



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Mediator Academy (Glyndwr Media Limited)

IMI Certified Mediator Training Program

The Organisation

Legal name	Mediator Academy (Glyndwr Media Limited)
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Person completing application	Sabine Walsh, Co-founder, and Head of Learning, 00353-868391804
Program delivery	The program and its assessment are delivered in person, online, or a mix of both.
Locations and languages	United Kingdom, English; Ireland, English; Worldwide, 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	2013, United Kingdom
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Training course registered in accordance with jurisdiction requirements	Not required
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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 Course Content
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Address in online Module 1. This Module's core focus is on the principles of mediation and all the above, plus additional topics such as process models are also addressed. The practical implications of these are then addressed in role-play settings during the workshops (in-person / online).
The roles of legal counsel and representatives	Address in Online Module 2, which addresses the topic of what roles legal and other advisers play and how the mediator can manage the input of advisers while maintaining the central role in the process. The simulations used on the online Modules, for example, feature both a very highly skilled mediation advocate, and a more poorly skilled one, giving students the opportunity to assess the impact of different skill levels on the part of advisors on the parties and the process.

	<p>The workshops (in-person / online) will then teach the theory in practice, as students will participate in roleplays both as and with legal and other advisers and will face complex scenarios which will require them to put what they have learned into action.</p>
<p>Overview of negotiation and conflict resolution theory</p>	<p>Address in online Modules 1 and 3. Conflict resolution theory, including conflict mapping and a particular focus on new knowledge on the neuroscience of conflict and conflict engagement, are addressed in online Module 1, and negotiation theory and how it pertains to mediation in Module 3. See the Course Outline document for individual lesson topics. Again, this is intended to form the theoretical foundations for the role-play-based workshops, in which students will be practicing negotiation and mediation skills, but will also be required to engage in reflection on the rationale for, and effectiveness of these skills based on what they have learned about conflict theory.</p>
<p>Mediator ethics, including appropriate local ethical standards</p>	<p>The role and goals of the mediator and their limitations are introduced in the online portion (Module 1) and then applied to scenarios in the live group sessions. The relevant country Codes of Practice, together with the EU Code of Conduct for Mediators and the IMI Code of Practice are studied and applied to case scenarios.</p>
<p>Forms of listening skills and communication strategies</p>	<p>For all the skills listed below, the same format of learning as set out above will apply. Students will learn the theory and foundations of these skills in the online Modules by means, of the simulations videos, and expert faculty analysis of the same in the online</p>

	modules, and by means of the exercises undertaken in the live online tutorials. Please see the Course Outline document for more information. This learning will then be built on, and further applied in the role-play and workshop sessions which will take place in person / online. The reflective exercises that will form part of all lessons are designed to link the different aspects of the course effectively.
Process management skills, including the use of joint and private meetings	As above, Online Module 2 and workshops
Negotiation strategies and skills to manage the content of the dispute	As above, Online Modules 2 and 3 and workshops
Ways of responding to the diverse behaviours of the parties	As above, Online Module 3 and workshops

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	60 hours minimum
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<p>Asynchronous learning</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>	<p>The program is partly self-directed but interactive and immersive with instant feedback.</p>
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5. Group Size

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

<p>Maximum class size</p>	<p>Maximum 8 1-4 trainer-student ratio</p>
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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.

<p>Lecturing, knowledge input, presentation</p>	<p>The self-directed online content is interactive, it is not delivered in a traditional lecture or presentation format so that students are as active as possible. The online Modules include expert faculty lecture content and commentary, but in short segments, and over ten hours of professionally produced and acted mediation simulation.</p>
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Exercises and discussion	Exercises and discussion form part of the self-directed and live online and face-to-face training.
Role-playing, coaching, and feedback	Roleplay coaching and feedback make up more than 50% of course time, both in the blended and fully online options.

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?	The bulk of materials is delivered with the online part of the course which will be available 6 weeks before the live skills training. Two weeks before the skills training students will receive a bundle with all role-play briefs, so they have time to prepare.
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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
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	

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?	Feedback is delivered by coaches/trainers verbally during and after a role-play session. Students are also given feedback by their peers. If there is a piece of feedback that may upset a student or be hard to receive that feedback may be delivered in private, as appropriate. Feedback is always delivered in line
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	with the competency framework.
Attach course feedback forms or guidance	

