

Level 4 Diploma in Restorative Practice (7441-04/94)

Qualification handbook for centres
501/0762/8

www.cityandguilds.com
August 2010
Version 1.2 (January 2012)



About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on our website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

centresupport@cityandguilds.com

Level 4 Diploma in Restorative Practice (7441-04/94)

Qualification handbook for centres



www.cityandguilds.com
August 2010
Version 1.2 (January 2012)

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to the qualification	5
1.1	Qualification structure	5
1.2	Opportunities for progression	6
1.3	Qualification support materials	6
2	Centre requirements	7
2.1	Resource requirements	7
2.2	Candidate entry requirements	8
3	Course design and delivery	9
3.1	Initial assessment and induction	9
3.2	Recommended delivery strategies	9
4	Assessment	10
4.1	Summary of assessment methods	10
4.2	Evidence requirements	10
4.3	Requirements for Expert Witnesses	10
4.4	Recording forms	10
4.5	Recognition of prior learning (RPL)	11
5	Units	12
Unit 001	Assess the Circumstances of an Incident Towards Identifying a Restorative Response	13
Unit 002	Prepare Participants and Agree an Appropriate Restorative Process	19
Unit 003	Facilitate participants' interaction within a restorative process	24
Unit 004	Evaluate the Outcomes from a Restorative Process	31
Unit 005	Co-working in the Restorative Process	35
Unit 006	Implement and Monitor Agreed Outcomes From a Restorative Process	39
Unit 007	Facilitate Informal Restorative Processes	44
Unit 008	Provide Expert Advice on Restorative Practice	48
Unit 009	Contribute to the Promotion of Restorative Practice	52
Unit 010	Maintain Quality Assurance of Restorative Processes	56
Appendix 1	Sources of general information	60

City & Guilds
Skills for a brighter future



www.cityandguilds.com

1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 4 Diploma in Restorative Practice
City & Guilds qualification number	7441-04/94
Qualification accreditation number	501/0762/8
Last registration date	31/07/2013
Last certification date	31/07/2016

This qualification is for people who use restorative processes in a wide range of settings, within the criminal justice system as well as in the workplace and in community settings such as schools, health services and care homes. Learners undertaking this qualification will develop their skills and knowledge in identifying, preparing for, facilitating and evaluating the restorative process, as appropriate to their particular work setting.

The Level 4 Diploma in Restorative Practice has been developed in conjunction with Skills for Justice and the Restorative Justice Council (RJC) to promote good practice in the use of restorative justice processes, following guidance on best practice issued by the Home Office in 2004, which stated that a key to establishing professional practice in restorative processes would be to identify national standards, to assess against them and to certificate people who were identified as working to them.

Funded by the Ministry of Justice, the RJC will be launching the first ever national register of accredited practitioners in 2011. The City and Guilds Diploma in Restorative Practice will be the first award giving access to full, accredited membership of the RJC register - the professional badge of quality for the sector.

For more information and to join the RJC as a supporter or member see www.restorativejustice.org.uk

1.1 Qualification structure

To achieve the Level 4 Diploma in Restorative Practice, learners must achieve 33 credits from the mandatory units and a minimum of 4 credits from the optional units available.

The table below shows the unit titles and the credit value of each unit. Candidates successfully completing the required combination of units and credits will achieve the **City & Guilds Level 4 Diploma in Restorative Practice**.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
R/602/1058	Unit 001	Assess the circumstances of an incident towards identifying a restorative response	Mandatory	8
H/602/1081	Unit 002	Prepare participants and agree an appropriate restorative process	Mandatory	8

K/602/1082	Unit 003	Facilitate participants' interaction within a restorative process	Mandatory	9
F/602/1086	Unit 004	Evaluate the outcomes from a restorative process	Mandatory	8
H/503/7562	Unit 005	Co-working in the restorative process	Optional	8
T/602/1084	Unit 006	Implement and monitor agreed outcomes from a restorative process	Optional	4
A/602/1085	Unit 007	Facilitate informal restorative processes	Optional	4
J/602/1087	Unit 008	Provide expert advice on restorative practice	Optional	8
L/602/1088	Unit 009	Contribute to the promotion of restorative practice	Optional	4
R/602/1089	Unit 010	Maintain quality assurance of restorative processes	Optional	8

