

College of Mediators



Mediation Accreditation

The Standards and Assessment Pack

This pack is an updated version of 'Assessment Pack – A Guide for the Assessment of Mediator Competence' and was originally published by Mediation UK

1

Mediator Accreditation

The Standards and Assessment Pack

CONTENTS

1 THE PROCESS

New Mediators

Existing Mediators

Roles

2 THE STANDARDS

3 ASSESSMENT GUIDANCE

4 EVIDENCE GUIDE

5 CASE STUDY

6 JOB DESCRIPTION FOR THE NAMED SUPERVISOR

2

THE PROCESS

The Assessment of Accreditation for New Mediators

New mediators are defined as those mediators who are still at the training stage (beginning, middle or end) and who still need to complete a period of supervised practice. These mediators will start gathering evidence during the initial training programme.

Part One - Initial Training Course

1 A Service will be required to deliver an 'Approved' Training Programme for the Initial Training of new mediators.

The OCN Level 3 Basic Mediation Skills is an approved programme but a service or training provider may submit its own initial training programme for approval by the College of Mediators. (Please contact the College for guidance on the latter).

- 2 During the initial training course trainees may be assessed against specific learning outcomes by the trainer, or a designated assessor. An assessment evidence file can be started at this point.

At the end of the training course all who wish to become mediators will be assessed as 'ready to practice'. This assessment is likely to be made jointly between the trainer, the assessor and the trainee. Feedback and other evidence which supports this decision needs to be kept in the mediator's evidence file.

Part Two - Supervised Practice

- 1 Part Two is a period of casework and supervised mediation practice. The number of cases or length of this period will be for the service to decide. The purpose is for the new mediator to demonstrate accreditation across all the standards. Details regarding the sort of evidence needed are in the Evidence Guidance. It should be noted that assessment of at least one observed round table meeting with two parties will be required as evidence. As the notes explain, this may be a simulated meeting where the service is unlikely to provide opportunity for a real life experience.
- 2 This stage may also be considered by the service as a 'probation period'. A service may have some specific requirements relating to the context in which it operates or particular policies and procedures that need to be followed. The new mediators will be assessed as competent to work in that service.
- 3 New mediators will have a Supervisor to help them reflect and learn from the supervised practice. The Supervisor will also be responsible for ensuring that they have opportunities to demonstrate accreditation, be assessed and gather the necessary evidence.

3

Formal Internal Assessment

- 1 When Part Two is completed, the new mediator will have a meeting with the Supervisor/Internal Assessor for the Formal Review of the Evidence File. At this meeting the file is checked to ensure it contains sufficient evidence and that all the standards are covered. Questions may be asked and answers recorded to cover any small gaps. A checklist is available from the College to help with this process.
- 2 This Formal Review Meeting is intended as a final check that the service consider the mediator to be competent and to ensure that the evidence file is ready for the External Verifier.

External Verification

- 1 When a file is ready for external verification, the Service will contact the College of Mediators to book the assessment. The College will allocate a Verifier who will liaise with the service to arrange for the portfolio(s) to be posted. The External Verifier may telephone the candidate or the internal assessor if they have any small questions about the portfolio. The purpose of the external verification is to verify and validate the internal assessment and confirm the accreditation of

the mediators. It is the role of the External Verifier to verify and not to assess.

- 2 After the assessment the External Verifier will give feedback in writing that the assessment processes are satisfactory and that the new mediators can be confirmed as accredited. Where there are deficiencies in the process, or with individual files, the External Verifier will set out what needs to be done.
- 3 The External Verifier will send the name(s) of accredited mediators to the College of Mediators and certificates are then sent to the mediators. The award is called 'Mediator Accreditation Status'. The College of Mediators holds a central register of accredited mediators.

4

THE PROCESS

Assessment of Accreditation for Existing Mediators

An existing mediator is defined as a mediator who has completed a training programme before this assessment process was started. Existing mediators will have some 'live' practice experience and will not have been gathering evidence during their initial training programme.

