interactivity which enables students to choose different interventions, hear expert assessment of the mediators and parties actions and hear how all participants reflect on aspects of the process. Lessons are particularly aimed at connecting practice and skills with conflict and mediation and feature leading practitioners from around the world as faculty, including Bill Wood, KC, Bill Marsh, Geoff Sharp, Nadja Alexander and many others.



As lessons are designed using adaptive learning, if students do not answer questions and interactions correctly they are re-directed to additional faculty explanation or materials, if they move through lessons with ease, they can choose to access additional videos, reading and resources.

Each Module culminates in a multiple choice test that is automatically graded. All interactions and questions in lessons are automatically graded and students get their results – and formative feedback – instantly.

### **Live Online Sessions**

The live sessions are intended to embed the learning from the online Modules, give students the opportunity to practice skills and receive feedback and ask questions. Small group activities (using zoom breakout rooms) and whole group feedback is used.

Live sessions will predominantly consist of role-play and skills practice. Ongoing feedback and coaching will be provided:

- \*In-session by tutors

- \*In-session by peers

- \*Individually in and between sessions using video. All sessions will be videotaped to assist with individualised and targeted feedback, and to allow students to acclimatise to mediating on video before the assessment. This individual coaching will be carried out by one of the tutors on a one to one basis while the remaining students work with the other tutor.

### **In-Person Sessions**

In the blended programme, the in-person sessions will be workshop style and focused on role-play and skills practice. Feedback and coaching will be provided by tutors (1:4 trainer:student ratio) and peers. Video will also be used to allow students to engage in self-reflection and watch their sessions back to identify the context for tutor coaching and feedback. The live sessions will take place in our offices in London and Dublin and ample breaks, food, water, tea and coffee will be provided.



## Timetables

Live Online / Synchronous

Live in Person

Asynchronous Online

# BLENDED PROGRAMME – LONDON AND DUBLIN

## Module 1

### *Unit 1 – The Mediation Process*

Live Session – Welcome & Orientation 2 hours

Orientation Lesson

Lesson 01 – Mediation Case Studies

Lesson 02 – The Mediation Process

Lesson 03 – Mediation Paperwork

Lesson 04 – Preparing for Mediation

Lesson 05 – Opening the Mediation

Live Session – Skills Practice – 2 hours

### *Unit 2 – Mediation Skills*

Lesson 06 – Stages of Mediation

Lesson 07 – Session Types

Lesson 08 – Communication in Mediation

Lesson 09 – Core Skills

Lesson 10 – Overcoming Obstacles

Lesson 11 – Concluding Mediation

Live Session – Skills Practice - 2 hours

## Module 2

### *Unit 1 – Understanding Conflict*

Lesson 01 – Causes of Conflict

Lesson 02 – Responding to Conflict

Lesson 03 – Resolving Disputes

Lesson 04 – The Role of the Mediator

Lesson 05 – Ethical Practice

Live Session – Skills Practice 2 hours

### *Unit 2 – Mediation Law*



- Lesson 06 – Suitability for Mediation
- Lesson 07 – Mediating Online
- Lesson 08 – Online Communication
- Lesson 09 – Mediation Process Law
- Lesson 10 – International Mediation Law

### In Person Workshop Schedule

Day 1 8.30 am – 6.00 pm (each session lasts 1 hour 45 minutes, 7 hours daily total)	
Session 1	Mediation Skills – Client Intake and Preparation
Session 2	Mediation Skills – Opening Statements and Exchange
Session 3	Mediation Skills – Using joint and single sessions
Session 4	Mediation Skills – Facilitating Dialogue

Day 2 8.30am – 6.00pm	
Session 1	Mediation Skills – Generating Options
Session 2	Mediation Skills – Working with emotions and unpredictability
Session 3	Mediation Skills - Communication
Session 4	Mediation Skills – Narrowing the Options

Day 3 8.30am – 6.00	
Session 1	Mediation Skills – Facilitating Negotiation
Session 2	Mediation Practice – Managing Impasse
Session 3	Mediation Practice – Reaching Agreement
Session 4	Assessment Preparation

Day 3 8.30am – 6.00	
Session 1	Assessment Session 1
Session 2	Assessment Session 2
Session 3	Assessment Session 3
Session 4	Assessment Session 4

- Total online asynchronous hours – 22 hours
- Total live / synchronous online – 8 hours
- Total in-person – 28 hours
- Total hours - 58

