



The Mediation Practitioner's Certificate

Competency Framework



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1. Assessment Overview

Successful achievement on The Mediation Practitioner's Certificate leads to a Level Four award: listed on Ofqual's Register of Regulated Qualifications and recognised by Ofqual's Qualification and Credit Framework (QCF). Ofqual is the independent regulator of qualifications in England and Wales.

The qualification requires that learners present for assessment a particular level of evidence of their competencies. The evidence is based on both written and practical demonstration. The published assessment criteria allow consistency of input, assessment, and feedback on the course: across time and across different learning groups.

The qualification has been delivered extensively since 1999 by UK Mediation's practising mediators who are also qualified Adult Educators. UK Mediation's training delivery is externally verified, monitored and accredited onto Ofqual's framework through AIM Awards, and the company's training and wider activity is subject to audit and inspection under the ISO 9001 quality standard.

The assessment criteria fall under six learning outcomes. These are described below, followed by a more detailed breakdown of the evidence required by each assessment criterion and the assessment task that is intended to elicit that evidence.

2. The Six Learning Outcomes and the Evidence Required

The six learning outcomes give learners opportunities to demonstrate that they have the skills, knowledge and understanding that the award requires. Each outcome includes assessment criteria and assignment tasks. The evidence that learners need to show is produced by completing the tasks to the level indicated by the criteria.

What will be assessed	How this will be assessed	What is Required
Learning outcome 1: Understand the underpinning principles of mediation	This response requires learners to answer the <i>three components</i> of the assignment task in writing.	A continuous piece of writing of a minimum of 1000 words following the guidance.
Learning outcome 2: Understand conflict and responses to conflict	This response requires learners to answer the <i>two components</i> of the assignment task in writing.	A continuous piece of writing of a minimum of 750 words following the guidance.
Learning outcomes 3 and 4: Understand the mediation process and Understand the role of the mediator	Both these learning outcomes require the learner to answer the <i>three components</i> of the assignment task in writing.	A continuous piece of writing of a minimum of 1000 words following the guidance
Learning outcome 5: Understand the skills required in mediation.	Demonstration of mediation skills during a case simulation. Learners have to complete three	Learners demonstrate their skills while being observed during a case simulation on the course, and asked receive feedback from their peers and the assessor(s)

What will be assessed	How this will be assessed	What is Required
	written tasks (two reflection sheets and the written agreement).	<p>Learners have to complete the reflection sheet about their performance, including their thoughts about their practice and the feedback they received during both the individual meetings and the joint meeting.</p> <p>They also have to attach a completed written agreement created during the practical exercises, using the recommended template provided.</p> <p>Total word count for the written tasks is a minimum of 1000 words.</p>
Learning outcome 6: Use reflective practice for continuous professional development	By completion of the Continuous Professional Development worksheet.	<p>The learner's reflection on how they have applied the performance indicators using the outcomes from the individual and joint mediation meetings; and a consideration of how they intend to apply them in the future.</p> <p>Learners are also asked to consider their key learning points (strengths / areas for development) This requires a minimum of 750 words.</p>

3. Breakdown of the assignment tasks and assessment criteria for each learning outcome

Learning Outcome 1

Understand the underpinning principles of mediation

Learning outcome 1: Assignment task (as given to learners)

Compare and contrast mediation to other forms of dispute resolution and evaluate the strengths and limitations of using mediation in disputes.

How would the principles of mediation determine the referral criteria and referral process within your service?

Provide an example of a case from your own experience where mediation would / would not have been appropriate and explain your reasons.