Existing mediators will not be required to retrain or be subject to probation. Rather they will draw on their current and past experience and practice to demonstrate their accreditation. Their evidence will be assessed using the same standards as those for new mediators. A Supervisor will be assigned to help them.

Internal Assessment

- 1 Existing mediators will be given a copy of this document, which sets out the standards and the evidence that needs to be gathered. At a meeting with the Supervisor a plan will be made to help the mediator put together the evidence file. Recent evidence is the most reliable and it is usual to set a limit of the previous two years.

2 When the file is complete the Formal Review of the Evidence File takes place at a meeting with the Supervisor/Internal Assessor. At this meeting the file is checked to ensure that there is sufficient evidence to demonstrate accreditation.

3 The evidence file is ready for external verification.

External Verification

1 When a number of files are ready, the External Assessor will visit to examine them, interview pre-selected mediators, Supervisor/Assessor and validate the internal assessment.

2 The existing mediators will be confirmed, or not, as accredited.

3 The External Assessor will send the list of accredited mediators to the College of Mediators and certificates are sent to the mediators. The award is called 'Mediator Accreditation Status'. The College of Mediators holds a central register of accredited mediators which is available on the website.

Mediators who have completed OCN in the last 2 years

Mediators who have completed the OCN Training Course in the previous two years and have relevant evidence from assessment of their learning outcomes during that course will be able to present this as part of their evidence file (please note that the information will need to be presented in a different order to mirror the College of Mediators standards). At that first meeting with the Supervisor any additional evidence required will be identified and a plan made for gathering it.

5

THE PROCESS

Roles

In this description of the pathway to gaining certification as an accredited mediator, there is an assumption that certain essential people exist to fulfil the functions of Trainer, Supervisor, Internal Assessor, and External Verifier. It is the College of Mediators' responsibility to provide the External Verifiers. Individual Services will be required to identify people to fulfil the other functions.

The Trainer's role is clearly to design and deliver an 'approved' training programme which will have elements of continuous assessment of the learning outcomes. Some services ask the trainer to do these on course assessments; others identify a separate person to take them on. The College of Mediators has produced a template for submitting a programme for approval.

In addition, all Services should have a Named Supervisor (who is also an accredited mediator) to be responsible for the assessment, training and development of mediators once the initial training course has been completed. How this is managed and delivered will be entirely up to each service.

The Named Supervisor Role

The Named Supervisor is the person responsible for managing the provision of on going supervision of mediators. A Service will be expected to provide regular support for individual mediators through which they can be accountable for, and improve, their practice.

Supervision begins when a new mediator starts the period of supervised casework.

The Named Supervisor may delegate responsibility for individual trainee mediators to suitably experienced mediators during the period of supervised casework. The Supervisor will be involved at all the decision-making points in the process.

The Internal Assessment Role

Ideally another suitably experienced mediator should take on this function. However the Named Supervisor may take responsibility for the role while delegating some aspects to others. The role includes:

- ☛ Ensuring that everyone understands the process and the evidence requirements.
- ☛ Planning with mediators how they will go about gathering the evidence.
- ☛ Assessing the evidence against the standards.
- ☛ Giving feedback to mediators on their practice

6

THE STANDARDS

For the assessment of mediator accreditation

These Standards describe:

- ☛ What a competent mediator is expected to be able to do (after initial basic training and a period of supervised practice)
- ☛ The range of skills and qualities that an accredited mediator will demonstrate.
- ☛ The areas of knowledge and understanding that are required to underpin good practice.

Although the Skills and Qualities are located alongside specific mediator activities, they are not necessarily restricted to those particular activities. Mediators may demonstrate some of these skills and qualities across a number of the standards.

The Standards are arranged in Six Sections:

1. Preparing for a Case
2. Initial & Follow Up Contact with Clients
3. Conducting Mediation
4. Evaluation & Accountability
5. Case Administration & Management
6. Working in a Professional & Ethical Framework

Guidelines on assessment and putting together an evidence file accompany these Standards.

