



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

ADR ODR International

IMI Certified Mediator Training Program

The Organisation

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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	July 2016, England and Wales.
Training course registered in accordance with jurisdiction requirements	Yes
Locations and Languages	United Kingdom – English; Greece and Cyprus in Greek; Bangladesh in English and Bengla; India (Kolkata, Pune,

	Mumbai, Delhi, Chennai and Bangalore) - English only; France (French); Switzerland (German/ French); Mauritius - English; Pakistan - English; Kenya in English; Uganda – English; Thailand in Thai and English; United Arab Emirates in English and Arabic.
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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 1
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Day 1 of the course and repeated every day after.
The roles of legal counsel and representatives	Day 1 of the course.
Overview of negotiation and conflict resolution theory	Day 1 and day 3.
Mediator ethics, including appropriate local ethical standards	Day 3.
Forms of listening skills and communication strategies	Day 1.

Process management skills, including the use of joint and private meetings	Day 1.
Negotiation strategies and skills to manage the content of the dispute	Day 3.
Ways of responding to the diverse behaviours of the parties	Day 5 during cross-cultural behaviour.

Competency Framework

A training course must have a 'competency framework' which clearly and concisely sets out the core competencies that an effective mediator should possess. This framework should be consistent with the content and skills requirements of the course as set out under Section 2 of these guidelines.

Attach competency framework	See Annexes 2 and 3.
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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	In the United Kingdom and everywhere else the course is 40 hours in person (as per the course overview structure) and 25 hours as blended learning made of pre-course reading (Student Course Manual attached) and the online written assessment (attached), which is to be undertaken following a successful completion of the 40 hour course. In Greece, the course structure is the same as the aforementioned 40 hour structure with additional pre-course reading and the online written assessment. The additional 48 hours are made up of Greek law classes and thus, the online written assessment
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	component for that course also includes additional questions on Greek law in Greek.
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Group Size

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

Maximum class size	30
Maximum trainer to participant ratio	1:9
Overall approach to class size or trainer-participant ratio	Large group sessions (LGS) where a team of faculty members deliver theory and content; small group session with 3 delegates in each SGS with one trainer for every 6 students in a role play.

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%

Lecturing, knowledge input, presentation	10%
Exercises and discussion	40%

Role-playing, coaching, and feedback	50%
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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?	<p>ADR ODR Int has dedicated an e-learning platform. Once a delegate has completed their registration form and enrol onto the course, they immediately receive access to the e-learning platform where they can find the course instructions and all relevant course materials. Thus, every delegate will have access to pre-course reading, all of the backgrounds to role-plays, marking criteria etc.</p> <p>Once the cohort is finalised then the e-learning platform will create role play groups and delegates have access to confidential information.</p>
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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
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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 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	N/A

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?	Individual feedback is given after each role-play and then in the de-briefing sessions during group feedback.
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Attach course feedback forms or guidance	See Annex 4.
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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, this is done in a 90-minute role-play assessment (delegate acts as a mediator in a dispute between two parties) on day 5 of the course, which is filmed.
Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?	Yes, in an online written assessment to be taken by the delegate after the completion of the course and 90-minute role play assessment. This consist of 10 multiple-choice questions (MCQs) and 6 short answer questions (SAQs). This must be completed within 2 weeks of the course end date.
Process of appointing assessors on a course	We appoint from our global faculty of trainers that have trained with us on the Train the Trainer Programme.
Clarification of passing criteria. How a student passes or fails this CMTP	Delegates must demonstrate their mediation competency according to the competency framework during the 90-minute role-play assessment, followed by their online assessment in which they are required to score 70% or above in order to pass the course overall. Both, the role-play and the online assessments are

	equally as important and so are given equal weight in marking accordingly.
Next steps taken, should a student fail.	Should a delegate fail either of the assessments, they will be given a detailed feedback regarding their performance and explained against the competency criteria. Should they fail the role-play they will get the opportunity to re-watch their video assessment with indications as to where they have gone below the required standard. Similarly, with the written assessment a detailed feedback is given as to what lacked in their answers to reach the pass mark. They will then be given an opportunity to re-sit.

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.

Indicate what your organisation does to facilitate participants' development as mediators	We organise a number of events such as simulations (https://www.adrodrinternational.com/simulations) and Newly Qualified Mediators' Coaching Club (https://www.adrodrinternational.com/events) as well as allow our graduates to sign up to our Observation Bank (https://www.adrodrinternational.com/observation-bank), which allow them to enhance their development as mediators post the training. Additionally, we run a further Online Dispute Resolution training (ODR) at an extra cost (https://www.adrodrinternational.com/odr-courses).
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Complaints and Appeals Policy

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

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

Attach complaints and appeals policy	See Annex 5.
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Conflicts of Interest

Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.	Please see the AOI Conflict of Interest Policy attached.
Upload conflicts of interest policy (optional / if applicable)	See Annexes 6–8.

Trainers, Coaches, and Assessors

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

maintained continuous professional development (CPD) of six hours per year.	
Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes	Yes
Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes	Yes
Trainers deliver at least one basic mediator skills training course or refresher course every two years	Yes
Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.	Yes
On-going feedback is sought from course participants, and given to those delivering the course.	Yes
Comments and/or explanations	N/A
New TCAs are to be observed and given performance feedback by senior colleagues	We hold annual workshops where the whole global faculty gets together. Additionally, regional lead trainers

	work with other faculty heads in terms of feedback.
Explain your peer review system for trainers, coaches and assessors	Each trainer is required to write a review report once every six months. This report is then reviewed by all members of the Faculty and feedback is given and shared. The overall process takes approximately 6 weeks.
Attach Train-the-Trainer Program	See Annex 9.
Attach template feedback form	See Annex 10.