

CHANGES MADE	NEW TEXT
<p><i>Division 4 - Initial accreditation: general provisions</i></p> <p>18. Outline of process</p> <p>a. In general terms, the process for initial accreditation as a Registered Practitioner involves the following steps:</p> <ol style="list-style-type: none"> 1. The applicant enrolls in a course or program leading to a Certificate of Training (COT). 2. Having completed that course, the applicant completes (within the next 12 months) a course leading to a Certificate of Assessment (COA). 3. Having acquired a Certificate of Assessment, the applicant applies (within the next 6 months) for accreditation as a Registered Practitioner and listing on the National Register. 4. When applying for accreditation, the applicant must provide certain evidence of suitability See Clause 38 (references, etc). <p>b. The AMDRAS Board can, in exceptional circumstances, waive compliance with any of steps 1–4.</p>	<p><i>Division 4 - Initial accreditation: general provisions</i></p> <p>18 Outline of process</p> <p>(a) In general terms, the process for initial accreditation as a Registered Practitioner involves the following steps:</p> <ol style="list-style-type: none"> 1. The applicant enrolls in a course or program leading to a Certificate of Training (COT). 2. Having completed that course, the applicant completes (within the next 12 months) a course leading to a Certificate of Assessment (COA). 3. Having acquired a Certificate of Assessment, the applicant applies (within the next 6 months) for accreditation as a Registered Practitioner and listing on the National Register. 4. When applying for accreditation, the applicant must provide certain evidence of suitability See Clause 38. <p>(b) The AMDRAS Board can, in exceptional circumstances, waive compliance with any of steps 1–4.</p>

20. Role of Recognised Training Providers in training and accreditation

- a. Only RTPs may offer training under the TAF, unless the Board decides otherwise (either generally or in specific instances).
- b. Training offered by RTPs under the TAF must be authorised by the Board.
- c. Education and training providers who may find it difficult within their constitutional or legal framework to become Recognised Training Providers [pursuant to Part 6 of these Standards](#) may apply to the Board for exemption from this requirement and the Board may grant a “recognition” of the Provider so as to provide training under the TAF as per paragraph (a) above.

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61. Professional Attributes - specifics

1. Domain 1 - Professional Knowledge

The Professional Knowledge domain includes the following Professional Attributes:

- a. Understanding conflict and the way people behave when they are in conflict.
 - b. Understanding the factors that play a role in conflict and dispute resolution.
 - c. Knowing the principles and models for resolution, and the roles or functions of the participants.
 - d. Knowing a range of strategies for resolving conflict and when to use them.
 - e. Understanding the need for fairness, safety, and protection against misuse of the dispute resolution process.
 - f. Understanding their ethical, professional, and legal obligations.
 - g. Understanding the limitations on the scope and types of guidance or advice offered by Registered Practitioners.
- a. [Note: Appendix 1 contains protocols on how the Professional Attributes relate to Professional Skills \(and to Professional Ethics and Responsibilities\). See also Appendix 4](#)

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Note: Appendix 1 contains protocols on how the Professional Attributes relate to Professional Skills (and to Professional Ethics and Responsibilities). See also Appendix 4

61.2 Domain 2 - Professional Skills

The Professional Skills domain includes the following Professional Attributes:

- a. Being able to conduct an initial assessment including to determine if the matter is appropriate for a dispute resolution process.
- b. Providing support for agency, self-determination, co-determination, cooperative informed decision-making as appropriate
- c. Facilitating a Fair Process
- d. Managing the dispute resolution process.
- e. Supporting parties to participate in the dispute resolution process.
- f. Managing risks to fairness, safety, and abuse of process.
- g. Meeting their ethical, professional, and legal obligations.
- h. Providing information, guidance, and advice as appropriate.