7

1. PREPARING FOR A CASE

ACTIVITIES

What an accredited mediator does.

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>1.1 Keeps the service informed of availability</p> <p>1.2. Checks case information received and takes appropriate action promptly</p> <p>1.3. Checks for conflict of interest or other reason for not proceeding with the case</p> <p>1.4. Prepares to start the case through discussion with co-mediator and others</p> <p>1.5. Keeps the service fully informed of action taken</p> <p>1.6. Checks what information has been sent to the clients</p> <p>1.7. Phones/writes to arrange first contact</p>	<p>Has a commitment to Mediator Agreements</p> <p>Demonstrates reliability</p> <p>Shows self-awareness. Is honest and open</p> <p>Is able to contribute to building effective working relationships</p> <p>Is committed to open lines of communication and keeping people informed</p> <p>Is able to communicate in a clear and helpful style</p>	<p>The polici Mediation opening o</p> <p>What wo interest mediator t</p> <p>What need at this sta</p> <p>Health an Knows an procedure</p>
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2. INITIAL & FOLLOW UP CONTACT WITH CLIENTS

ACTIVITIES

What an accredited mediator does.

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>2.1. Makes contact with each party</p> <p>2.2 Starts the process of building rapport</p> <p>2.3 Begins the process of creating a helpful, productive and safe environment</p> <p>2.4 Listens to clients circumstances, feelings and priorities</p> <p>2.5 Finds out who is directly concerned in the dispute and establishes who should be involved</p> <p>2.6 Identifies specific client needs and ensures all clients are able to access the service</p>	<p>Has a friendly and encouraging way with people Present self confidently</p> <p>Able to gain the confidence of clients through active listening- giving appropriate time & attention and thinking space</p> <p>Able to reduce the effect of distractions respectfully.</p> <p>Can assess potential threats to personal safety or well being during contact with clients and take action to reduce those risks.</p> <p>Able to encourage clients to open up and speak freely</p> <p>Has awareness of the space needed for clients to ask questions & express concerns</p>	<p>What helps of rapport What is a</p> <p>Why is it the purpose</p> <p>What sort</p> <p>Identify p the sort of</p> <p>How to en and speak</p> <p>What sp have the mediation address</p>
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2. INITIAL & FOLLOW UP CONTACT WITH CLIENTS (continued)

ACTIVITIES

What an accredited mediator does

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>2.7 Enables the clients to determine the use they will make of the service</p> <p>2.8 Agree with the clients the next steps in the mediation</p> <p>2.9. Discusses with co-mediator (s) how the next stage will be managed and begins to build a good working relationship</p> <p>2.10 Informs the service of next steps agreed and requests resources and any specific support that are required</p>	<p>Able to present information about what mediation can, and cannot offer in a clear and straight forward way</p> <p>Can describe the practicalities of a mediation meeting and check that there is a common understanding</p> <p>Able to promote the benefits of mediation in a particular case without coercing clients.</p> <p>Able to respond constructively to clients' concerns, objections and questions</p> <p>Able to assess and discuss with clients which issues are mediable and which are not</p> <p>Willing to listen and share ideas Open and honest</p> <p>Committed to open communication</p>	<p>Know & understand mediation and can</p> <p>Knows about mediation</p> <p>Understands from mediation resolution</p> <p>Understands policy framework context alongside</p>
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3. CONDUCTING MEDIATION