1.2 Opportunities for progression

On completion of this qualification candidates may progress into City & Guilds/ILM qualifications in

- Community Justice (levels 3 & 4)
- Management
- Qualifications in related occupational areas in the Justice sector (Policing, Custodial Care)

1.3 Qualification support materials

Description	How to access
Community & Society Guidance updates	www.cityandguilds.com/uk-centres
fast track approval forms	www.cityandguilds.com/uk-centres

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Fast track approval is available for City & Guilds centres which are approved to offer the following qualifications:

- 7432 NVQs in Community Justice
- 7498 NVQs in Youth Justice
- 8436 Diplomas in Probation Practice.

Details of how to get fast track approval are available from www.cityandguilds.com/uk-centres

New centres and existing centres not offering any of the above wishing to offer this qualification must use the **standard** Qualification Approval Process (www.cityandguilds.com/uk-centres).

2.1 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

The Skills for Justice assessment strategy, *Assessment Strategy for Community Justice competence based qualifications in the QCF, March 2010*, states that Assessors must

1. be qualified as an Assessor (A1) or have been trained to assess through a programme that meets the requirements of the Assessor training authorised and monitored by an Awarding Organisation (although not necessarily leading to A1). Where Centres use trained assessors they must provide evidence of the training undertaken to Awarding Organisations
2. have the role of assessor identified within their role profile, where assessment forms part of an individual's role
3. be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice Sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility

of collusion between candidates and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager

4. be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
5. maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

The Skills for Justice assessment strategy, *Assessment Strategy for Community Justice competence based qualifications in the QCF, March 2010*, states that Internal Verifiers must

1. be either qualified as a Verifier (V1) or have been trained to perform the function of verification through a programme that meets the requirements of any V1 training authorised and monitored by an Awarding Organisation (although not necessarily leading to V1). Where Centres use trained Verifiers, they must provide evidence of the training undertaken to Awarding Organisations
2. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions
3. ensure that assessment has been carried out by persons who are 'occupationally competent' within the area they are assessing.
4. maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector
5. have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

As part of the assessment for this qualification, candidates must have access to a work setting where restorative practice is used.

Age restrictions

This qualification is not approved for use by candidates under the age of 19, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification[s]. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification[s] they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to demonstrate competence across the range of learning outcomes and assessment criteria described in each unit. Candidates will be required to provide a portfolio of evidence covering the requirements of **each** unit.

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided.

4.2 Evidence requirements

Candidates will be expected to provide evidence of performance against the learning outcomes and assessment criteria for each unit. Direct observation by a competent assessor or testimony from an Expert Witness is always to be preferred. Expert Witness testimony has parity with assessor observation unless otherwise stated in the unit. The Assessor is responsible for making the final judgement in terms of the candidate meeting the requirements for the unit. Other types of evidence which may be used include:

- Work products and records – eg reports, minutes from meetings
- Professional discussion
- Oral or written questioning
- Reflective accounts.

Simulation is not allowed in any of the units for this qualification.

4.3 Requirements for Expert Witnesses

Expert Witnesses must

1. be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector
2. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
3. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are witnessing as a practitioner, trainer or manager
4. be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work
5. have had an appropriate induction to Skills for Justice NVQs/SVQs, the assessment centre and Awarding Body requirements, and have access to ongoing training and updating on current issues relevant to these NVQs/SVQs and NOS.

(Skills for Justice Assessment Strategy, 2008)

4.4 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.5 Recognition of prior learning (RPL)

Candidates may have evidence of prior learning and achievement which meets some of the requirements for this qualification. This can contribute to the portfolio of evidence, but assessors must satisfy themselves that such evidence is authentic and current.