## ONLINE

### Module 1

#### *Unit 1 – The Mediation Process*

##### Live Session 1 – Welcome & Orientation (2 hours)

Orientation Lesson

Lesson 01 – Mediation Case Studies

Lesson 02 – The Mediation Process

Lesson 03 – Mediation Paperwork

Lesson 04 – Preparing for Mediation

Lesson 05 – Opening the Mediation

##### Live Session 2 – Skills Practice – 2 hours

#### *Unit 2 – Mediation Skills*

Lesson 06 – Stages of Mediation

Lesson 07 – Session Types

Lesson 08 – Communication in Mediation

Lesson 09 – Core Skills

Lesson 10 – Overcoming Obstacles

Lesson 11 – Concluding Mediation

##### Live Session 3 – Skills Practice - 2 hours

### Module 2

#### *Unit 1 – Understanding Conflict*

Lesson 01 – Causes of Conflict

Lesson 02 – Responding to Conflict

Lesson 03 – Resolving Disputes

Lesson 04 – The Role of the Mediator

Lesson 05 – Ethical Practice

##### Live Session 4 – Skills Practice (2 hours)

#### *Unit 2 – Mediation Law*

Lesson 06 – Suitability for Mediation

Lesson 07 – Mediating Online

Lesson 08 – Online Communication

Lesson 09 – Mediation Process Law

Lesson 10 – International Mediation Law



**Live Session 5** – Skills Practice - Managing Online Practice and Technology, Client Intake and Preparation (2 hours)

**Live Session 6** -Skills Practice - Opening Statements and Exchange, Using joint and single sessions (2 hours)

**Live Session 7** – Skills Practice – Negotiation in mediation, BATNA/WATNA/ZOPA, tactics and strategies (2 hours)

#### DAY 1 - Skills

**Live Session 8** – Facilitating Dialogue (2 hours)

**Live Session 9** – Communication in Mediation (2 hours)

**Live Session 10** - Working with Emotions and Unpredictability (2 hours)

#### DAY 2 - Skills

**Live Session 11** - Narrow the Issues (2 hours)

**Live Session 12** – Generating Options (2 hours)

**Live Session 13** – Facilitating Negotiation (2 hours)

#### DAY 3 - Skills

**Live Session 14** – Managing Impasse (2 hours)

**Live Session 15** – Reaching Agreement (2 hours)

**Live Session 16** – Assessment Preparation (2 hours)

#### DAY 4 – Assessment

**Assessment Session 1** – 1.5 hours

**Assessment Session 2** – 1.5 hours

**Assessment Session 3** – 1.5 hours

**Assessment Session 4** – 1.5 hours

**Total Asynchronous Online – 21 hours**

**Total Live Synchronous Online – 39 hours**

**Total – 60 hours**

## Assessment –

### Methods of assessment:

Role-play and practical exercises will be used both as formative and summative assessment. Practice role-play will include feedback from tutors and peers and individual coaching using video. Learning will be enhanced and verified by means of reflective exercises.

Final assessment for certification will be carried out as follows:

Candidates will participate as a mediator in a mock mediation of one-hour duration and may be involved in role-playing as clients. This mediation will be videotaped (with all participants consent). The mediation will be assessed by an external assessor who will mark candidates on the basis of a detailed competency grid AND who must provide detailed feedback by means of directly annotating the video of the mediation, so that candidates can clearly identify where they lost or gained marks. Assessors will be provided with the software to do this. Candidates will be assessed on a pass / fail basis.

In addition to this, a random sample of 50% of assessments will be moderated and verified by a different external assessor. If any concerns or discrepancies are raised by the moderator, all assessments from that group will be re-assessed (using the video) by a third party assessor.

**For the fully online programme** - Students will also be required to undertake and video record a one-hour mock mediation, carried out in person. They will be provided with detailed instructions and a role-play scenario, and can use family members / friends / colleagues to play the parties to the dispute. This video must be submitted to Mediator Academy and will be assessed by the external examiner by reference to the same competency criteria.

Students must also submit a written assignment in which they explain how they would:

- Arrange the venue for an in-person mediation including having sufficient rooms, ensuring suitable refreshments and useful equipment, the layout of tables and chairs and the seating arrangements
- Build rapport with parties for an in-person mediation
- Compare the experience of in-person and online mediation, what is different and how they would adapt from online to in-person.

This will not form part of the assessment, but must be completed in order to pass the programme.



## Course Materials

The online lessons consist of expert videos, exercises and some key reading, delivered within the lessons for reading and download.

