



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Royal Institution of Chartered Surveyors

IMI Certified Mediator Training Program

The Organisation

Legal name Royal Institution of Chartered Surveyors (RICS)

Contact details Dispute Resolution Service (DRS), 55 Colmore Row, Birmingham B3 2AA

Website www.rics.org

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	RICS was formed in 1868 and received Royal Charter in 1881. It is long established professional body recognised for promoting and setting the highest international standards in the property and built environment. DRS has been in existence over 40 years. DRS has been running mediation programmes since 2007.
Training course registered in accordance with	Yes

jurisdiction requirements	
Locations and Languages	<p>We run them in English in the UK, South Africa, Middle East, Singapore, and Oceania. In Hong Kong the course is run in Cantonese.</p> <p>We run courses in the UK (including Scotland) France, Netherlands, Poland, South Africa, Nigeria, Dubai, Doha, Sydney Australia, Hong Kong, Singapore, Kuala Lumpur, and the Caribbean, and are looking at US (New York) and Canada soon.</p> <p>Mediation Training Programme Brochure: https://www.rics.org/globalassets/rics-website/media/training--events/training-courses/uk/rics-mediation-training-programme-brochure-2019.pdf</p>

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, course schedule
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	During Day 1 AM and demonstrated in role plays

The roles of legal counsel and representatives	During Day 1 PM and demonstrated in role plays
Overview of negotiation and conflict resolution theory	During Day 2 AM & Day 3 and demonstrated in role plays
Mediator ethics, including appropriate local ethical standards	During Day 3 and demonstrated in role plays
Forms of listening skills and communication strategies	During Day 2 and demonstrated in role plays
Process management skills, including the use of joint and private meetings	Throughout Days 1 -3 and then demonstrated in role plays
Negotiation strategies and skills to manage the content of the dispute	Throughout Days 1 -3 and then demonstrated in role plays
Ways of responding to the diverse behaviours of the parties	Throughout Days 1 -3 and then demonstrated in role plays

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 Annex 2, competency framework
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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	40 hours contact time (excluding lunch and breaks) & 10 hours evening preparation. 10 hours evening review of materials and preparation for role plays being undertaken the following day. As a rough guide on the evening of Day 1 & 2 (1.5 hours per evening = 3 hours), then the evening of Day 3 & 4 where there is more role play preparation it would be on average 3.5 hours each evening making an additional 7 hours.
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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	18 is maximum size
Maximum trainer to participant ratio	Module 1 – 1 trainer to 9 delegates. Module 2 – 1 trainer to 3 delegates
Overall approach to class size or trainer-participant ratio	On average we have a class size of 12 with the theory being taught and demonstrated in Module 1 (3 days) and then intensive role play and assessment being in Module 2 (2 day) with 1 trainer for 3 delegates ratio.

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	25%
Exercises and discussion	25%
Role-playing, coaching, and feedback	50%. During module 1 (3 days) the mornings are teaching which is then demonstrated through exercise, discussions and roleplays. The whole of module 2 is learning through roleplays..

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?	Pre read is emails 7-10 days prior to the course. Please find attached the course manual, candidates are provided the manual 10-14 days prior to attending. The materials are notes on mediation and articles. We draw candidates' attention to role play exercises and ask them to be familiar with the common information for the role plays for module 1. The manual includes the common information for all role plays. Exercises and preparation for them during Module 1 is distributed during Days 1 & 2 which are
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	more demonstration exercises for discussion. For Day 3 role plays, they receive them on Day 1 and then for Days 4 & 5 they are distributed at the end of Day 3 for when they come back to do Module 2. This can vary from region to region.
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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
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	No
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	Note that role plays are varied in subject matter and allow for practice of different stages of the mediation process - on Day 4 the mediation is 2 hour 15 mins to allow for the mediator to take it through most, if not all, of the process. Also note that role plays are recorded and marked by an independent assessor.

