



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

[www.IMImediation.org](http://www.IMImediation.org)

## UC Law SF, Center for Negotiation & Dispute Resolution

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	University of California College of the Law, San Francisco ("UC Law SF"), Center for Negotiation & Dispute Resolution
<b>Contact details</b>	UC Law SF Center for Negotiation & Dispute Resolution 200 McAllister Street San Francisco, CA 94102 <a href="mailto:cndr@uclawsf.edu">cndr@uclawsf.edu</a>
<b>Website</b>	<a href="http://www.uclawsf.edu/negotiation-dispute-resolution/training/mastering-the-fundamentals-of-mediation/">www.uclawsf.edu/negotiation-dispute-resolution/training/mastering-the-fundamentals-of-mediation/</a>
<b>Person completing application</b>	Hiro Aragaki, Faculty Director & Professor of Law, +1 (415) 581-8940 Corey Linehan, Associate Director, +1 (415) 581-8906
<b>Program delivery</b>	The program is delivered in person, the final assessment takes place asynchronously.
<b>Locations and languages</b>	The program is delivered in San Francisco, California, USA, in person.

## 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.*

<b>Year formed, and under laws of what country/ies</b>	<ul style="list-style-type: none"> <li>• 1878, USA (UC Law SF)</li> <li>• 2003, USA (Center for Negotiation &amp; Dispute Resolution)</li> </ul>
<b>Training course registered in accordance with jurisdiction requirements</b>	n/A

## 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 UC Law SF CNDR - Framework
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party</b>	<p>All required knowledge-development areas are explicitly integrated throughout the programme:</p> <ul style="list-style-type: none"> <li>a. Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</li> </ul> <p>Included in:</p>

<b>self-determination , process</b>	<ul style="list-style-type: none"> <li>• Theory: Conflict, Disputes, and the ADR Spectrum</li> <li>• Stance: Balanced and Impartial</li> <li>• Stance: Collaborative Process Guide</li> <li>• Theory: Role of Law</li> </ul>
<b>The roles of legal counsel and representatives</b>	<p>b. The roles of legal counsel and representatives Included in:</p> <ul style="list-style-type: none"> <li>• Phase 2: Education</li> <li>• Stance: Balanced and Impartial</li> <li>• IStance: Collaborative Process Guide</li> <li>• Theory: Role of Law</li> </ul>
<b>Overview of negotiation and conflict resolution theory</b>	<p>c. Overview of negotiation and conflict resolution theory Included in:</p> <ul style="list-style-type: none"> <li>• Theory: Conflict Style and Strategy</li> <li>• Skills: Negotiation Theory</li> <li>• Skills: Active Listening</li> <li>• Skills: Negotiation—The Money Dance</li> <li>• Demonstration Video &amp; Discussion: Caucus</li> </ul>
<b>Mediator ethics, including appropriate local ethical standards</b>	<p>d. Mediator ethics, including appropriate local ethical standards Included in:</p> <ul style="list-style-type: none"> <li>• Theory: Role of Law</li> <li>• Stance: Keeper of Confidences</li> <li>• Stance: Ethical Standards, Dilemmas</li> <li>• Skills: Negotiation—The Money Dance</li> <li>• Demonstration Video &amp; Discussion: Caucus</li> </ul>

<b>Forms of listening skills and communication strategies</b>	<p>All required skills-development areas are explicitly integrated throughout the programme:</p> <p>a. Listening and communication skills Covered through:</p> <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Reframing</li> <li>• Questioning skills</li> <li>• Empathy and rapport-building exercises</li> <li>• Nonverbal awareness</li> <li>• All role-plays</li> </ul>
<b>Process management skills, including the use of joint and private meetings</b>	<p>b. Process management skills Embedded in:</p> <ul style="list-style-type: none"> <li>• Phase-based instruction</li> <li>• Agenda development</li> <li>• Managing joint and private meetings</li> <li>• Caucus demonstrations</li> <li>• Sequential role-plays requiring process navigation</li> </ul>
<b>Negotiation strategies and skills to manage the content of the dispute</b>	<p>c. Negotiation strategies and managing the substance of disputes Delivered through:</p> <ul style="list-style-type: none"> <li>• Negotiation theory</li> <li>• Brainstorming</li> <li>• Alternatives and standards</li> <li>• The “money dance”</li> <li>• Impasse</li> </ul>