In addition to this, students are provided with a list of recommended reading. This is reproduced here:

Katz, L (2018) *Critical Thinking and Persuasive Writing for Postgraduates* (Palgrave Study Skills) •

Bowling, D. & Hoffman, D. (eds.) (2003). *Bringing Peace into the Room: How the Personal Qualities of the Mediator Impact the Process of Conflict Resolution*. San Francisco: Jossey Bass. •

Hicks, T. (2018) *Embodied Conflict*, Routledge •

Coleman, P. T., Deutsch, M., & Marcus, E. C. (2014). *The Handbook of Conflict Resolution: Theory and Practice* (3 edition.). Jossey-Bass., Part 1 •

Mayer, B. (2012). *The Dynamics of Conflict: A Guide to Engagement and Intervention*. Second Edition. San Francisco: John Wiley & Sons Ltd. •

Moon, J. A. (2006). *Learning Journals: A Handbook for Reflective Practice and Professional Development* (2 edition.). New York, NY: Routledge. Chapter 7.7. •

Furlong, G. T. (2006). *The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict* (1 edition.). Mississauga, Ont: John Wiley & Sons. •

Fisher, R., & Ury, W. (2012). *Getting to Yes: Negotiating an agreement without giving in*. Cornerstone Digital. •

Lang, M.D., (2000). *Becoming Reflective Practitioner*

Mayer, B. (2015). *The Conflict Paradox: Seven Dilemmas at the Core of Disputes* Jossey-Bass. •

Kraybill, R. *Conflict Styles Inventory* Rivershouse ePress [www.stylematters.com](http://www.stylematters.com) •

Menkel-Meadow, C. (2000). *Mothers and fathers of invention: The intellectual founders of ADR*. *Ohio St. J. Disp. Resol.*, 16, 1. •

Hansen, T. (2008). *Critical conflict resolution theory and practice*. *Conflict Resolution Quarterly*, 25(4), 403–427. doi:10.1002/crq.215 •



Acland, A. F. (2014). *The Choreography of Resolution: Conflict, Movement, and Neuroscience*. Chicago, Illinois: American Bar Association., Chapter 4. •

Cloke, K., 2013. *The Dance of Opposites: Explorations in Mediation, Dialogue and Conflict Resolution Systems*, 1st edition. ed. GoodMedia Press. Chapter 13. • NOT IN LIBRARY

Friedman, R. A., Tidd, S. T., Currall, S. C., & Tsai, J. C. (2000). What goes around comes around: The impact of personal conflict style on work conflict and stress. *International Journal of Conflict Management*, 11(1), 32–55.

Mediation Act, 2017

Dingle, J. and Sephton, J. (2017) *Practical Mediation: A Guide for Mediators, Advocates, Advisers, Lawyers and Students in Civil, Commercial, Business, Property, Workplace, and Employment Cases* Law Brief Publishing •

Moore, C. W. (2014). *The Mediation Process: Practical Strategies for Resolving Conflict* (4th Edition edition.). San Francisco: John Wiley & Sons. •

Moffitt, M.L., Bordone, R.C., 2007. *The Handbook of Dispute Resolution*, (1st edition.). Jossey-Bass., Chapter 19. •

Coleman, P. T., Deutsch, M., & Marcus, E. C. (2014). *The Handbook of Conflict Resolution: Theory and Practice* (3 edition.). Jossey-Bass., Chapter 32 •

Alexander, N. (2008). The mediation metamodel: Understanding practice. *Conflict Resolution Quarterly*, 26(1), 97–123. doi:10.1002/crq.225 •

Riskin, L. (1996). Understanding mediators' orientations, strategies, and techniques: A grid for the perplexed. *Harvard Negotiation Law Review*, 1, 7–51

Supplementary Reading • Walsh, S. Various blogs on the Mediation Bill 2017

Irvine, C. (2007). *Mediation's Values: A Study of the Values Behind Five Mediation Texts*. Birbeck College, University of London, London. Retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1686195](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1686195) •

Kressel, K., 2007. The Strategic Style in Mediation. *Conflict Resolution Quarterly* 24, 251–283. •

Kolb, D. M. (1997). *When Talk Works: Profiles of Mediators* (Reprint edition.). San Francisco: John Wiley & Sons. •

Monk, G. (2012). *When Stories Clash: Addressing Conflict with Narrative Mediation*. Taos Institute Publications. •



Bush, R. A. B. (2004). *Promise of Mediation: The Transformative Approach to Conflict* (Revised Edition edition.). San Francisco: John Wiley & Sons.

Beer, & Packard. (2012). *Mediator's Handbook* (4 Rev Exp edition.). Gabriola, B.C.: New Society Publishers. •

Moore, C. W. (2014). *The Mediation Process: Practical Strategies for Resolving Conflict* (4th Edition edition.). San Francisco: John Wiley & Sons., Parts 2 & 3. •

Raines, S. S., Kumar Pokhrel, S., & Poitras, J. (2013). Mediation as a Profession: Challenges That Professional Mediators Face: Mediation as a Profession. *Conflict Resolution Quarterly*, 31(1), 79–97. doi:10.1002/crq.21080 •

Lang, M. D. (2000). *The Making of a Mediator: Developing Artistry in Practice* (1 edition.). San Francisco: John Wiley & Sons, Chapter 6. •

Randolph, P., (2016) *The Psychology of Conflict: Mediating in a Diverse World*