ACTIVITIES

What an accredited mediator does

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>3.1. Reviews with co-mediator (s) how the mediation will be managed and how they will work together</p> <p>3.2 Prepares the physical environment to enhance a safe space and a productive mediation</p> <p>3.3 Welcomes the parties and helps them to settle</p> <p>3.4 Explains the process and how the mediation will be conducted - agreeing the boundaries and ground rules</p> <p>3.5 Helps clients to identify and explore the issues to be resolved with each other</p> <p>3.6 Establishes the issues as clients see them</p>	<p>Is well prepared</p> <p>Able to plan in plenty of time to prepare the meeting place</p> <p>Presents a friendly respectful manner</p> <p>Able to present information clearly and without unnecessary jargon</p> <p>Able to pace the meeting to give clients appropriate time & attention and thinking time</p> <p>Is alert to anything that might limit effective communication and find ways of reducing those limits.</p> <p>Able to clarify understanding by checking the significance of what clients are trying to communicate</p> <p>Able to use various questioning methods in a sensitive way to draw clients out</p> <p>Can summarise clients' statements accurately</p>	<p>What need preparing or a shut</p> <p>What can mediation</p> <p>What can the begin</p> <p>Know an mediation</p> <p>Understa communi them.</p>
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3. CONDUCTING MEDIATION (Continued)

ACTIVITIES

What an accredited mediator does

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>3.7 Helps overcome resistance, misunderstandings and blocks to progress</p>	<p>Can recognise and acknowledge the existence of resistance, misunderstandings and blocks to progress Able to use a variety of interventions to move things on</p> <p>Able to help parties move from fixed positions to consider interests they might have in common</p> <p>Able to make appropriate use of separate meetings during a mediation session</p>	<p>Know the a mediator</p> <p>How to h generate</p> <p>Understa between</p> <p>The purp meetings manage</p>
<p>3.8 Manages any conflict</p>	<p>Can maintain boundaries- able to resist advising, leading and introducing own agenda</p> <p>Able to pay attention to language, tone of voice and body language Can recognise behaviour that threatens to undermine progress or safety</p> <p>Can set boundaries for behaviour but allow for and respond constructively to strong emotions</p> <p>Can reflect back to clients in an acknowledging way without collusion Able to act assertively to stabilise a situation and restore self esteem</p>	<p>Understa of conflic</p> <p>Know the threaten</p> <p>Ways of conflict c</p>

3. CONDUCTING MEDIATION (Continued)

ACTIVITIES

What an accredited mediator does

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>3.9 Acts impartially, non-judgementally and respectfully to all clients</p> <p>3.10. Addresses any power imbalances</p> <p>3.11 Empowers the clients to identify & understand each others interests and achieve mutually satisfying outcomes</p>	<p>Able to give balanced attention to both parties</p> <p>Shows awareness of the diversity of needs in different clients and responds sensitively</p> <p>Has a commitment to win/win resolutions</p> <p>Uses neutral language that does not place blame with any party</p> <p>Show awareness of own perceptions of & attitude towards clients. Able to monitor and modify own behaviour in respect of this</p> <p>Able to recognise the presence of power imbalances and their effects</p> <p>Able to make them explicit and act to balance power</p> <p>Able to encourage co-operative and open sharing of views, information & feelings</p> <p>Able to encourage the parties in collaborative problem solving</p> <p>Able to resist advising, leading and introducing own agenda</p> <p>Able to use empowering behaviour</p>	<p>Aware of behaviour, beliefs, preferences of others</p> <p>Understand & attitude towards mediator</p> <p>What are power imbalances</p> <p>How a mediator balance power</p> <p>Know what are available</p> <p>Know what and which</p>
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3. CONDUCTING MEDIATION (Continued)

ACTIVITIES

What an accredited mediator does

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>3.12 Brings the session to a timely and measured close.</p> <p>3.13 Ensures that clients understand what the agreed outcomes are (at this stage- if the process is not completed)</p> <p>3.14. Ensures that clients leave knowing and understanding any agreed further action</p> <p>3.15. Ensures that, where written agreements are drawn up, these are signed as appropriate and a copy given or sent to all parties & the service</p> <p>3.16 Ensures that everyone leaves with a sense of what has actually been achieved. (Even if full agreement has not been reached)</p>	<p>Able to pace the session to leave sufficient time to bring it to a measured close</p> <p>Show clarity of communication Checks for understanding</p> <p>Ability to recognise and summarise succinctly what has been achieved</p>	<p>Understand outcomes participate</p>
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4. EVALUATION & ACCOUNTABILITY

