IMI CMTP Application Form

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IMI Certified Mediator Training Program—Application Form

The IMI Certified Mediator Training Program certification is a quality assurance standard that mediator training programs are developed to a minimally accepted international standard, which was developed by the IMI Training and Competency Assessment standards taskforce.

In determining whether a training program is eligible for certification, it is not necessary that all requirements set out below are completely met. However it is necessary that overall, there are a majority of the guidelines that are complied with.

In completing the application from, please read the accompanying guidelines notes which more fully explain each requirement. Heading numbers refer to the criteria, to permit easy referencing.

This form is used to collect information about potential new IMI Certified Mediator Training Programs.  You will have the option to send a link to yourself to finish completing this form later, so please ensure you insert the correct email address below.

All information on this first page must be completed before you can move on in the application. . See <https://imimediation.org/orgs/training-program-requirements/> for guidance in completing this form.

# About the Organisation

1. Email
2. What is the name of your organisation? (Official, Legal name)
3. In what year was your organisation formed, and under the laws of what country?
4. Your organisation’s contact details: include the address of your primary office, the organisation's phone number, email address, and fax number
5. Website: include a direct link to the program you are submitting, if available; otherwise please indicate the organisation's website
6. Details of the person completing this questionnaire: include your name and title/position and telephone number
7. Locations and Languages

[*https://drive.google.com/file/d/1xLc3cqXbe8bIrFJHW1yvO9NTDjlKjEEc/view?usp=sharing*](https://drive.google.com/file/d/1xLc3cqXbe8bIrFJHW1yvO9NTDjlKjEEc/view?usp=sharing)***Download a copy of this form, fill it in as appropriate, and upload here.  If you have previously filled in the 'locations and languages' form and are simply making updates, then download your existing form from your approved program page on the IMI website*** *(*[*imimediation.org/program/organisation-name*](http://imimediation.org/program/organisation-name)*),* ***make your alterations, and upload that updated document here.***

1. Application type

***If your program is not currently approved by IMI, then select 'new' application; if you have made substantive changes to your program, then select 'alteration'; otherwise, if this form is being completed for auditing purposes, please indicate that.***

1. New CMTP application
2. Alteration to existing approved CMTP
3. For auditing purposes

# Section 1: Registration

1. **This training course is registered in accordance with jurisdiction requirements**

* Yes
* No
* Not required

# Section 2: Course Content

*Course content is divided into Knowledge Development and Skills Development topics. The course outline should set out in detail what happens on each day of the training, including start and finish time each day, topics or subjects covered, an indication of whether it is a lecture, exercise or role-play, how much time is devoted to each topic and to each learning process.*

1. **Attach your course outline**
2. **Please indicate below where the essential KNOWLEDGE topics are included in your programme. If they are not covered, please clarify.**
   1. Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process
   2. The roles of legal counsel and representatives
   3. Overview of negotiation and conflict resolution theory
   4. Mediator ethics, including appropriate local ethical standards

**3. Please indicate below where the essential SKILL DEVELOPMENT topics are included in your programme. If they are not covered, please clarify.**

1. Forms of listening skills and communication strategies
2. Process management skills, including the use of joint and private meetings
3. Negotiation strategies and skills to manage the content of the dispute
4. Ways of responding to the diverse behaviours of the parties

# Section 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. The framework should indicate how each competency is measured. The competency framework should be consistent with the content and skills requirements of the course as set out under Section 2 of the guidelines. (https://imimediation.org/orgs/training-program-requirements/)*

1. **Attach your Competency Framework**

# Section 4: Course Duration

*For a course to cover adequately the necessary content using appropriate methodologies, 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.\*\** [*https://imimediation.org/orgs/training-program-requirements*/](https://imimediation.org/orgs/training-program-requirements/)

1. **Course duration**
2. **For online programs, how much of the course is delivered via asynchronous learning?**

***Please indicate percentage/approximate hour count.  Up to 10% of the minimum 40 hours’ course may be delivered asynchronously.  Applies to programs that are conducted partially or entirely online.***

# Section 5: Group Size and Section 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.  
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. See*[*https://imimediation.org/orgs/training-program-requirements/*](https://imimediation.org/orgs/training-program-requirements/)*for guidance in completing this form.*

