** Family Mediation Standards Board**

Application for approval of a Child-Inclusive Mediation Training Course

**Section A - Provider details**

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|  |  | Criteria/guidance |
| **1.1** Name of Organisation |  |  |
| **1.2** E-mail address and phone number |  |  |
| **1.3** Legal status |  |  |
| **1.4** Registered office if applicable |  |  |
| **1.5** Contact name |  |  |
| **1.6** Details of person responsible for application, if different from above |  |  |
| **1.7** Details of your financial resources to offer and run this training course effectively |  | The FMSB will consider whether there any concerns that the organisation (a) will have difficulty organising the course and putting resources in place before fees are collected, or (b) is not sufficiently viable to ensure that courses are run to completion (including where participants need to retake elements of the course). |
| **1.8** Details of your administrative resources and operational capacity to offer and run this training course effectively |  | The FMSB will consider whether the course is adequately supported, in particular so that enquirers’ and participants’ queries are dealt with in a timely manner. |

**Section B – Pre-Course Information and evaluation**

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| **2.1 Pre-course information** |  | Criteria/guidance |
| Prior to a participant booking onto your course, please confirm that you provide the following information to each potential participant to enable them to make an informed judgment about undertaking the course:  a) Information about the course (for example on costs, dates, assessment process)  b) Information about the post training CPD required and ongoing PPC support  c) Detailed summary of learning objectives and course content |  | Participants must be provided with accurate information about the course and any post training requirements to continue to practice as a CIM mediator.  **The pre-course information provided to participants should be enclosed with this application.** |
| **2.2 Evaluation** |  | Criteria/guidance |
| **a)** How do you obtain feedback and evaluations from each participant?  **b)** How have you used feedback from previous courses? |  | The provider should have a system in place for obtaining feedback from participants and staff, and taking it into account both within the course if necessary and in the design of subsequent courses.  If you have run similar courses in the past, please give details of how you have responded to feedback from these courses and **provide a copy of feedback or evaluations on such courses.** |

**Section C - Course details**

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| **3.1 Course Entry Requirements** |  | Criteria/guidance |
| a) Do you require participants to hold FMCA before starting the course and how to you evidence this? |  | Paragraph 6.1a) Standards Framework - Course participants are required to hold FMCA.  Mediators’ accreditation status can be checked on the [FMC Register](https://www.familymediationcouncil.org.uk/fmc-register-search/). |
| b) Do you require participants to have attended a one day CIM Awareness and Understanding course run by an FMC approved family mediation foundation or CIM provider, and how do you evidence this? |  | Paragraph 6.1b) Standards Framework - Course participants are required to have attended a one day CIM Awareness and Understanding course run by an FMC approved family mediation foundation or CIM provider. CIM providers are expected to check that course participants meet this requirement. |
| c) Do you require participants to provide written support for their application? |  | Paragraph 6.1c) Standards Framework - Course participants are required to provide their PPC’s written support for their application, with any further information requested by the provider. |

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| **3.2 Level of course** |  | Criteria/guidance |
| Does your course reflect the requirements for level 5 as described in the level descriptors of the Qualifications and Credit Framework, Framework for Higher Education Qualifications or Credit and Qualifications Framework for Wales? |  | Paragraph 6.8 Standards Framework – sets out the required level of course.  Providers should show how this level is met. |