ACTIVITIES

What an accredited mediator will be doing

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>4.1. Makes time for & carries out a debriefing session after client contact</p> <p>4.2 Gives and receives feedback with co mediator and others as appropriate</p> <p>4.3 Receives feedback on practice following formal observation of practice</p> <p>4.4. Identifies for personal use, and in supervision, areas of practice that need to be worked on</p> <p>4.5 Takes part in regular supervision and appraisal processes as required by the service</p> <p>4.6 Completes and submits case records/ feedback sheets/monitoring information according to the service's policy & procedures</p>	<p>Commitment to learning from experience</p> <p>Able to give honest, specific & constructive feed back to others</p> <p>Able to receive feedback openly from others and use it as a self development tool</p> <p>Can reflect on personal experiences, and be aware of the extent and limitation of their skills and knowledge</p> <p>Able to recognise and reflect on emotional responses in order to develop self awareness and learning insights</p> <p>Able to reflect on the case history, identify the key issues and evaluate the impact of the mediation process and the mediators' input</p> <p>Is honest and open in evaluating a case Has good written communication skills</p>	<p>What the session</p> <p>How to o another's</p> <p>How to g</p> <p>Understa a media</p> <p>Knows th processe monitorin</p> <p>Understa in evaluat</p>
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4. CASE MANAGEMENT & ADMINISTRATION

ACTIVITIES

What an accredited mediator will be doing

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>5.1. Responds to contact from the service about a new case promptly</p> <p>5.2 Makes and attends appointments with clients in line with require timescales and procedures</p> <p>5.3 Follows through courses of action agreed with clients and co-mediator in agreed timescale</p> <p>5.4 Keeps everyone informed of progress and action taken</p> <p>5.5 Makes expenses claims according to the services policy & procedures</p> <p>5.6 Completes all administration as required by the service promptly and confirms completion of the case</p>	<p>Committed to supporting the service and colleagues</p> <p>Committed to contributing to a quality service for clients. Is reliable</p> <p>Shows respect for clients and colleagues</p> <p>Committed to open and effective communication</p> <p>Follows instructions and requests from mediation service staff</p> <p>Has a professional approach to mediation</p>	<p>Knows th practice</p> <p>Knows w the mod used</p> <p>Know the the serv</p>
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6. WORK WITHIN A PROFESSIONAL & ETHICAL FRAMEWORK

ACTIVITIES

What an accredited mediator does

SKILLS & QUALITIES UNDERPINNING KNOWLEDGE & UNDERSTANDING

<p>6.1 Undertakes continuing development and learning activities as identified through reflection on practice and/or supervision</p> <p>6.2 Seeks help where limitations on competence or other circumstances could affect the quality of the service to clients</p> <p>6.4 Informs the service of any issues of concern, as defined by the service, including abuse, racial or sexual harassment and violence</p> <p>6.5 Maintains the mediator/client relationship within contractual boundaries as defined by the services policies and procedures</p> <p>6.7 Works to the Service's Code of Practice regarding Confidentiality, Equality of Access, Non-discrimination and Health & Safety</p>	<p>Able to reflect on mediation experiences and identify aspects of practice that need to be worked on or developed</p> <p>Able to draw up a self development plan, review it and modify as necessary</p>	<p>Good practice of practice How to...</p> <p>The form might take</p> <p>Knows when dif</p> <p>What issues the service informed</p> <p>The Service and polic</p>
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ASSESSMENT GUIDE

A brief guide to the assessment process...

Who will do the assessing?

The mediation service has a key role in the process of assessing mediator competence. It is the service's responsibility, using the standards of practice provided, to make a judgement about each new or existing mediator and when the mediators have been assessed 'Internally' to present their evidence for 'External' scrutiny.