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<p>61.4 Domain 4 - Professional Development</p> <p>The Professional Development domain includes the following Professional Attributes:</p> <ul style="list-style-type: none"> a) Engaging in reflective practice. b) Engaging in continuing professional learning. <u>c) Contributing to the field, including through leadership roles, mentoring and supervision of less experienced practitioners.</u> <p><u>Note: Appendix 2 provides a guide to CPD activities and because these attributes are relatively self-explanatory there are no “indicative levels” provided for these.</u></p> <p><u>↔d)</u></p>	<p>61.4 Domain 4 - Professional Development</p> <p>The Professional Development domain includes the following Professional Attributes:</p> <ul style="list-style-type: none"> a) Engaging in reflective practice. b) Engaging in continuing professional learning. c) Contributing to the field, including through leadership roles, mentoring and supervision of less experienced practitioners. <p>Note: Appendix 2 provides a guide to CPD activities and because these attributes are relatively self-explanatory there are no “indicative levels” provided for these.</p>
<p>66 Requirements for authorisation as Recognised Providers</p> <p>66.1 General requirements</p> <p>To qualify for authorisation as a Recognised Provider (whether as a Recognised Training Provider or a Recognised Accreditation Provider), a person or entity must have and maintain all of the following:</p> <ul style="list-style-type: none"> (a) financial membership of AMDRAS; (b) sound governance structures, financial viability, and appropriate administrative resources (including those required for data-collection and retention); (c) systems or mechanisms for meeting their obligations under the TAF; (d) <u>a complaints-handling policy in accordance with and subject to section 66.2 ↔ approved complaints-handling policy.</u> 	<p>66 Requirements for authorisation as Recognised Providers</p> <p>66.1 General requirements</p> <p>To qualify for authorisation as a Recognised Provider (whether as a Recognised Training Provider or a Recognised Accreditation Provider), a person or entity must have and maintain all of the following:</p> <ul style="list-style-type: none"> (a) financial membership of AMDRAS; (b) sound governance structures, financial viability, and appropriate administrative resources (including those required for data-collection and retention); (c) systems or mechanisms for meeting their obligations under the TAF; (d) a complaints-handling policy in accordance with and subject to section 66.2

Certificate of Assessment (COA)

Overview

15. The Certificate of Assessment (COA) is awarded to candidates who have successfully completed the required assessment following their Certificate of Training (COT) or who have satisfied the 'alternative pathways' requirements.
16. The COA entitles its awardee to apply for accreditation as a Registered Practitioner.

17. The assessment must:

- (d) Be conducted by assessor(s) who were not part of the training team for the candidate's COT course; and
- (e) use a standardised assessment tool to ensure fair and consistent assessment.

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Written assessment

29. Before or when releasing the topic(s) of the 1200-word written assessment, the Recognised Training Provider must advise candidates of:

- a. the assessment objectives.

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- b. the process for submitting written material,
- c. the due date for submitting the assessment (normally within 10 working days of their simulated mediation), and
- d. who will assess the written assessment which can be a member of the teaching team, an independent assessor or a combination of both.

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Assessment content and timing

18. The assessment is in addition to the COT class time and consists of:

- (a) participation in a simulated mediation of at least 2 hours (but no more than 2.5 hours) that demonstrates the various stages (in the mediation process model); and
- (b) a written assessment, of 1200 words, in the form of a test, journal or assignment (or a combination of these), designed to consolidate learning and promote reflective practice.

Note 1: Both the simulated mediation and the written assessment must be assessed in their own right, and each must be satisfactorily completed according to the criteria and gradings scheme used by the Recognised Training Provider following guidance provided by the Board. To be clear these two assessments components are not to be combined or aggregated when assessed.

Note 2: The Recognised Training Provider should ensure that the assessment is conducted in an accessible and inclusive way, including through the facilitation of reasonable adjustments for candidates with disability, flexible training and assessment conditions, or other accommodations as required by the candidate.

19. Candidates for the COA must undertake their assessment within 6 calendar months of completing their COT course.

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Review process

30. Recognised Training Providers must have in place policies for reviewing assessments. They must give a copy of the policies:
- to the Board, and
 - to candidates before they submit their assessments.
31. The Recognised Training Provider's policies must ensure that reviews of simulated mediations:
- are conducted by independent third-party assessors authorised by the Recognised Training Provider; and
 - are documented.
- Note:** The same assessor can assess both the simulation and written assessment of any student or these functions can be performed by different assessors according to the arrangements made by the Recognised Training Provider as per section 29-30 above.

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