	<ul style="list-style-type: none"> <li>• Working with representatives</li> <li>• Sequential role-plays that require content-level negotiation facilitation</li> </ul>
<b>Ways of responding to the diverse behaviours of the parties</b>	<p>d. Responding to diverse party behaviors Included in sessions on:</p> <ul style="list-style-type: none"> <li>• Negative communication</li> <li>• Emotional expression</li> <li>• Cultural differences</li> <li>• Confidences and trust</li> <li>• Nonverbal behavior</li> <li>• Ethics and dilemmas</li> <li>• Coaching adjustments via the difficulty scale</li> <li>• All role-plays, where parties present diverse styles and conflict dynamics</li> </ul> <p>This demonstrates that the essential skills are not only taught but deeply practiced.</p>

### 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 UC Law SF CNDR - Framework (page 2)
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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.*

<b>Course duration</b>	<p>Total contact hours</p> <ul style="list-style-type: none"> <li>• The Mediation Fundamentals course is delivered as a 40-hour training program, meeting the widely recognized standard for foundational mediation instruction.</li> <li>• The course runs over five consecutive days, creating an immersive and coherent learning experience that supports continuity, skill integration, and group cohesion.</li> </ul> <p>What is included in the 40 hours</p> <ul style="list-style-type: none"> <li>• Only direct instructional time is counted toward the 40 hours.</li> <li>• Breaks, lunch periods, and administrative moments are not included in the total.</li> <li>• The assessment mediation is not counted toward the 40 hours.</li> </ul> <p>Student preparation outside class</p> <ul style="list-style-type: none"> <li>• In addition to the 40 hours of in-class instruction, students typically spend approximately one hour per day preparing for role plays.</li> <li>• This out-of-class preparation often includes:             <ul style="list-style-type: none"> <li>◦ Reviewing role-play assignments,</li> <li>◦ Reading case materials,</li> <li>◦ Familiarizing themselves with mediator frameworks, and</li> <li>◦ Reflecting on feedback to set goals for the next session.</li> </ul> </li> <li>• While not counted toward the official contact hours, this preparation deepens skill readiness and enhances the effectiveness of the in-class experiential components.</li> </ul>
<b>Asynchronous learning</b>	<p>N/A. This program, except the final assessment, is completed</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>	entirely in person.
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## 5. Group Size

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

<b>Maximum class size</b>	30
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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>	18 percent of program time. This course is delivered by one primary trainer.
<b>Exercises and discussion</b>	36 percent of program time. Exercises and discussion are generally led by the program's primary trainer, supported by

	the program's four experienced coaches where their student observations are relevant.
<b>Role-playing, coaching, and feedback</b>	46 percent of program time. Every single roleplay has a dedicated trainer or coach present the whole time. The combined trainer-coach team structure leads to an effective ratio of approximately 1:6 during all practical sessions, which aligns with widely recognized standards for skills-based mediation training. The model balances efficient content delivery with intensive experiential learning, ensuring students have both the theoretical foundation and the guided practice necessary for mediator development.

## 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>Approximately two weeks prior to the commencement of the training, students receive access to a course within UC Law SF's learning management system, Canvas. This site contains a variety of materials, including:</p> <ul style="list-style-type: none"> <li>• Background materials on various course themes, including articles, podcasts, and sample work products.</li> <li>• The course agenda, lecture slides, and teaching team information.</li> <li>• Logistical materials, such as a campus map and the course evaluation form; and</li> <li>• Instructions and fact patterns for the various exercises and roleplays.</li> </ul>
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	<p>Based on trends in participant interest and emerging themes in the literature, CNDR periodically updates the background materials shared on the Canvas site. This ensures the materials remain relevant to students and reflect the latest research; at each update, however, the materials remain aligned to the course outline and competency framework. (See Annex UC Law SF CNDR - Framework)</p> <p>To ensure that the results validly measure participant's skills and knowledge, students generally receive access to roleplay materials for the final assessment following the conclusion of the in-person week. The return deadline for that assessment always provides the option of at least a one-week preparation window.</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>	Yes
<b>Mediation time slots within role plays are a minimum of 45 minutes</b>	Role plays in the UC Law SF Mediation Fundamentals program are intentionally structured, rigorously planned, and closely managed to maximize participants' learning opportunities. Each simulation is supervised by an experienced coach, follows a standardized timing structure, and is organized through a system that ensures fairness, equal participation, and exposure to the full range of mediation experiences.