The service will need to identify someone to have responsibility for that 'Internal' Assessment. This person will be an accredited mediator who has some experience/training in assessment. NVQ assessment skills (D32/33) are examples of the sort of experience that would be particularly helpful but not essential. At this stage no formal qualification is required.

Services should have a Named Supervisor. Ideally this should be someone other than the internal assessor but in small services this may not be possible. Trainers or assessors from other nearby services (or freelancers) might be contracted to provide this role until someone within the service is ready.

How can it be managed?

The assessor will have overall responsibility for the assessment but may delegate particular assessment tasks to other experienced, accredited mediators. Assessment tasks that relate to non-mediating standards - e.g. administration - can be delegated to non-mediator staff. However, the internal assessor will need to brief people and ensure that the tasks are completed accurately.

The assessor will be responsible for 'signing off' a mediator's evidence file as complete (the service now considers the mediator competent to work for it) and arranging for external verification of that decision.

Mediators will need to have one to one supervision; however, an efficient way of managing the assessment process may be to have group supervision/assessment sessions where the mediators going through the process can support each other.

What are the important principles and practice guidelines that should be followed?

- ☛ Assessment must be overt, with the mediator being fully aware of particular standards/criteria being used for the assessment. A full copy of the standards should be given to the mediator.
- ☛ Observation of the mediator's practice should be carried out using the standards.
- ☛ Feedback on practice should be constructive and given as soon as possible after the event.
- ☛ The mediator should participate in the process and be given opportunity for self-assessment.
- ☛ A written signed record must support verbal feedback. (This is important evidence for the mediator)
- ☛ Use a variety of assessment methods appropriately and flexibly to meet specific needs of individuals - ensuring they have the opportunity to show their learning/competence.
- ☛ Build up a 'picture' of the accredited mediator from more than one person's view - e.g. assessor/supervisor, peers, trainer, self, other colleagues.
- ☛ Use methods that assess several criteria/learning outcomes together. ☛ Build in regular review - what has been achieved? What still needs to be done?
- ☛ Clarify and agree what is sufficient evidence in order to make a valid/reliable decision - ensure that trainers, mediators, supervisors, assessors know.

18

These are the characteristics of quality assessment:

Validity Evidence is such that it enables an assessor to infer with reasonable certainty that a candidate has, or has not, achieved the required standards of practice. The assessment method used (ie observation, written account,

questioning) must be appropriate to the particular outcome.

Reliability This is concerned with the consistency of assessment decisions. All involved with assessment in a service need to meet together and clarify requirements. The External Assessor has a role in helping a service in this respect and to ensure a level of consistency across different services.

Utility Quality assessment needs to be effective but also efficient. Practical considerations may include: cost, time, location, frequency. The management of the assessment process will involve a balance between these considerations.

Sufficiency The amount of evidence provided by one candidate to meet the required standard should be adequate in quantity and quality.

Authenticity The evidence presented by the candidate must relate to his/her own achievement/practice. There may be a need for witness statements to confirm this.

Currency This is about the acceptability and relevance of past evidence being presented for assessment by existing experienced mediators. When judging the currency of evidence, assessors need to consider:

1 How much time has passed since the evidence was obtained and has there been sufficient practice since then to maintain competence? It is usual to set a limit of two years.

2 The context in which the evidence was gathered - e.g. Community, Special Education Needs and Disability (SEND), Family, Commercial Mediation or other.

3 Changes in the Service. New approaches to practice.

The NVQ Standards for Assessors will provide a very useful guide to quality assessment.

EVIDENCE GUIDE

Answers to some of the questions asked about evidence

The purpose of External Verification is to confirm that there is sufficient evidence to show that a mediator is accredited and to ensure that the Internal Assessment (i.e. assessment conducted in the Service or during training) is reliable and consistent.

The mediator, using the College of Mediators Standards, and collected in a file over a

period of time, will gather evidence of accreditation. A new mediator will begin to collect evidence resulting from assessments during the initial training course and then add to this during the period of supervised practice. An existing mediator will gather evidence from a period of work as a practising mediator and from supervision sessions.