1. **Maximum class size:**
2. **Methodologies:**

*For each of the following methodologies, indicate (1) the percentage of time spent using this methodology on your course, (2) the maximum trainer to participant ratio for this methodology, (3) details explaining your approach.*

*Percentage guidelines are suggested for the different methodologies.*

1. Lecturing, knowledge input, presentation (10%)
2. Exercises and discussion (40%)
3. Role-playing, coaching, and feedback (50%)

# Section 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.*

[*https://imimediation.org/orgs/training-program-requirements/*](https://imimediation.org/orgs/training-program-requirements/)

1. **In what format and how far in advance do participants receive general course materials and confidential role play briefs?**

***It is recommended that you include an indication of what these materials are.***

# Section 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. Please indicate if your role plays meet the following general guidelines.*

*When role plays are used as assessments, these should be supervised by the assessor or a course manager 100% of the role play time.  Course managers may fulfil this role where assessments are recorded for off-site/asynchronous assessment by independent assessors*

*See*[*https://imimediation.org/orgs/training-program-requirements/*](https://imimediation.org/orgs/training-program-requirements/)*for guidance in completing this form.*

**Compliance with role play guidelines**

***Please add comments below where required, and in all cases where guidelines are not met****.*

|  | **Yes** | **No** | **Other** |
| --- | --- | --- | --- |
| Each role play in a course has a maximum of six persons for a two party mediation. |  |  |  |
| Mediation time slots within role plays are a minimum of 45 minutes |  |  |  |
| 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 |  |  |  |
| Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time |  |  |  |
| Coaches are rotated among groups and participants |  |  |  |
| Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants |  |  |  |
| Role plays during the course ensure participant work with the widest range of fellow participants as possible |  |  |  |
| All participants mediate the same number of times in role plays |  |  |  |
| Role plays are varied in subject matter and allow for practice of different stages of the mediation process |  |  |  |
| Notes and comment where guidelines are not met |  |  |  |

# Section 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 programs 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*[*https://imimediation.org/orgs/training-program-requirements/*](https://imimediation.org/orgs/training-program-requirements/)*for guidance in completing this form.*

1. **How is performance feedback given to participants on your course?**
2. **Attach course feedback forms or guidance:**

***Attach course feedback forms that trainers, coaches or assessors use when providing feedback to course participants, whether verbally or in written form***

# How is your program delivered?

1. **The program and all assessments are delivered in-person.**
2. **The program may be delivered partially or fully online, but assessment is conducted in person.**
3. **The program and its assessment is delivered entirely online.**
4. **The program and its assessment may be delivered in person, online, or a mix of both.**

# Section 6 and 11: Programs delivered online

*Ensure you familiarise yourself with the criteria, particularly sections* [*https://imimediation.org/orgs/training-program-requirements/#6-minimum-requirements-for-delivering-online-only-training*](https://imimediation.org/orgs/training-program-requirements/#6-minimum-requirements-for-delivering-online-only-training) *and* [*https://imimediation.org/orgs/training-program-requirements/#11-performance-assessment-and-accreditation*](https://imimediation.org/orgs/training-program-requirements/#11-performance-assessment-and-accreditation)

1. **Explain what measures you as a training provider take to ensure that online course delivery is engaging and effectively conveys course deliverables.**

***Your response should consider platforms, tools, course programming and breaks, and any requirements about on-screen visibility.***

1. **What provisions are there for course participants who were, for reasons beyond their control, unable to participate in the minimum of 40 hours’ course?**
2. **Explain how you ensure participants are fully equipped to undertake an online course.**

***This should include reference to pre-course guidance and any practice sessions or checklists.***

1. **What opportunities do you provide, if any, for participants to meet informally at stages of the course?**
2. **Explain how you administer role-plays as part of the post-course assignment for online participants.**

*This applies where courses are entirely online.  If non applicable, please write that "Our courses always include an in-person practice component."  For this question, indicate for how long records and videos are retained.  Note that organisations delivering training are expected to supply role plays for the post-course assignment.  See the criteria page for what the post-course assignment must include.* [*https://imimediation.org/orgs/training-program-requirements/#11-performance-assessment-and-accreditation*](https://imimediation.org/orgs/training-program-requirements/#11-performance-assessment-and-accreditation)

1. **Explain your requirements for the written assignment that completes the post-course assignment.**