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| **3.3 Course content** |  | Criteria/guidance |
| a)Please confirm that your course was developed with reference to:  - the FMC Code of Practice  - the FMC professional competence standards in relation to Child Inclusive Mediators and Mediation  - the FMC CIM, Duties, Principles and Requirements as set out in Part 6 of the FMC Standards Framework | Yes/No | Paragraph 6.9 of the Standards Framework sets out the requirements for course content. Please confirm that your course meets these requirements.  **A summary of the learning objectives and course content will need to be enclosed with the application.**  In addition, providers **will need to demonstrate in the table below where the course teaches and how it assesses participants’ ability to meet the professional competence standards for CIM** (as set out in 6.5 of the Standards Framework). |
| b) Please state how and when your course demonstrates the principles, knowledge, techniques and skills stated or implied in the Standards and in relation to the duties, principles and requirements of CIM as set out in the Standards, including applying them in a simulated environment |  | Paragraph 6.9b) Standards Framework  Providers are expected to demonstrate that they understand that the participants of the course will already be FMCA level.  The course content and teaching methods adequate must prepare participants to understand and act according to the FMC professional competence standards at an appropriate level for a child inclusive mediator. |
| c) Please state how and when your course provides training on knowledge and performance criteria requirements in relation to CIM practice |  | Paragraph 6.9c) Standards Framework |
| d) Please state how and when your course provides opportunities for participants to carry out simulated child-inclusive mediations |  | Paragraph 6.9c) Standards Framework |
| e) Please state how and when your course provides opportunities for participants to produce CIM documentation such as documents to record parental agreement, parenting plans, letters to parents, letters to children |  | Paragraph 6.9c) Standards Framework |
| f) Please state how and when your course encourages the participants to keep a log of their own reflection on their learning and development throughout the course |  | Paragraph 6.9d) Standards Framework |

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| **3.4 Duration and teaching methods** |  | Criteria/guidance |
| a) Please provide details of the duration of your course, including a breakdown between contact hours and remote study |  | Paragraph 6.10 a) and b) Standards Framework –  The course must be at least 40 hoursof learning and development. 21 hours (3 days, 7 hours per day)of thismust be at an attended course. |
| b) How is your course divided (approximately) in terms of teaching methods and time allocated to each method? |  | Paragraph 6.10b) Standards Framework - the attended part of the course must demonstrate that at least 50% of the course time isspent on skills development, including role play and small group exercises.  **Please provide a (sample) timetable for your course.** |
| c) Please specify details of any distance learning to include amount of hours spent on different activities |  | Paragraph 6.10c) Standards Framework - The remaining 19 hours of course time may be spent on a combination of:   * ‘Directed’ or pre-course reading * Pre-course assignment /s * Face to face study with a recognised PPC * Post-course assignment/s |

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| **3.5 Number of course participants** |  | Criteria/guidance |
| a) Please confirm the minimum number of course participants you will run courses with |  | Paragraph 6.12 Standards Framework - courses must run with sufficient participants to support skills development. Normally this will mean a minimum of 6 participants on any course to enable trainers to assess the competency of each mediator in role-plays and exercises. |
| b) Please confirm the ratio of course participants to core trainers |  | Paragraph 6.12 Standards Framework - each course must be run with a suitable number of core trainers and in any event not less than one core trainer per 6 participants. |

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| **3.6 Staffing and trainers** |  | Criteria/guidance |
| a) Names of all likely trainers and assessors/moderators (if different from trainers) |  | Paragraph 6.15 Standards Framework – at least 80% of the course must be taught by core trainers who:  (a) are current holders of FMCA, and  (b) have successfully completed a Direct Consultation with Children (DCC) or CIM training course and are in current practice as a DCC or child inclusive mediator undertaking work with children, young people and their parents or carers, and  (c) either have:   * a teaching or training qualification at a minimum England and Wales Level 4, or * previous experience as a core trainer on child focused/ child inclusive courses, or * experience in delivering mediation training including having previously acted in a supporting role to a core trainer on at least two comparable child focused courses as part of a documented trainer induction programme.   Paragraph 6.16 Standards Framework - Assessors or course moderators must meet the same requirements as core trainers.  **Please provide a short biography for all likely trainers and assessors.** |
| b) Have your trainers agreed to provide the required training? If not, when do you expect them to have done so? |  |  |