The purpose of the evidence file is to provide a 'picture' of an accredited mediator. Evidence needs to be sufficient, relevant and reliable, confirming that the standards of good practice have been met and offering confidence that this will continue.

There are various ways in which evidence can be presented:

- 1 Records of direct observation of the mediator's practice - ideally of real life events - but if necessary, observations of simulated experiences.
- 2 Case Histories - i.e. Recordings of specific cases, which illustrate how the mediator met the practice standards.
- 3 Examples of Case notes/records as required by the service.
- 4 Written accounts/statements from co-mediators, colleagues, administrators, supervisors, managers which will confirm/support that good practice standards have been met.
- 5 Reflection on learning.
- 6 A Supervision record.
- 7 Questioning by the supervisor/assessor (or other knowledge evidence).

Also, any other documentary evidence to support the claim for accreditation. Guidelines for putting together an evidence file are set out below.

How many cases?

There must be evidence from at least 3 separate cases.

However, for a new mediator, it may be that 5+ cases over a period of time (likely to be at least 6 months) will be needed in order to cover all the standards. Existing mediators and Independent Mediators can draw on experience of past cases and any assessed evidence from up to two years prior to the final assessment.

21

Cases that do not progress to round table meetings are valid sources of evidence for all the sections except for those Standards in section 3 that relate to mediating between parties in a face-to-face situation. Evidence from at least one observation of the mediator conducting a round table meeting in a case (or simulation) is required.

What sorts of evidence will be needed for each Section of the College of Mediators Standards?

- 1 Preparing for a case

- 1 Descriptions of preparations for at least three cases
- 2 Feedback statements from co-mediators/other colleagues
- 3 Knowledge evidence from written or oral Q & A

2 Initial & Follow Up Contact with Clients

- 1 Observation by an internal assessor for one case
& Case Histories with self assessment for at least two more
- 2 Feedback statements from co-mediator/other colleagues
- 3 Case notes/records as required by the service
- 4 Reflection on learning (written or verbal in supervision)
- 5 Knowledge evidence from written or oral Q & A

3 Conducting Mediation

- 1 Observation of the mediator conducting at least one Mediation Meeting with two or more parties.
Or - if the opportunity for a round table meetings is not available in the timescale -observation of a simulated meeting with the parties being played by people unknown to the mediator.
- 2 Case Histories with self-assessment from at least two other mediations 3
Case notes/records associated with these cases
- 4 Reflection on learning from the experiences
- 5 Feedback statements from co-mediators/other colleagues
- 6 Knowledge evidence from written or oral Q & A

22

4 Evaluation/Accountability

- 1 Completed feedback sheets/case records/monitoring information 2
Supervision Record
- 3 Feedback Statements from co/mediators/colleagues

5 Case Management & Administration

- 1 Supportive statements from Administrator/Case workers/Manager 2

Case Records

3 Other supportive documentation

6 Work Within a Professional & Ethical Framework

1 Training & Development Records

2 Supervision Record/Report

3 Reflection on learning from experience

4 Knowledge evidence from questions

How much evidence should be gathered?

The evidence file must have evidence to show that the mediator achieved (or would be capable of achieving) the practice standard at least once. It is the Assessor who makes a judgement as to the reliability of that evidence and may ask for further examples to support the inference that the mediator is competent.

Mediators will find that one piece of evidence (e.g. a feedback statement from a co mediator, the Supervision Report or case histories) will cover several standards in more than one section. These should not be duplicated in the file but should be clearly cross-referenced and all documents should be entered on the evidence index. Finding ways of gathering evidence in an efficient way is to be encouraged. For example an administrator could be asked to confirm that the mediator has met all those standards that are relevant to management/administration in each section with a single statement or on a prepared tick sheet.

Once the mediator and the Assessor consider there is sufficient evidence of accreditation, the file is ready for submission to the External Verifier for verification. The Assessor will 'sign off' the file as complete.