Learning Outcome	Assessment Criteria: the learner can.....
1.1	<p><i>1.1 Critically compare the underpinning principles of mediation with other forms of conflict resolution.</i></p> <p>Learners must demonstrate their understanding of the underpinning principles of mediation by comparing it with other forms of Dispute Resolution, highlighting:</p> <ul style="list-style-type: none"> - mediator impartiality - the voluntary nature of mediation - the mediator’s role as a facilitator of parties’ agreements, not as an arbitrator - party self-determination
1.2	<p><i>1.2 Clarify how this would affect their decisions to determine the referral criteria within their service, including what they would consider to be:</i></p> <ul style="list-style-type: none"> a) Mediable issues b) Non-Mediable issues <p>Learners are required to further show their understanding of underpinning principles by demonstrating an appreciation of mediation referral criteria:</p> <ul style="list-style-type: none"> - when mediation would be the appropriate remedy for a dispute, and why - which issues and disputes would <u>not</u> be suited for this method of DR, and why

Learning Outcome 2

Understand conflict and responses to conflict

Learning Outcome 2: Assignment Task (as given to learners)

Provide examples of how people might behave when they are in conflict and explain why they might behave this way.

How might others respond to the behaviours you have given as examples? Which responses do you think are likely to help or to hinder conflict resolution?

Learning Outcome	Assessment Criteria: the learner can.....
2.1	<p><i>2.1 Summarise the typical responses to conflict and explain why individuals may respond in this way</i></p> <p>Learners are expected to consider how conflict develops between people, how people react and behave when they come into conflict, and why they behave in those ways. Competent responses should include:</p> <ul style="list-style-type: none"> - <i>Conflict styles (Thomas & Kilmann)</i> - <i>Principled Negotiation (Fisher & Ury)</i> - <i>Reference to anger and conflict as an incompatibility of people's needs & interests</i> - <i>Non-violent Communication</i> - <i>Bias and prejudice: conscious and unconscious</i> - <i>Psychological aspects of conflict</i>
2.2	<p><i>2.2 Analyse the types of responses that may contribute to resolving conflict, and those that may exacerbate conflict</i></p> <p>Learners should make a consideration of different behaviours, and of how these might either improve or worsen a situation of conflict, specifically:</p> <ul style="list-style-type: none"> - <i>The collaborative response as a building block to conflict resolution</i> - <i>The contrast between a competition-driven compromise and a collaboratively reached win-win</i>

Learning Outcome 3
Understand the mediation process
and
Learning Outcome 4
Understand the role of the mediator

Learning outcomes 3 & 4: Assignment task (as given to learners)

Explain how you would prepare for, and use, each of the stages of mediation within your setting, clarifying the extent of your role as a mediator throughout the process.

Learning Outcome	Assessment Criteria: the learner can...
3.1	<p>3.1 Explain the key characteristics of each of the stages of mediation</p> <p>Learners are expected to be familiar with each stage of the 7-step process, including:</p> <ul style="list-style-type: none"> - The purpose and function of each stage - Rapport-building in the initial contact with parties - The value of joint meetings - The use of side meetings (caucuses) - Facilitating negotiation - Producing workable agreements - Knowing when to quit - Closing down and following the case up
3.2	<p>3.2 Explain how s/he would prepare for them</p> <p>Learners need to demonstrate an understanding of the nature and importance of planning and preparing for each stage of the process:</p> <ul style="list-style-type: none"> - Third party- and self-referral - Agreements to mediate and confidentiality contracts - Gaining buy-in and voluntary participation - Ethics and inclusive practice - Managing confidentiality and disclosure - Defining and managing the roles of legal counsel and representatives
4.1	<p>4.1 Clarify the role of the mediator</p> <p>Learners must show that they understand the mediator's role, both overall and at each stage of the process:</p> <ul style="list-style-type: none"> - Supporting parties' self-determination - Ethically and safely managing disclosures - Promoting interests-based and future-focussed negotiation - Ensuring a fair and ethical negotiation, free of duress - Deducing BATNA, WATNA and MLATNA - Reducing mediation outcome to a workable and SMART agreement - Ensuring clear closure and follow-up of the mediation

Learning Outcome 5

Understand the skills required in mediation

Learning Outcome 5: Assignment task (as given to learners)

Undertake a role simulation to demonstrate your use of skills for tutor observation and feedback.
 Complete the reflective practice form for the individual meetings and for the joint meeting.
 Attach a completed written agreement created during one of the role simulations.