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?	Assessors complete the assessment form in Annex 3, which is retained by DRS for development. Feedback is given verbally.
Attach course feedback forms or guidance	See Annex 3, Assessor Report Form

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?	Final role play assessment is video recorded for marking by an independent. There is also a written assignment and an online ethics test as part of the assessment.
Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?	Through the submission of a written assignment which is marked in conjunction with the video assessment. Completion of a written exercise is required to demonstrate that candidates have a clear understanding of the mediation process and of its applicability in practice in their organisational or professional areas of interest. Candidates are invited to write a 1500-word essay on a topic of their choice relating to the use of mediation to resolve disputes in an area of business, community or professional life familiar to them. Candidates may wish to examine an area in which mediation has already been used, or one in which it has not as yet been considered. Candidates may also wish to consider the difficulties

	<p>and/or limitations which might be encountered in using mediation in this context as well as its possible advantages. Written exercises need to contain evidence of original thought and if possible some research into the issues being discussed and should be written with a view to possible publication in an appropriate journal.</p> <p>OR</p> <p>candidates can devise a mediation role play (that may be used in future courses) in the format used in this training: the common information of a dispute along with the evaluative mediator and parties' confidential briefs. This role play should provide a real-life demonstration of a dispute where mediation can be used to reach settlement through the exploration of the parties' needs and interest.</p>
<p>Process of appointing assessors on a course</p>	<p>RICS has a faculty of mediation trainers, coaches and assessors which are selected subject to location and availability.</p>
<p>Clarification of passing criteria. How a student passes or fails this CMTP</p>	<p>The assessment form (Annex – assessment criteria) details if the candidate is recommended for accreditation as a RICS Accredited Mediator.</p>
<p>Next steps taken, should a student fail.</p>	<p>Feedback is given on areas for improvement with a recommendation to resubmit a video or where appropriate attend elements of the programme.</p>

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 recommend local community groups where experience and development can be promoted along with networking events.
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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 Annexes 4 and 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.	<p>Our trainers, coaches and assessors will identify any possible or perceived conflict with any delegate and we would ensure they are not assisting or assessing the student.</p> <p>No relationship or scheme with CEDR but we would just go to an independent organisation if there is a disagreement. As for what conflict of interest it is an actual or perceived relationship/arrangement financial or otherwise that may impact the trainer/assessors or coach duty to RICS</p>
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Trainers, Coaches, and Assessors

Anyone seeking to act as a TCA has successfully participated in a mediation training course which	Not Applicable
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meets the requirements set out above.	
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 maintained continuous professional development (CPD) of six hours per year.	Not Applicable
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

<p>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</p>	<p>Not Applicable</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>Rather than participating in a mediation training, all of our trainers will have observed the programme twice and the coaches and assessors once. Most of our trainers are not only RICS accredited mediators but are on the RICS panel of mediators.</p> <p>Regarding TCA mediator experience and continuous professional development, to be on the RICS Panel, our mediators are required to comply with the requirements of the CMC which requires them to undertake a requisite amount of mediations and CPD. We would reassess our panel members every 5 years to ensure compliance with this. RICS requirement for CPD to remain on the panel is 20 hours per year.</p> <p>We aim to run annual sessions for trainers, coaches and assessors.</p> <p>Regarding coaches and assessors coach and/or assess at least four role play sessions over the course of two years, this is dependent on availability and number of courses being run.</p>

<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>Yes, new TCAs are to be observed and given performance feedback by senior colleagues. Any new trainer/assessor is invited in for a face-to-face discussion with Rajbinder Sohal and Director of ADR Dr John Fletcher. They are then invited to undertake the programme where either Mrs Sohal or John are in attendance, to ensure the requisite feedback is given.</p> <p>Before we allow trainers/coaches or assessors to join our faculty they are required to undertake the course fully once and the observe the training on a second occasion before they can be used as t/c/a. Please note trainers are also provided one on one training over the presentation of slides at the end of each day by the Director of Global ADR who is a mediation trainer.</p> <p>During the annual sessions trainers will discuss any changes to the content and slides and how this is presented/demonstrated. There is a review of competencies and feedback that is given to ensure consistency in assessment.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>All assessment videos and assessments are marked by an assessor who will complete an assessment form that I have attached. This is then viewed and second checked by another assessor. So all assessments and reports are peer reviewed by another assessor on the faculty.</p> <p>We have feedback forms on how trainers and coaches perform which are reviewed by Head of DRS Products and all assessors forms are reviewed by the Head before distribution and are also</p>

	<p>randomly audited by Head of DRS products.</p> <p>A new trainer/assessor would be observed before running a session by themselves. RICS Global Director of ADR would observe the first delivery of the course by a trainer and then random audits of training is also undertaken by RICS to ensure that the training /coaching and assessing is high quality and consistent. During the final assessments that are recorded the assessors peer review and critique each other’s assessments of candidates.</p>
<p>Attach Train-the-Trainer Program</p>	<p>See Annex 6</p>
<p>Attach template feedback form</p>	<p>See Annex 7</p>