	<p>Role plays are structured as sequential mediations. Each student acts as mediator for about 20 minutes, followed by 15 minutes of intensive coaching and debrief from an experienced coach.</p> <p>This allows every student to rotate through the opening, middle, and concluding phases of a mediation—ensuring that each participant has the opportunity to practice skills across the entire mediation arc.</p> <p>The structure looks like this:</p> <ul style="list-style-type: none"> <li>• Set up (5 minutes)</li> <li>• Mediator 1 (20 min) + Debrief (15 min)</li> <li>• Mediator 2 (20 min) + Debrief (15 min)</li> <li>• Mediator 3 (20 min) + Debrief (15 min)</li> <li>• Large group debrief (10 min)</li> <li>• Total = 120 minutes</li> </ul> <p>While individual time slots are shorter than 45 minutes, the combined sequential model ensures that all students practice the full mediation process.</p> <p>The coach-to-student ratio is very high during these sessions, ensuring close observation and individualized developmental feedback.</p> <p>Students consistently report that this format provides focused practice, timely feedback, and clear skill progression.</p> <p>This system ensures small group size, varied interactions, equal opportunities, and 100% coach supervision. Coaches provide developmental feedback grounded in the UC Law SF Mediation Competency Framework, supporting a consistently high level of instructional quality.</p> <p>Additional notes: Role plays in the UC Law SF Mediation Fundamentals program are managed through a highly organized system designed to ensure fairness, consistency, efficiency, and maximum learning value. The Role Play Assignments PowerPoint deck functions as our central</p>
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	<p>management tool and is used throughout the course to coordinate every interactive exercise, from paired drills to full mediation simulations.</p> <p>At the beginning of the program, each participant is assigned a unique participant number, which governs:</p> <ul style="list-style-type: none"> <li>• Group assignments,</li> <li>• Rotation through mediation roles,</li> <li>• Sequence position (opening/middle/closing),</li> <li>• Movement across exercises, and</li> <li>• Exposure to different coaches and classmates.</li> </ul> <p>This structured numbering system guarantees that:</p> <ol style="list-style-type: none"> <li>1. All students mediate the same number of times.</li> <li>2. All students mediate from different stages (opening, middle, closing).</li> <li>3. Groups never exceed six participants.</li> <li>4. Students engage with a wide range of peers, ensuring diverse communication and conflict styles.</li> <li>5. Coaches rotate, providing exposure to different coaching approaches while maintaining consistency in feedback language through shared templates and guidelines.</li> <li>6. Role plays are varied in factual content, emotional intensity, and process challenges.</li> <li>7. Every mediation simulation is supervised 100% of the time by an experienced coach.</li> </ol> <p>The deck also outlines:</p> <ul style="list-style-type: none"> <li>• Setup times,</li> <li>• Estimated preparation periods,</li> <li>• Debrief durations,</li> <li>• Exact timing of each mediation rotation, and</li> <li>• Clear instructions for participants and coaches.</li> </ul> <p>This ensures that the roleplays are structured, time-bound, and pedagogically aligned with the competency framework.</p>
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<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>	Yes
<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>	<p>For the final assessment of the participants a recorded mediation is to be forwarded to an assessor by program staff for scoring after being securely uploaded by the participant.</p> <p>CNDR interprets supervision as the establishment of instructions and the ability to access the full role play. While program staff do not directly participate in or sit in on the recordings, as the expectation is for participants to complete the assessment without outside intervention, the answer to the requirement is yes based on two factors.</p> <ul style="list-style-type: none"> <li>• First, program staff communicate directly with those playing the party roles to set expectations and provide confidential instructions that are not available to the participants.</li> <li>• Second, role play recordings must be submitted as a single, comprehensive, uninterrupted, and unedited take. This restriction prevents participants from attempting elements of the mediation multiple times and ensures the assessor has the opportunity to review 100% of the role play from start to finish.</li> </ul>

<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>	Yes
<b>Role plays during the course ensure participant work with the widest range of fellow participants as possible</b>	Yes
<b>All participants mediate the same number of times in role plays</b>	Yes
<b>Role plays are varied in subject matter and allow for practice of different stages of the mediation process</b>	Yes
<b>Comment where guidelines are not met</b>	N/A

## 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).*

<b>How is performance feedback given to participants on your course?</b>	Students in Fundamentals of Mediation receive individualized feedback on their performance in each roleplay. As outlined in Section 9 above, our roleplays are structured in a multipart, sequential fashion, which allows coaches to deliver multiple rounds of feedback based on each student's contributions to the roleplay in real time. This allows students to integrate feedback on their own performance to their practice and benefit from feedback provided to their peers. Coaches are expected to provide feedback in a fashion aligned with the CNDR mediation competency framework.
<b>Attach course feedback forms or guidance</b>	Redacted for confidentiality.