<i>Learning Outcome</i>	<i>Assessment Criteria: the learner can.....</i>
5.1	<p><i>5.1 Explain the key skills used in mediation</i></p> <p>The Mediation Practitioner’s Certificate is a Level Four programme on Ofqual’s QCF. As such it requires learners to demonstrate reflective practice and critical evaluation of their own mediation skills. The first part of Learning Outcome 5 requires that they explain and reflect on their use of mediation skills during the role-plays and case simulations on the course.</p> <p>The skills that they use, practise, and reflect on must include:</p> <p><u>Interpersonal and Communication Skills</u></p> <ul style="list-style-type: none"> - Active listening skills, to include reflection, paraphrasing, summarising, use of non-verbal cues - Appropriate questioning: ‘What...?’ and ‘How...?’ questions, open and closed questions, and the importance of non-reductive questioning technique - Empathic responding: understanding the differences between empathy, sympathy, and identification - Using and conveying impartiality: demonstrating an equal investment in each parties’ interests - Reframing: shifting the focus from past to future, positions to interests <p><u>Process Management Skills</u></p> <ul style="list-style-type: none"> - Administration of cases: referral forms, confidentiality agreements, agreement forms - Managing joint and private meetings - Managing the contributions of experts, advocates and representatives - Managing the content of negotiations: note-taking, use of visual aids - Maintaining forward progress - Ethical practice: ensuring equal negotiating power, addressing diverse needs and different communication styles - Working to, and keeping to, an agreed agenda - Separating mediable and non-mediabile issues - Dealing with disruptive behaviours and recognising the meaning behind such behaviours - Responding to parties’ diverse needs - Addressing impasse and fatigue - Producing a workable written agreement

<p>5.2</p>	<p><i>5.2 Demonstrate the use of key mediation skills, and evaluate the effectiveness of them</i></p> <p>As a Level Four qualification, The Mediation Practitioner’s Certificate requires not only that learners demonstrate their mediation skills to a criterion level, but that they also are able to reflect on the use of their skills.</p> <p>Skills are demonstrated through role-plays and realistic case simulations, with practical work taking up over 60% of course time. The reflective practice form is completed after the course, as part of the private study element of the course.</p> <p>The role-plays and case simulations:</p> <ul style="list-style-type: none"> - <i>Take up around 60% of the course contact time</i> - <i>Are chosen to be directly relevant to the group’s interest and focus (e.g. workplace, commercial, complaints, medical, neighbourhood, etc)</i> - <i>Are assessed by a second tutor/assessor</i> - <i>May require that learners work as solo mediators, or if their setting requires it, as co-mediators</i> - <i>Are verified by another member of the UK Mediation team as having been assessed in a fair, valid, and reliable manner</i> - <i>Are subject to further verification by our external accrediting body</i>
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Learning Outcome 6

Use reflective practice for continuous professional development

Learning Outcome 6: Assignment task (as given to learners)

Complete the CPD reflective practice form

<i>Learning Outcome</i>	<i>Assessment Criteria: the learner can.....</i>
6.1	<p><i>6.1 Clarify the importance of reflective practice and explain how they intend to use this in future work</i></p> <p>Our emphasis at UK Mediation is on life-long learning for mediators. We encourage further progression for mediators after completion of the current qualification and we have developed a further, level five qualification that learners can work towards when they start practising.</p> <p>The CPD Reflective Practice Form requires learners to show:</p> <ul style="list-style-type: none"> - An awareness of reflective practice, and the importance of using feedback and self-reflection to inform practice development - That they have gathered peer and tutor feedback during the course and that they understand how to use this to build on their skills
6.2	<p><i>6.2 Evaluate their practice throughout the mediation process</i></p> <p>Learners are encouraged to have a balance of attention between areas of their practice that are good, effective, and which they should retain and build on, and areas where they consider there is room for improvement.</p> <p>The practice evaluation part of Learning Outcome 6 requires that they:</p> <ul style="list-style-type: none"> - Show awareness of their strengths as mediators - Show equal awareness of their areas of development - Formulate a development plan for how they are going to improve their practice over time