*This applies where courses are entirely online.  If non applicable, please write that "Our courses always include an in-person practice component."  See requirements at*[*https://imimediation.org/orgs/training-program-requirements/#11-performance-assessment-and-accreditation*](https://imimediation.org/orgs/training-program-requirements/#11-performance-assessment-and-accreditation)

1. **What feedback (if any) do you provide to participants based on their post-course assignment?**

***This applies where courses are entirely online.  If non applicable, please write that "Our courses always include an in-person practice component."***

1. **Supporting documents**

***If there are documents you wish to upload in support of your online program specifically, please add them here.***

# Section 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.  In relation to assessment of a mediator’s skills, this should be done using a participant’s performance during a role play.   If mediation knowledge is also to be assessed, this can be done through a written or verbal test, or through pre or post course assignments, and should be consistent with the knowledge requirements set out in the provider’s competency framework.*

*See also*[*https://imimediation.org/orgs/training-program-requirements/*](https://imimediation.org/orgs/training-program-requirements/)*for guidance in completing this form.*

1. **Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?**
2. **Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?**
3. **Elaborate your process of appointing assessors on a course**
4. **Clarify your passing criteria. How does a student pass or fail your program?**
5. **What are the next steps taken, if any, should a student fail?**
6. **Policy documents relating to assessment**

***If your competency framework does not include an indication of how participants’ performance is measured and ‘graded’ for the purposes of passing or failing the course, then that document should be uploaded here. It should include an indication of the pass/fail mark.***

# Section 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.*

*See*[*https://imimediation.org/orgs/training-program-requirements/*](https://imimediation.org/orgs/training-program-requirements/)*for guidance in completing this form.*

1. **Indicate what your organisation does to facilitate participants' development as mediators**

# Section 13: Complaints and Appeals Policy

1. **Attach 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, a trainer/coach/assessor, or the outcome of their assessment.  The policy uploaded here should address each of these scenarios, the reporting process, and any applicable appeal or review process for participants.*

# Conflicts of interests

*A conflict of interest may exist between a single trainer/coach/assessor and a course participant, between TCAs, or between the organisation and any of these parties.  Examples may include where trainers also conduct assessments, or where course participants are known to the organisation or a TCA.*

1. **Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.**
2. **Upload conflicts of interest policy (optional / if applicable)**

# Trainers, Coaches and Assessors

*This section sets out the requirements for those training, coaching and assessing participants in a mediator skills training programs. For the purposes of this application: \* a trainer delivers the skills and knowledge content set out in the program; \* a coach observes the performance of a participant in the role of the mediator, usually during a role-play, and provides coaching and feedback to the participant, during and after the role-play, in order to improve their competency as a mediator; \* an assessor will also observe a participant’s performance and will provide a formal assessment of competence. They may also provide feedback, which is normally given at the end of the assessment. See https://imimediation.org/orgs/training-program-requirements/ for guidance in completing this form.*

***Indicate whether your trainers, coaches, and assessors (TCAs) meet the following requirements.  Please add comments below where required, and in all cases where requirements are not met.***

|  | **Yes** | **No** | **Not applicable** |
| --- | --- | --- | --- |
| Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above. |  |  |  |
| Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators. |  |  |  |
| 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 |  |  |  |
| Trainers attend ‘train the trainer’ training of at least 18 hours, broadly covering topics set out in the IMI guidance notes |  |  |  |
| Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes |  |  |  |
| Trainers deliver at least one basic mediator skills training course or refresher course every two years |  |  |  |
| Coaches and assessors coach and/or assess at least four role play sessions over the course of two years |  |  |  |
| On-going feedback is sought from course participants, and given to those delivering the course. |  |  |  |

1. **Explanatory notes re above requirements**
2. **New TCAs are to be observed and given performance feedback by senior colleagues: explain how this is undertaken at your organisation**
3. **Explain your peer review system for trainers, coaches and assessors**
4. **Attach Train-the-Trainer Program**

***See***[***https://www.imimediation.org/orgs/trainer-coach-assessor-requirements/***](https://www.imimediation.org/orgs/trainer-coach-assessor-requirements/)***for guidance on what a train-the-trainer program must include.***

1. **Attach template feedback form**

***At the conclusion of a course, it is important to gain feedback from participants so that course quality can be measured, and improved if necessary.  Attach the feedback form that course participants use to give feedback on the course.***