## 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>	N/A
<b>Provisions for participants not able to attend all 40 hours</b>	In-person attendance is required for the full program. Beyond the terms of the CNDR cancellation policy, on an ad hoc basis and with reasonable notice. CNDR regularly works with registrants who can no longer attend a program in order to schedule them in a future offering.

<b>Preparing the participants</b>	N/A
<b>Informal meetings</b>	N/A
<b>Role-plays for post-course assignment</b>	N/A
<b>Written component of post-course assignment</b>	N/A
<b>Feedback on post-course assignment</b>	N/A
<b>Supporting documents</b>	

## 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>As outlined in the CNDR competency framework, the Fundamentals program is designed to introduce students to four domains of competence—foundational, relational, process, and professional and reflective—and equip them with the baseline knowledge and skills to operate effectively across those domains. The fundamental assessment tool is a final roleplay mediated by the student and recorded for submission to an assessor. Students are also invited to submit a narrative reflection on that mediation discussing their approach to the roleplay—what worked well and might be done differently in the future—and relating the experience to the course theory; this written work product may provide additional direct evidence of students' knowledge of mediation processes that might otherwise have to be inferred from the recording. The assessor then reviews these artifacts for evidence of mastery across each of the sixteen domain-dimension intersections described in the CNDR competency framework; for each such element of competence, assessors are tasked with determining whether there is clear evidence of competence in that element, insufficient evidence to assess competence, or affirmative evidence of a lack of competence, documenting on the rubric the evidence used to make that determination.</p>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>See previous answer.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>CNDR uses a common pool of coaches and assessors in the Fundamentals program—that is, they receive the same training opportunities and may serve in either or both roles during the Fundamentals program. This ensures that both coaches and assessors are fully familiar with the CNDR competency framework and how it informs the program's pedagogical method; for assessors, this knowledge is critical if they use the</p>



	<p>stopgap option discussed below in answer 5 for students whose artifacts require additional evidence to secure a passing score, as it allows the assessor to understand the context from which supplementary evidence might be drawn. Though coaches and assessors for a given program may be drawn from the same pool, consistent with the discussion in section 13, CNDR prohibits any person from acting as both a coach and an assessor for a single student, and the staffing design structurally separates those roles with respect to any given student.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>To pass, students must receive a minimum of 8 points on the scoring rubric included in the CNDR competency framework. While also allowing students flexibility to demonstrate mastery across the entire competency framework, this passing threshold is consistent with a student who has demonstrated the knowledge and skill dimensions across each of the four domains of competence and thereby is aligned with the primary objectives of the program, leaving the judgment and self-awareness domains to more advanced training opportunities.</p>
<p><b>Next steps taken, should a student fail.</b></p>	<p>Should a student not receive a passing score, two steps are available. First, the assessor may—at their sole discretion and only if a student initially earns at least six points—elect to consult with the program trainer to solicit additional evidence of student mastery from other roleplays and exercises in the course for any dimension or domain for which there may have been insufficient evidence to make a definitive conclusion about the student’s achievement. The trainer may provide such evidence, but the assessor retains complete discretion to evaluate its probative value and assess additional points based on it consistent with the rubric. This stopgap is designed only to account for the inherent limitations of a single roleplay in generating evidence to measure mediator competence and therefore cannot be used to overcome affirmative evidence of non-mastery during the exercise. Ultimately, if evidence of student learning consistent with a score of 8 is not reflected on the rubric,</p>

	the student fails the assessment. In this case, the student will be contacted to receive individualized follow-on feedback on growth areas from the course trainer and/or assessor. The student may elect to re-enroll in the program at a later date or to appeal subject to the process outlined in section 13.
<b>Policy documents relating to assessment</b> (optional / if applicable)	