4. Assessment Recording Forms:

- Assessment Criteria, Assessment Activity and Evidence

Learning Outcome		Assessment Criteria		Assessment Activity	Evidence
1	Understand the underpinning principles of mediation	1.1	Critically compare the underpinning principles of mediation against other forms of conflict resolution	Compare and contrast mediation to others forms of dispute resolution and evaluate the strengths and limitations of using mediation in disputes	<p>1000 word essay.</p> <p>It is important to emphasise that this question has three parts to it.</p> <p>Learners are expected to provide a clear understanding of the similarities and differences between mediation and other forms of ADR. They are also required to acknowledge the strengths and limitations so that they may be better able to determine when mediation is/ is not suitable.</p> <p>The answer to the above question will enable them to answer the next question more accurately. The learner is required to consider how they intend to use mediation in the future and consider the implications of implementing mediation as a service. This question focuses on accessibility and engagement of their particular client group based on the context of the current relationship/ role.</p> <p>The last section requires that learners are able to demonstrate an accurate understanding of applying the above principles to real examples within their setting.</p>
		1.2	Clarify how this would affect his/her decisions to determine the referral criteria within his/her own service. Including what s/he would consider to be (a) mediable; (b) non-mediable	<p>How would the principles of mediation determine the referral criteria and process within your own service?</p> <p>Provide an example of a case from your own experience where mediation would/ would not have been appropriate and explain your reasons.</p>	
2	Understand conflict and responses to conflict	2.1	Summarise the typical responses to conflict and explain why individuals may respond in this way	Provide examples of how people might respond when they are in conflict and explain why they might respond this way.	<p>750 word essay</p> <p>Learners are required to consider the impact of conflict and how this can be demonstrated by people in conflict. They can consider this from various perspectives e.g. behavioural; emotional; physical; psychological; social impact and responses as well as short term; medium term and long term perspectives.</p> <p>Based on the above answer learners need to have accounted for both helpful responses and responses that can hinder resolution.</p>
		2.2	Analyse the types of responses that may contribute to resolving and those that may exacerbate conflict	How might people respond in return to the examples you have given? Which responses do you think are likely to help or hinder conflict resolution?	

					The learner is required to provide a varied number of examples and provide a full explanation of his/ her reasoning for this answer.
3	Understand the mediation process	3.1	Explain the key characteristics of mediation within each of the stages of mediation	Explain how you would prepare for, and use, each of the stages of mediation within your work setting, clarifying the extent of your role as a mediator throughout the process.	1000 word essay. This question has again three different elements to it. Learners need to consider: His/ her preparation for each of the stages (including practicalities but not exclusively) The purpose and structure of each of the stages (from referral through to review) His/ her role throughout each of these stages taking into account the purpose and structure. They should be encouraged to consider the context in which they will be working: the types of issues they are likely to be presented with; and the client group they are likely to be working with. Learners are expected to make reference to the mediator's explicit role, his/her responsibilities as a mediator, and his/her ethical considerations within that role
		3.2	Explain how s/he would prepare for each of the stages.		
4	Understand the role of the mediator	4.1	Clarify the role of the mediator within the mediation process.		
5	Understand the skills required in mediation	5.1	Explain the key skills used in mediation	Undertake a role simulation to demonstrate your use of skills for tutor observation and feedback (Tutor Assessment Form) Complete the reflective practice form for each of the individual meetings (Individual Meetings Reflection Form) Complete the reflective practice form for the joint meeting (Joint Meeting Reflection Form)	750 words. Reflection sheets. The learner is encouraged to consider the verbal feedback provided by his/her peer and include his/her own thoughts and opinions about the outcome of the meeting. It is not enough to describe what they did. Instead learners should be encouraged to provide an evaluation of the skills they employed using examples from the role simulation to evidence his/her thoughts and an explanation of his/her reasoning. The aim is to identify whether the learner has recognised which skills are effective/ or not and why. Can the learner accurately reflect on the skills they did attempt and to what affect. As a result of identifying their strengths and limitations are they then able to recognise what needs to be developed and are they able to consider a plan as to how and when and where this will happen. It is not enough to state that they will
		5.2	Demonstrate the use of key mediation skills, and evaluate the effectiveness of them		