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| **3.7 Assessment** |  | | Criteria/guidance | |
| a) How will you ensure that participants do not pass the course until they are at an acceptable level to carry out CIM as referred to in the Standards Framework? |  | | See paragraph 6.17 – 6.20 Standards Framework  Assessment can be through a variety of methods at the discretion of the provider but methods must be:   * valid and sufficient for what they are assessing * robust and consistent, i.e. do not result in participants being passed who are not ready to begin mediating with PPC support * fair, i.e. do not create barriers that do not reflect the criteria being assessed.   Participants must be assessed as adequately proficient in the duties, principles and requirements of CIM and have demonstrated an adequate level of understanding and skill in all of the required competencies to pass the course.  Assessment must include observation of each participant undertaking the role of the mediator in a simulated situation, as well as assessment of written assignments and project work.  Trainers must evidence the assessment process in writing and ensure assessment is against all the required CIM competencies as set out in the Standards Framework.  Providers should **complete the table below to show the methods of formal assessment** of the participants during the course and **provide all assessment templates.** | |
| b) How do you deal with concerns about the standards of individual participants? |  | | The provider should provide early feedback and support to aid participants to reach the required standard. | |
| c) If you are using more than one assessor, how will you ensure that standards are consistent between assessors? |  | | Where more than one assessor is used, the provider needs to have in place an internal system of standard-setting and/or moderation. | |
| A1 THEORETICAL KNOWLEDGE **CIM Mediators must have knowledge of:** | | Please identify where, specifically, on the syllabus this is taught. | | How assessed Paragraph 6.17c) Standards Framework – suggests assessment methods for each competency. If a course provider wishes to use a different method of assessment, it must show in its application that this is appropriate. |
| 1. Relevant theoretical frameworks such as    1. Family systems theory and working with sibling groups    2. Attachment theory    3. Child development theory (physical, cognitive, moral development)    4. Risks and resilience theory | |  | |  |
| 1. Core Research into the effects of divorce and separation on children, the significance of their involvement in decision making and models of CIM Practice | |  | |  |
| 1. The potential effect of power imbalance between parents and children in CIM Practice | |  | |  |
| 1. The range of communication and behaviours that may result from culture, age, gender, ability, additional needs, racial or religious diversity and how to respond to these | |  | |  |
| A2 LEGAL KNOWLEDGE **CIM Mediators must have knowledge of:** | |  | |  |
| * + 1. Relevant law and legislation in private law children’s matters | |  | |  |
| 1. Relevant legislation in relation to 2. the child and young person’s right to be heard (including Art. 12 UNCRC) 3. equality and inclusion 4. the rights of children and young people | |  | |  |
| 1. The legislation and statutory requirements relating to: safeguarding and ‘Working Together’; principles and practice in relation to Domestic Abuse/Violence | |  | |  |
| A3 UNDERSTANDING AND APPLICATION OF PROCESS **CIM Mediators must have an understanding of:** | |  | |  |
| 1. The Definition, Principles and Requirements of CIM as set out in the introduction to Part 6 of the Standards Framework | |  | |  |
| 1. The CIM process including a range of practice models to include when CIM may and may not be appropriate | |  | |  |
| 1. The location of mediation and CIM within Dispute Resolution and its relationship with other family justice agencies e.g. CAFCASS/guardian ad litem/children’s services/child psychotherapists and other agencies and professionals | |  | |  |
| 1. The principles and practice of anti-discrimination and inclusion for working with children and young people and the relevant policies relating to this | |  | |  |
| 1. The procedures and documents required for the recording of issues related to children and young people’s views | |  | |  |
| 1. The principle of confidentiality and its application in relation to younger and older children, the parents and the mediator | |  | |  |
| 1. The principles and practice of safeguarding and the need to protect children from harm | |  | |  |
| B1 PERFORMANCE SKILLS: working with parents /carers **CIM Mediators must be able to demonstrate an ability to:** | |  | |  |
| 1. Explain the process of CIM to parents, including the principles of confidentiality and any exceptions to this as regards safeguarding concerns, identify indicators and contra-indicators, and consider the appropriateness of CIM with parents, in the light of information shared by parents, including any safeguarding concerns | |  | |  |
| 1. Identify an appropriate model, and plan and agree a structure with parents, taking into account the child or young person’s needs | |  | |  |
| 1. Obtain the informed consent of parents in accordance with the principles set out in the introduction to Part 6 of the Standards Framework | |  | |  |
| 1. Work in partnership with a co-mediator or other professionals as appropriate | |  | |  |
| 1. Following a meeting with a child or young person, refocus parents on co-operative decision-making, considering any feedback from their children | |  | |  |
| 1. Consider with parents, and if necessary provide further feedback and support to children and young people regarding parental responses or decisions made | |  | |  |
| B2 PERFORMANCE SKILLS: meeting with children / young people **CIM Mediators must be able to demonstrate an ability to:** | |  | |  |
| 1. Identify and plan for the most appropriate approach to work directly with the child, young person and sibling groups | |  | |  |
| 1. Engage empathically with the child or young person, create a safe, friendly environment and utilise the most appropriate means to create an age appropriate relationship, including the use of books, toys and other resources | |  | |  |
| 1. Explain the CIM process to children sensitively and appropriately including: 2. providing age appropriate explanations of principles of confidentiality, privacy and any exceptions 3. explaining the options for giving feedback to their parents 4. negotiating and agreeing what will be part of the feedback process 5. obtaining the informed consent of the child / young person | |  | |  |
| 1. Communicate with a child or young person, actively listen to their views, respond appropriately and have an awareness of the potential impact on the child | |  | |  |
| 1. Work with diverse needs to take account of any factors concerning cultural background, age, gender, ability, racial or religious considerations | |  | |  |
| 1. Provide age appropriate information to children and young people where appropriate: 2. in relation to the effects of family separation, transition and change 3. sources of help and support 4. signposting to other resources | |  | |  |
| 1. Support children and young people to consider what they want their parents to hear and understand, and think about possible outcomes | |  | |  |
| 1. Explore with children and young people any concerns about feedback to their parents and assist them to consider the ways in which a difficult message can be communicated while ensuring that they are aware of their right to confidentiality (except in relation to harm) | |  | |  |
| 1. Support the child or young person to decide the feedback they want to give and undertake to ensure that this is given without interpretation | |  | |  |
| 1. Support the child or young person to communicate with their parents in person where appropriate | |  | |  |