5 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit accreditation number
- unit aim
- list of learning outcomes
- guided learning hours
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Unit 001

Assess the Circumstances of an Incident Towards Identifying a Restorative Response

Level: 4
Credit value: 8
UAN: R/602/1058

Unit aim

This unit is about establishing the circumstances of an incident and assessing the potential benefits of and the risks associated with possible restorative practice responses. It includes identifying whether there are any complex or sensitive issues to be addressed. These can relate to the incident itself, or to the capability of those involved to understand fully or to participate in a restorative process.

Learning outcomes

There are **four** learning outcome to this unit. The learner will:

1. Know and understand the requirements for assessing the circumstances of an incident towards identifying a restorative response
2. Be able to obtain and review information relating to incidents
3. Be able to assess the benefits and risks associated with progressing a restorative response
4. Be able to explore situations where there are complex and sensitive issues.

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ101.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 001

Assess the Circumstances of an Incident Towards Identifying a Restorative Response

Outcome 1

Know and understand the requirements for assessing the circumstances of an incident towards identifying a restorative response

Assessment Criteria

The learner can:

1. describe the impact of legislation and guidelines of good practice which relate to assessing the appropriateness of restorative processes
2. describe the typical needs of all those involved within the restorative process
3. compare the value of evidence from authenticated sources and evidence from uncorroborated sources
4. explain the process of assessment to establish suitable restorative processes for both the person responsible and the person harmed
5. describe the possible impact of attitudes to sensitive and complex cases within the participants' communities on participation in the restorative process
6. describe the characteristics and potential long-term effects of sensitive and complex cases in relation to the length and timing of the restorative process and its impact on those involved
7. describe the risks to the restorative process posed by the behaviour of participants and others involved
8. describe methods of managing risk within the restorative process.

Unit 001

Assess the Circumstances of an Incident Towards Identifying a Restorative Response

Outcome 2

Be able to obtain and review information relating to incidents

Assessment Criteria

The learner can:

1. identify the types and sources of information required towards identifying a possible restorative practice response
2. access information regarding the incident and the individuals involved, appropriate to identifying possible restorative practices
3. select suitable methods to identify and obtain additional information
4. determine, where possible, any existing relevant assessments relating to the individuals' prior behaviour
5. seek the advice of others where there is uncertainty about the validity of information or the interpretation of findings
6. present the information to those authorised to have access to it, maintaining confidentiality in line with own organisation's requirements.

Unit 001

Assess the Circumstances of an Incident Towards Identifying a Restorative Response

Outcome 3

Be able to assess the benefits and risks associated with progressing a restorative response

Assessment Criteria

The learner can:

1. identify the individuals' relevant circumstances, including their family and personal situation, physical and mental health
2. establish the nature of any previous connection between the individuals involved
3. confirm the level of sensitivity and complexity of the case and the levels of vulnerability of those involved
4. determine the potential benefits, and the nature of any risk factors, associated with progressing a restorative process
5. evaluate any factors which might trigger an imbalance between individuals
6. assess the significance of any risk factors identified, and determine the steps towards addressing these risks
7. record and justify the assessment decisions taken in the case in terms of benefits, risks and actions needed
8. specify and arrange any additional assessments which are required.

Unit 001

Assess the Circumstances of an Incident Towards Identifying a Restorative Response

Outcome 4

Be able to explore situations where there are complex and sensitive issues

Assessment Criteria

The learner can:

1. identify and review with co-workers where there are complex and sensitive issues that may influence the restorative process
2. select and agree with co-workers an appropriate procedure for exploring any issues which are considered complex and sensitive
3. assess cases for the presence of any complex issues that would require referral to a line manager
4. use agreed procedures and protocols in gathering necessary information from relevant individuals and sources
5. summarise the information obtained, verify that it is relevant, accurate and current, and that any opinions have authoritative support
6. prepare, record and present recommendations to co-workers for any special consideration in the design of the restorative process arising from the sensitive and complex issues explored
7. record and report concerns regarding any complex and sensitive issues, together with ways in which they might be addressed, in accordance with own organisation's procedures.

Unit 001 Assess the Circumstances of an Incident Towards Identifying a Restorative Response

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 002 Prepare Participants and Agree an Appropriate Restorative Process

Level: 4
Credit value: 8
UAN: H/602/1081

Unit aim

This unit is about informing potential participants about the possible restorative practices available, and helping them to make an informed choice regarding the way forward. This includes identifying and agreeing with them the most appropriate structure for a restorative process.