					practice the skills. This will be assessed with reference to the tutor assessment sheets. Tutor observation
6	Use reflective practice for continuous professional development	6.1	Clarify the importance of reflective practice and explain how s/he intends to use this in future work	CPD Reflection Form	750 words. Reflection Sheet. Using the outcomes and learning from the individual meetings and the joint meeting the learner is encouraged to reflect on and evaluate how s/he has applied each of the performance indicators throughout the role simulation and to project how s/he intends to apply them in the future. Again it is not enough to state that they do it, or to describe what they did. Learners should be encouraged to provide examples of what they did, provide evidence to demonstrate why this was effective or not and why they would do this again in the future. If they wouldn't do it again what would they do differently in the future, and explain their reasoning throughout. They should also be encouraged to consider the context in which they will be working in the future accounting for the types of issues likely to be presented; the client group and the setting. The final row provides an opportunity to present the key learning points identifying his/ her strengths and areas of development.
		6.2	Evaluate his/her practice throughout the mediation process.		

**5. The Mediation Practitioner's Certificate
Assessment Portfolio**



UK MEDIATION
The Mediation
Practitioner's Certificate

Learner Portfolio

V 15.0

Learner Name:	
Date of Course:	
Learner Group:	



INVESTORS IN PEOPLE

Completing the Assessment for the Mediation Practitioner's Certificate

Guidance Notes

Successful achievement on this course leads to a Level Four award accredited by AIM awards, an awarding organisation with Ofqual: the regulator of qualifications in England and Wales. This award requires that you present for assessment a particular level of evidence. The evidence is based on both your written work and on the practical demonstration of your skills and knowledge. In order to meet the required level, all of the learning outcomes should be addressed in accordance with the following guidelines:

- Please ensure that you keep to the formatting and font style of the portfolio as it was delivered to you. The document will expand to account for your answer, and remember to number each page of your completed work. If you are unable to open the portfolio document, we will accept your completed answer in a SINGLE Word document, however please remember to include your full name; the title of the course and the date; as well as the name of your learner group.
- Write in full sentences in order to give evidence of the depth and breadth of your understanding. You are not being assessed on your spelling or grammar: the content is more important than the presentation. Bullet points and short sentence answers **do not** allow for a full explanation and so cannot be accepted. **Always provide reasoning** for your thinking.
- Your own thoughts and understanding of the information presented during the course; your practice during the course; and your understanding of how you intend to apply this in the future is required throughout your portfolio. Please avoid reciting the course content as it was delivered to you.
- You may use examples from the past (previous experiences of conflict that you could relate), the present (role simulations on the course can be used), and future (situations where you might expect to use your mediation skills and knowledge) to help you to give

full explanations.

- You are encouraged to consider your own reflections and the verbal feedback provided by your peers following the practical exercises, and to comment on how this may contribute to your practice in the future. Give examples from the role simulations to illustrate your thoughts.
- Whilst you are encouraged to access other reference materials to aid your understanding and development, the work required for assessment must relate to *your* understanding of the information.
- Brief quotations from the published or unpublished works of another person are acceptable provided the sources of the quotations are suitably acknowledged.
- Any information you provide in your portfolio and during the course will not be shared or used for any reason other than learning, development, and accreditation with UK Mediation Ltd and AIM Awards

Terms of Reference

The following definitions may be helpful to you when addressing the criteria for each assignment task:

Compare & contrast: Asks that you to explain in detail the similarities and differences between one thing and another.

Explain: These tasks require you to use detail to make an idea/ thought/ meaning clear.