**List of required supporting documentation:**

* The pre-course information provided to participants
* Feedback or evaluations on recent similar courses if these have been run before
* The course objectives and content, including those relating to skills development together with the criteria that will be used to assess participants’ achievement of the objectives ( this must include sufficient material for the Reviewers to find evidence that the Standard requirements are met – if insufficient material is provided, the Reviewers can request the provision of additional information)
* A detailed programme or timetable for a full course, including the teaching and learning methods to be used for each session, the number of trainers for each session, and the work expected to be undertaken between course days or blocks ( this must include sufficient material for the Reviewers to find evidence that the Standard requirements are met – if insufficient material is provided, the Reviewers can request the provision of additional information)
* A short biography for each trainer and assessor (if different)
* Assessment material used to assess participants, before, during and at the end of the course.

Please note that FMSB can ask to inspect any course material at any time (with 10 days’ notice) and attend training courses.

**Please email this form and your supporting documentation to** fmsb@familymediationcouncil.org.uk

Where approval is provided, the Provider agrees to the following:

* To keep a record of participants for each course
* Provide and ensure collection of evaluation forms
* Provide evidence of analysis of evaluation forms as requested by FMSB from time to time
* Provide written confirmation of attendance and outcome to each participant
* Ensure proper attribution of training material and handouts and evidence that the permission has been obtained for their use where required
* Provide evidence of a complaints procedure in place to deal with matters arising at local and higher level