

Paper 3: Requirements of Course Providers

Child Inclusive Mediation (Direct Work)

1. *Minimum requirements for Child Inclusive Mediation training courses*

1.1 The minimum requirements set out here must be met and the course must be approved by the FMC.

1.2 There is no restriction on the type of organisation that can provide training for family mediators in child inclusive mediation, provided that the minimum requirements set out here are met and the course is approved by the FMC. Further information about applications and the required information to be provided to the FMC by any provider applicant are as set out in the FMC Manual of Professional Standards and Regulatory Framework document (Sept. 2014), Part 1: Initial Training and Course Approvals 1.1.

2. *Level of Course*

2.1 Training in child inclusive practice should be reflective of Level 5 of the Qualifications and Credit Framework (QCF), Framework for Higher Education Qualifications and Qualifications Framework for Wales. Courses may optionally be validated or credit rated by a university or other recognised awarding body, but this is not a requirement for FMC Approval.

2.2 All applicant providers will need to include a summary of learning objectives and course content that accords with the minimum level requirement. This should include how participant mediators are to be supported in their learning and development and how the published competencies can be demonstrated by the mediator.

3. *Course content*

3.1 When developing their course content and assessment criteria applicant providers should refer to:

- FMC Professional Competence Standards and the Code of Practice
- FMC Professional Competence Standards in relation to Child Inclusive Mediators and Mediation
- Child Inclusive Mediation – Duties, Principles and Requirements

3.2 Training in child inclusive mediation is open to mediators who already hold FMCA status. Therefore in planning course content and assessment criteria, applicant providers should ensure that the course is pitched to a level commensurate with the fact that attending practitioners will have already achieved a level of competence if not proficiency of practice in their everyday mediation practice. Nonetheless course content should demonstrate the principles, knowledge,

techniques and skills stated or implied in the Standards and particularly in relation to the duties, principles and requirements of child inclusive mediation, including applying them in a simulated environment.

3.3 Courses must cover both knowledge and performance criteria requirements in relation to child inclusive mediation practice. In addition, courses must provide opportunities for participants to carry out simulated child inclusive mediation/s and to produce such documents (e.g. draft letters for children and young people, documents designed to record parental agreement and any outline plan for how the child inclusive work is to be conducted such as Parenting Plans).

3.4 Additionally each participant should be encouraged to keep a log of their own reflections on their learning and development throughout the course.

4. Duration and Teaching Methods

4.1 The course must be at least 40 hours of learning and development of which 21 hours (3 days, 7 hours per day) must be at an attended course. The attended part of the course must demonstrate that at least 50% of the course time is spent on skills development, including roleplay and small group exercises.

4.2 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

4.3 Applicant providers must show they have allowed sufficient time to enable participants to reflect, carry out additional private study and prepare for assessment. Each participant should be provided with appropriate feedback on their participation and have opportunity to demonstrate required learning outcomes.

4.4 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. 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.

4.5 Providers will need to include a summary of the course programme or programmes that they expect to use, demonstrating how they meet the requirements set out above. As with initial and advanced training courses, providers should note that there is a large amount to cover including development and assessment of skills.

4.6 Applicant providers must show that participants have a fair opportunity to reach the required standards.

5. Staffing/Trainers

5.1 In line with the standards set out in the FMC Core Standards for Initial Training and Course Approval, at least 80% of the course must be taught by core trainers who:

(a) are current holders of FMCA, and

(b) have successfully passed a Direct Consultation with Children (DCC) or Child Inclusive Mediation 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 focussed courses as part of a documented trainer induction programme.

Those who act as supporting trainers on any course must be additional to the required number of core trainers.

5.2 The same requirements apply to any assessors/course moderators.

6. Assessment

6.1 This section should be read in conjunction with the evidencing competencies table set out in Paper 2.

6.2 All the key areas of the FMC Professional Competence Standards in relation to Child Inclusive Mediation must be assessed at a level appropriate for a classroom/simulated environment. Participants must be assessed as adequately proficient in the duties, principles and requirements of child inclusive mediation and have demonstrated an adequate level of understanding and skill in all of the required competencies to pass the course.

6.3 The provider must use assessment methods that are valid and sufficient for the learning outcomes to be assessed, operate assessment in a way that is robust and consistent and avoid placing barriers in the way of participants that do not reflect the criteria being assessed. 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.