Analyse: Requires you to break down and examine the different parts of an idea/ thought or meaning in detail.

Evaluate: Asks you to judge the value/ quality/ importance of an idea/ thought/meaning.

Reflect: Requires that you explain, analyse, and evaluate your practice.

Learning Outcomes

*Each of the learning outcomes is described here, along with the assignment tasks that you are required to complete for each outcome.
A summary of all of the assignment tasks is provided at the end of this portfolio*

Learning Outcome 1

Understand the underpinning principles of mediation

Learning Outcome	Assessment Criteria: the learner can...
1.1	<i>Critically compare the underpinning principles of mediation with other forms of conflict resolution</i>
1.2	<i>Account for the considerations and decisions in a mediation assessment</i>
1.3	<i>Explain how and when he/ she would assess for suitability for mediation</i>

Assignment task

The task requires that you answer the following three components using a minimum of 1000 words.

Compare and contrast mediation with other forms of conflict resolution and evaluate the strengths and limitations of using mediation to resolve conflicts.

Provide examples of conflicts that you have encountered, and which you may encounter in the future.

Explain how the principles of mediation would help you to determine whether or not these examples would be suitable for mediation.

Learning Outcome 2

Understand conflict and the responses to conflict

Learning Outcome	Assessment Criteria: the learner can...
2.1	<i>Explain the factors that contribute to, and impact on conflict</i>
2.2	<i>Explain how conflict impacts on people</i>
2.3	<i>Analyse how individuals respond to conflict in different ways</i>
2.4	<i>Evaluate the responses that may contribute to resolving conflict</i>

Assignment Task

The task requires that you answer the following four components, using a minimum of 1000 words.

Explain a number of the factors that may lead to conflict. Also explain some conditions that could affect how conflict develops.

Explain how conflict can impact on the individuals who are involved in it.

Analyse the different responses individuals may demonstrate when in conflict.

Evaluate these responses in terms of the degree to which they would likely contribute to achieving a resolution.

Learning Outcome 3

Understand the mediation process

and

Learning Outcome 4

Understand the role of the mediator

Learning Outcome	Assessment Criteria: the learner can...
3.1	<i>Define each of the stages of the model</i>
3.2	<i>Explain his/her accountability for the preparation of each of the stages</i>
3.3	<i>Define the key characteristics of the mediation process</i>
4.1	<i>Explain his/her accountability for the key characteristics throughout the mediation process</i>
4.2	<i>Explain his/her accountability for the ethical responsibilities within mediation</i>

Assignment task

These two learning outcomes are combined into a single task, which requires that you answer the following four components using a minimum of 1000 words.

Firstly, consider your intention to mediate in the future, the client group(s) you are likely to be working with, and the context (s) in which you intend to mediate.

Then explain the following:

- i. how you would prepare for each stage of the process
- ii. your role and responsibilities as the mediator for each of the stages of the process
- iii. how you would fulfil your ethical responsibilities as mediator throughout the process

Learning Outcome 5

*Be able to use the skills and interventions required in mediation
and*

Learning Outcome 6

Be able to use reflective practice for continuous professional development

Learning Outcome	Assessment Criteria: the learner can...
5.1	<i>Explain the key skills and interventions used in mediation</i>
5.2	<i>Demonstrate the use of key mediation skills, and interventions in mediation</i>
6.1	<i>Evaluate his/ her own practice throughout the mediation process</i>
6.2	<i>Explain how this will be used in his/ her future practice.</i>

Assignment task

Firstly, the task requires that you demonstrate your mediation skills during a case simulation whilst on the course and that you complete a written agreement for one of the cases in which you are the mediator. Secondly, you are required to complete a reflection form and a development plan. You should use a minimum of 1000 words in total for the written agreement, reflective practice form, and development plan.

Role Simulation and written agreement

Undertake a role simulation to demonstrate your use of skills and interventions, attending to your peers' and your tutor's observations and feedback. Attach a completed written agreement from one of the role simulations in which you were the mediator, using the template provided. Your tutor will complete the attached observation sheet for your skills practice, and you will receive this when your portfolio is returned to you.