CASE STUDY

So what will it all involve for Simon, Jenny and Krishna?

Simon is a new mediator who has just completed his basic training and is about to start a period of supervised practice as his probation in a community neighbour mediation service. He has already started to collect evidence in the form of feedback from role-plays and written & practical exercises from the training course. A record of the assessment meeting at

the end of the basic training course will also be an important part of that evidence. Simon has two immediate goals- to successfully complete his probation period and also to gather enough evidence to satisfy the standards to become an accredited mediator.

Simon's service operates a 6-month probation period for all new mediators. The caseworker will identify opportunities for him to observe cases and then to pair up with experienced mediators with whom he can co-mediate. During this time, with the guidance of a supervisor, Simon will identify various opportunities to demonstrate all the standards of practice required and collect evidence to show his increasing competence. The service is ready to use role-plays and simulated experiences to ensure all its probationary mediators have the chance to gather sufficient evidence (if, for example, no joint meetings came about during the probationary period).

At the end of the probationary period Simon will have a meeting with his supervisor to confirm whether or not the service will take him on as a 'fully fledged' mediator. At the same meeting, there is also the opportunity for the supervisor to check that all aspects of the Standards have been covered and then submit his file for inspection and validation by the External Assessor,

Jenny is a mediator with more than three years experience in neighbour mediation. Last year she was involved in 7 cases with 4 different mediators. 2 of these cases went through the whole mediation process and a round table meeting. One ended with a written agreement that covered all issues in the dispute and one that resulted in a partial agreement. The other 5 proceeded to different stages, from meeting with only one party to limited shuttle mediation.

Krishna is an experienced, independent workplace mediator who mediates part time. Of the 8 cases she did in the last year, 6 resulted in a

24

joint meeting or meetings with the clients. In the other 2 cases, one or both clients declined meet up after the individual meetings.

Both Jenny and Krishna will find that their experience to date will provide most of the evidence they require. Their task is to reflect on those cases and draw out examples of their own good practice using the College of Mediators Standards as a guide. Statements from co-mediators, case workers and supervisors will aim to support their claim to accreditation and this will be confirmed through observation by an assessor of one case.

As mediators Jenny and Krishna have regular supervision sessions, both on an individual basis and in a group. These sessions will therefore additionally be used to provide guidance and support in identifying and evidencing their accreditation.

When Jenny, Krishna and their supervisors are confident that all aspects of the standards have been covered they will be ready to submit their files for External inspection and verification.

SAMPLE JOB DESCRIPTION AND PERSON SPECIFICATION

The Named Supervisor

Services should have an accredited mediator, with training/experience of supervision to be named as the service's principal supervisor.

Job Description

The tasks for which the named supervisor will be responsible include:

- 1 Overseeing (or Co-ordinating) the training and supervision of new mediators, ensuring that they have opportunities for supervised practice as part of that training.
- 2 Managing the provision of supervision for all mediators.
- 3 Providing supervision and support to mediators (In a large service with many mediators this task will be shared with, and delegated to, other suitably experienced accredited mediators).
- 4 Overseeing (or Co-ordinating) the assessment of mediators and co-ordinating the processes for external assessment and certification of accreditation.
- 5 Assessing mediators and advising them in the gathering of evidence of accreditation.
- 6 Contributing to the quality assurance processes of the service e.g. ongoing professional development, case file reviews and mediator appraisal.

Person Specification

- 1 An accredited Mediator with recent mediator practice.
- 2 Training in Supervision or two years experience of supervising mediators (or similar).
- 3 Excellent interpersonal skills with ability to give constructive feedback. 4 Ability to challenge.
- 5 Ability to hold boundaries.
- 6 Ability to gain the trust of mediators and maintain their motivation. 7 Experience of delegating and working collaboratively with others.

In a service with a small group of mediators to supervise, this job would most likely be in the hands of one person. In situations where a large number of mediators are involved, it may be that some sort of team approach might be employed.