The participants include both the person responsible and also those harmed.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting the preparation of participants and the agreement of appropriate restorative processes
2. Be able to identify and prepare participants
3. Be able to agree an appropriate choice of restorative process.

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ102.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 002

Prepare Participants and Agree an Appropriate Restorative Process

Outcome 1

Know and understand the factors affecting the preparation of participants and the agreement of appropriate restorative processes

Assessment Criteria

The learner can:

1. identify the legislation and guidance on good practice which relate to the restorative process being undertaken and the impact of these on own work
2. explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
3. explain the roles and responsibilities of partner organisations likely to be involved in the restorative process
4. identify the factors to take into account when identifying the most appropriate type and structure for a restorative process
5. explain the purpose and principles of creating a safe environment for participants
6. explain the importance of treating all participants with respect, and of avoiding stigmatisation and stereotyping in own dealings with participants
7. explain the implications of information disclosure between the participants in terms of their emotional and physical well-being and safety
8. describe the support mechanisms available to self in working in restorative processes and their use
9. describe methods of encouraging the effective and active involvement of both the persons responsible and those harmed, in restorative processes
10. identify the types of support available to both the persons responsible and those harmed, in the restorative process
11. explain the purpose and use of ground-rules for behaviour and communication during restorative processes
12. explain the risk factors associated with the vulnerability of individuals
13. identify the information about other agencies and services that may be required in providing additional support to participants towards effective restorative processes
14. identify circumstances when it is appropriate to end a restorative process
15. explain group dynamics, and the types of power imbalance that can occur, the reasons or these and strategies for addressing these.

Unit 002

Prepare Participants and Agree an Appropriate Restorative Process

Outcome 2

Be able to identify and prepare participants

Assessment Criteria

The learner can:

1. provide clear and accurate information to individuals regarding the restorative processes available, their purpose, potential benefits, any limitations, timescales and any available alternatives
2. explain to participants about those who will have access to information about individuals involved in the processes, and the steps taken to maintain confidentiality
3. assess whether the needs of participants can be addressed by the restorative processes
4. encourage and assist individuals to make their own realistic assessment of any risks involved
5. explain clearly to individuals the potential impact of any risks identified, and agree the appropriate steps towards minimising such risks
6. provide sufficient information to participants about the available restorative processes, so as to enable them to select the most appropriate process
7. promote behaviour and communication which is constructive, respects the rights of individuals and encourages co-operation and understanding
8. ensure, where relevant, that an appropriate responsible adult is present.

Unit 002

Prepare Participants and Agree an Appropriate Restorative Process

Outcome 3

Be able to agree an appropriate choice of restorative process

Assessment Criteria

The learner can:

1. agree and prioritise with the participants the most important issues to be addressed by a restorative process
2. assess and agree the most appropriate restorative process for the parties involved, taking into account their needs, emotions, communication skills and own assessment of the risks and likely benefits
3. explain to the parties involved the format, procedures and timescale associated with the preferred restorative process, including the roles of those involved
4. determine and agree a structure for communicating which is suited to the needs and timescales of the agreed process
5. determine from the person harmed and the person responsible whether there is any other person that they might like to also be involved in the restorative process
6. ensure that the inclusion of other participants maintains the principles of a fair and balanced representation in the process
7. obtain the informed consent to participate of all those intending to take part
8. ensure that participants involved in progressing the restorative process are not coerced, pressured or induced into taking part
9. determine and agree with relevant parties procedures to monitor and review the progress of the restorative process, the managing of the associated risks, and the impact of the process upon those involved
10. where individuals do not wish to progress the process, summarise their needs and rights in terms of any future steps to be taken
11. maintain accurate and up to date records of the actions agreed, ensuring that the actions are justified, defensible and proportionate.