## 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>CNDR offers participants a variety of opportunities to deepen their knowledge and skills beyond the Mediation Fundamentals program. First, each participant who completes the program is invited to join an online group for ongoing networking, resource sharing, and updates. Second, CNDR offers several four-hour advanced training sessions in discrete skills and topics each year, providing opportunities for participants to hone their capacities in a targeted manner; participants' assessment results can help them identify which opportunities may be particularly valuable in light of their own developmental pathway.</p> <p>Finally, to support participants' transition to practice, CNDR offers a Mediation Reflective Practice Group (RPG) program for which Mediation Fundamentals alums receive priority consideration and enrolment. While Mediation Fundamentals targets the first two dimensions of competence across each of our framework's four domains—knowledge and skills—the RPG is intended to provide participants support in building their competency across the judgment and self-awareness dimensions by providing an opportunity to debrief and receive coaching on</p>
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	real-world challenges from their and other participants' practice contexts.
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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 UC Law SF CNDR - Framework (page 3)
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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>	Prior to the outset of each course, the roster of participants for the program is circulated among members of the teaching team for that scheduled program. The lead trainer and coaches are asked if there are participants with whom they have a prior personal or professional relationship, and where possible, coaches are assigned to minimize contact with such participants. Based on those disclosures, assessors are conflicted out of scoring any final artifacts produced by a student with whom they have such a prior relationship; assessors are also structurally separated by our assignment process from any student whom they may have supported during the course program in another capacity (e.g. as a coach).
<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>As outlined in applicants “Coach and Assessor Training Framework”, which discusses the training regime CNDR is implementing alongside their application—their TCAs generally bring extensive practice experience to those roles. CNDR looks to that professional experience, along with prior instructional experience, in assessing the candidacy of a potential TCA, rather than requiring a specific training background at the outset of their career (which might include a standard 40-hour training, a training under California’s DRPA framework, academic and/or clinical coursework as part of a degree program, etc.). Though CNDR will remain flexible about that early training prior to their affiliation with them, TCAs will have the additional training opportunities outlined there.</p>
<p><b>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</b></p>	<p>N/A</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</b></p>	<p>Yes</p>

<b>AND are able to show that they have maintained continuous professional development (CPD) of six hours per year.</b>	
<b>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</b>	Yes
<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</b>	Yes

<b>sessions over the course of two years.</b>	
<b>On-going feedback is sought from course participants, and given to those delivering the course.</b>	Yes
<b>Comments and/or explanations</b>	<p>With respect to questions 1, 4, 5 of this section: Anyone seeking to become a TCA in the CNDR Fundamentals program must have substantial experience as a mediator and additional qualifications.</p> <p>The current lead trainer for Fundamentals:</p> <ul style="list-style-type: none"> <li>• Holds a certificate in training and development, providing formal preparation in adult learning, instructional design, and feedback methodologies;</li> <li>• Has extensive experience as a mediation trainer, regularly teaching negotiation, conflict resolution, and mediation at UC Law SF and other academic institutions;</li> <li>• Has an established record as a practicing mediator, ensuring that instruction is grounded in real-world application; and</li> <li>• Meets or exceeds commonly accepted professional expectations for mediator trainers, including: theoretical grounding, demonstrated practical proficiency, and ongoing professional development.</li> </ul> <p>CNDR requires comparable or analogous qualifications from alternative lead trainers, who would generally be drawn from the pool of UC Law SF faculty and scholar affiliates, who in turn have access to extensive professional development resources through the College.</p> <p>Similarly, coaches and assessors for the program must:</p> <ul style="list-style-type: none"> <li>• Be experienced, practicing mediators with demonstrated expertise across all four competency domains;</li> </ul>

	<ul style="list-style-type: none"> <li>• Have completed the UC Law SF Coach Training Program (or equivalent) and understand the competency framework thoroughly;</li> <li>• Possess strong skills in: active observation, behavioral feedback, supporting reflective learning, and guiding students through sequential mediation practice; and</li> <li>• Possess strong evaluation skills, including objective observation, competency-based assessment, and clear written feedback.</li> </ul> <p>In light of our extensive prior experience standards for TCAs, CNDR offers a training program to new members of the instructional team that provides credit for prior documented professional development.</p>
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	New coaches and assessors initially observe between 1 and 2 mediation role plays in which experienced coaches/assessors conduct: role-play supervision, feedback sessions, and sequential mediation debriefs. They also receive guidance from the lead trainer on: facilitation style, feedback methods, managing small groups, and aligning coaching/assessment with competency benchmarks—supports also offered to existing coaches and assessors on an ongoing basis.
<b>Explain your peer review system for trainers, coaches and assessors</b>	The teaching team will meet to engage in structured reflection after each program administration and assessment round, providing an opportunity for feedback on challenges encountered and opportunities taken during that program iteration, recalibrating alignment on assessment standards, and the identification of refinements to be made for future programs. This combination ensures that new and returning coaches and assessors develop a deep understanding of the program's instructional philosophy and maintain alignment with best practices.
<b>Attach Train-the-Trainer Program</b>	Redacted for confidentiality,

<b>Attach template feedback form</b>	Redacted for confidentiality.
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