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>We have developed a learning design methodology based on the most up-to-date online pedagogy which is self-directed, and immersive, and includes theory and skills learning and instant feedback. A variety of learning activities are included some of which are carried out online and some real-world activities which are reported online. Ongoing assessment is included, and lessons are designed by reference to an adaptive learning model. Live online sessions scaffold and supplement core online learning by focusing on role-play and similar exercises and skill development.</p> <p>Live sessions are of a duration of two hours maximum with a break in the middle, with no more than 3 x 2 hours sessions per day. All participants will be required to have video and audio available, but tutors and assessors will switch their cameras off and mute themselves</p>
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	during assessment and as appropriate during exercises to avoid distraction or discomfort for participants.
Provisions for participants not able to attend all 40 hours	All participants must complete all aspects of the program, and assessment, to gain certification. For the blended option, participants can have time extensions for the online portion of the program or attend an alternative instance of the in-person training, but must complete all parts of the program within 6 months. For the fully online program, live sessions will be recorded and made available for review for all students, but all students must attend a minimum of 90% of sessions live.
Preparing the participants	Participants are made aware of technological requirements - a laptop/desktop computer with a stable internet connection and audio-visual capabilities - before registering for the program and undertaking a detailed orientation and instruction lesson (interactive) before the course commences.
Informal meetings	Participants attend a live online orientation session and other live sessions in a group. For the blended option, they then meet at the in-person training. For the fully online training, they will be encouraged to stay in touch via a WhatsApp group in between sessions to build a community of learning and support each other.

Role-plays for post-course assignment	Please see the assessment section of the Course Outline for this information. Videos and records are retained for one year.
Written component of post-course assignment	Please see the assessment section of the Course Outline document.
Feedback on post-course assignment	Please see the assessment section of the Course Outline document. Participants receive a grade and feedback on the strengths and weaknesses of their assignment.
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.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?	Yes. Candidates will participate as a Mediator in a mock- mediation of one-hour duration and may be involved in role-playing as clients. These mediations will be assessed by two different assessors, whose scores will be aggregated after both assessments are complete. Assessors will mark candidates on their performance based on the competency framework and a detailed assessment sheet. Candidates will be marked on a pass-or-fail basis. All assessments shall be recorded for the purposes of candidate reflection and quality assurance/appeals.
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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>Mediator knowledge is assessed throughout the online part of the course by means of ongoing multiple-choice question (MCQ) assessment. Aspects of mediator knowledge relevant to the practice of mediation, such as management of confidentiality, for example, also form part of the assessment and competency criteria for assessment.</p>
<p>Process of appointing assessors on a course</p>	<p>Assessors must have a minimum of 5 years of mediation practice experience, plus verifiable experience of having both trained and assessed mediators. Ideally, they will have undergone assessor training (this is available in Ireland, for example). They must not have participated in the teaching of the course or tutoring / coaching the students and must not have any connection with any of the students. They are external to the institution.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Students are graded between 1 (Insufficient) and 5 (excellent) for each competency. They must attain a minimum of 3 out of 5 on aggregating all scores in order to pass the assessment. If the student scores less than 3 on two or more criteria this will be deemed a failure, even if the aggregate is greater than 3.</p>
<p>Next steps taken, should a student fail.</p>	<p>A student who has failed may apply for a re-check by an independent third-party assessor or apply to re-sit the assessment. Both carry costs that must be met by the candidate.</p>
<p>Policy documents relating to assessment (optional / if applicable)</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.

<p>Indicate what your organisation does to facilitate participants' development as mediators</p>	<p>The program includes a session on practice and further development as a mediator. We also provide a range of online professional development courses. Where appropriate students will be strongly encouraged to join the YMI initiative and avail of IMIs support including the use of the logbook.</p>
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13. Complaints and Appeals

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

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

<p>Attach complaints and appeals policy</p>	<p><i>See Annex Complaints Policy</i></p>
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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>Our organisation operates based on the values of transparency and accountability, so both TCAs and students are encouraged to raise any issues as soon as they arise. The only examples of conflicts of interest we would have encountered to date would be where a TCA knows or has previously taught or assessed a candidate, as Ireland is small and the mediation field smaller again. Assessors are</p>
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	<p>required to shall be independent of the organization and are obliged to make us aware of any prior knowledge of any candidates or other possible conflicts of interest. Trainers and coaches are also obliged to make us aware of conflicts of interest and in cases where prior knowledge of a student might cause them difficulty.</p>
<p>Upload conflicts of interest policy (optional / if applicable)</p>	

Trainers, Coaches, and Assessors

<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>
<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>

<p>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</p>	<p>Yes</p>
<p>On-going feedback is sought from course participants, and given to those delivering the course.</p>	<p>Yes</p>
<p>Comments and/or explanations</p>	<p>We do not offer Train the Trainer ourselves as all our trainers are contracted. It is however a requirement of our contracting a trainer, as are the other requirements. Having delivered many trainings like this we have a database of trainers we use regularly who meet requirements. For our programs in Ireland, we prioritize trainers who have undergone the Mediators' Institute of Ireland training education and assessor training. When using international trainers, we assess the quality and standard of any "Train the Trainer" program they have completed on a case-by-case basis as these vary greatly by jurisdiction. We do not use trainers who have not completed Trainer training up to a minimum of the equivalent of Level 6 QQI. Any new trainers are inducted, observed, and mentored.</p>
<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>Any new TCAs are observed and mentored by one of the management team.</p>

Explain your peer review system for trainers, coaches and assessors	We conduct peer reviews collaboratively in a consensual environment. If any issues arise that require individual feedback or management this will be conducted by our management team. We gather feedback from participants after every course via an online, anonymized feedback form.
Attach Train-the-Trainer Program	
Attach template feedback form	