Reflecting on your practice and making a development plan

Consider your role simulation experiences during the course, your own thoughts about your practice, and the feedback you received from your peers and from your tutor. Then using the Reflective Practice Form provided overleaf, evaluate your use of mediation skills and interventions, what you feel you did well, and, if faced with a similar situation in the future, what would you do differently, and why.

Lastly, consider your future intentions to mediate, the client group you intend to work with and the context in which you are likely to be working. Create a development plan to address the issues you have identified throughout your reflections.

Agreement Template

Date:	
Mediator:	
<p>Participants:</p> <p>Name:</p> <p>Name:</p> <p>Name:</p> <p>We, the participants, agree to:</p> <ol style="list-style-type: none">1. Make our best effort to follow the agreement outlined below2. Participate in a review of the agreement3. Follow the actions agreed in the contingency plan if necessary	

Agreement Statements

Following the mediation on the above date it is agreed that:

Agreement concerning the sharing of information with other parties:

Contingency Plan: (actions if agreement breaks down)

Agreed Review Date:
(Typically after six weeks)

Signatures

Name: Signature:

Name: Signature:

Name: Signature:

Date:

Mediators' Name:	
Date:	
Witnessed by Mediator(s)	

**THIS AGREEMENT IS SIGNED IN GOOD FAITH AND DOES NOT
CONSTITUTE A LEGAL DOCUMENT**

Reflective Practice Form
Evaluating the skills and interventions you used

Areas of strength

Where you are strong, and what you do/did well in your mediation practice

Areas of development

Where you are developing and you would do differently next time you mediate

Your Development Plan

Explain how you intend to progress the areas of strength and areas of development you have identified in your reflections, to benefit your future practice within your own setting.

Summary of the Assignment Tasks

We hope that the following notes will further assist you with the tasks required for the assessment process. If you need any additional help and support with any part of the course or with its assessment, however, please let us know. We want to help you to achieve the award, and will be pleased to assist in any way that we can.

What will I be assessed on?	How will I be assessed?	What do I need to do?	When do I need to do it	Who will assess me?
Learning outcome 1: Understand the underpinning principles of mediation	This outcome requires you to answer the <i>three components</i> of the assignment task in writing.	Complete a piece of writing of a minimum of 1000 words	Within four weeks of the end of the taught course.	A member of UK Mediation's assessment team.
Learning outcome 2: Understand conflict and the responses to conflict	This outcome requires you to answer the <i>four components</i> of the assignment task in writing.	Complete a piece of writing of a minimum of 1000 words	Within four weeks of the end of the taught course.	A member of UK Mediation's assessment team.
Learning outcomes 3 and 4: Understand the mediation process and Understand the role of the mediator	These learning outcomes require you to answer the <i>four components</i> of the assignment task in writing.	Complete a piece of writing of a minimum of 1000 words for the two outcomes combined	Within four weeks of the end of the taught course.	A member of UK Mediation's assessment team.
Learning outcome 5 and Learning Outcome 6: Be able to use the skills and interventions required in mediation and Be able to use reflective practice for continuous professional development	This outcome requires you to demonstrate your mediation skills during a case simulation, and to complete two written tasks (one reflection form and the written agreement).	<p>Demonstrate your skills during a case simulation whilst on the course and receive feedback from your peers and from your tutor.</p> <p>Complete the Reflective Practice Form including your thoughts about your practice and the feedback you received during both the individual meetings and the joint meeting. Create a development plan for the future.</p> <p>Attach a completed written agreement created during the practical exercises, using the template provided.</p> <p>The total word count for both written tasks is a minimum of 1000 words.</p>	<p>Skills demonstration within the duration of the course.</p> <p>Written reflection form and written agreement to be submitted within four weeks of the end of the taught course</p>	<p>The tutor and an additional assessor will observe and assess your skills practice.</p> <p>A member of the assessment team will assess your reflection form and the written agreement</p>