Unit 002 Prepare Participants and Agree an Appropriate Restorative Process

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 003 Facilitate Participants' Interaction Within a Restorative Process

Level: 4
Credit value: 9
UAN: K/602/1082

Unit aim

This unit is about facilitating and managing restorative processes through the appropriate use of indirect and direct procedures. It is recognised that cases may require the appropriate blend of such procedures. Indirect restorative practice procedures are those where the person harmed by an incident, and the person responsible for the incident - or their respective supporters - do not meet directly. It includes holding separate discussions with the persons involved, and then relaying appropriate information via the agreed method(s). The indirect process can, therefore, use a variety of media including for example, the use of written communications, videotape, audio and/or shuttle information-sharing via a facilitator.

Direct restorative practice procedures are those involving meetings between the person(s) responsible and the person(s) harmed, as part of the restorative process.

The unit includes monitoring and evaluating progress during the indirect and/or direct restorative processes.

Learning outcomes

There are **five** learning outcome to this unit. The learner will:

1. Know and understand the factors affecting the facilitation of participants' interaction within a restorative process
2. Be able to promote effective communications and involvement in the process
3. Be able to relay and share information as part of the indirect process
4. Be able to facilitate face to face meetings
5. Be able to monitor the process and agree the way forward.

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ201.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 003 Facilitate Participants' Interaction Within a Restorative Process

Outcome 1 Know and understand the factors affecting the facilitation of participants' interaction within a restorative process

Assessment Criteria

The learner can:

1. explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
2. identify the needs of all involved within the restorative process
3. explain the purpose and principles of creating a safe environment for participants
4. explain the importance of treating all participants with respect, and of avoiding both stigmatisation and stereotyping in own dealings with participants
5. describe the principles of effective equality, diversity and anti-discriminatory practice
6. describe the features, benefits and uses of written materials as a communication device in the restorative process
7. describe methods of managing face to face communication without unduly intervening in the process, and allowing the engagement of all participants
8. explain group dynamics and the types of power imbalance that can occur, the reasons for these and strategies for addressing these
9. describe methods of encouraging the effective and active involvement of persons responsible and those harmed in restorative processes
10. identify the types of support available to persons responsible and persons harmed who are involved in the restorative process
11. describe techniques to assist individuals to find ways of managing their anxieties about the restorative process.

Unit 003 Facilitate Participants' Interaction Within a Restorative Process

Outcome 2 Be able to promote effective communications and involvement in the process

Assessment Criteria

The learner can:

1. ensure own awareness of all relevant information regarding the incident
2. discuss with the participants the cause and effects of the incident, and options for ways of moving forward
3. encourage the person responsible to identify and reflect upon their behaviour, and its impact upon the person(s) harmed
4. agree with the participants the purpose, scope and desired outcomes of the restorative process
5. facilitate the participation of all those involved in a manner which promotes respect for the views of others and provides sufficient opportunity contribute
6. support participants in managing their reactions, and in managing difficult situations
7. address situations where an individual is in distress, or having difficulty in managing their emotions
8. encourage participants to ask questions towards clarifying their understanding.

Unit 003 Facilitate Participants' Interaction Within a Restorative Process

Outcome 3 Be able to relay and share information as part of the indirect process

Assessment Criteria

The learner can:

1. select and agree with the participants the most appropriate method of indirect communication
2. share, disclose and relay gathered information according to terms of agreement with participants
3. agree and support methods of presentation by participants which are beneficial to the process and individuals involved
4. ensure that the recipient understands which information has come directly from the other participant(s), and which is based upon own assessment of the situation
5. determine when to bring indirect communication to a close, and assess whether a face-to-face meeting would be beneficial to those involved
6. make an accurate record of the discussions and points agreed, including a record of that information which can be shared between participants.

Unit 003

Facilitate Participants' Interaction Within a Restorative Process

Outcome 4

Be able to facilitate face to face meetings

Assessment Criteria

The learner can:

1. ensure that the selected environment for meetings will fulfil the requirements of the participants
2. ensure that agreed arrangements for support are in place
3. manage the arrival of participants, ensuring that they are not left on their own without access to support whilst waiting, and that where possible, the different parties do not meet prior to the meeting
4. acknowledge and welcome participants, ensuring that all participants have the opportunity to introduce themselves, and that participants are informed of the roles of those present
5. confirm the aims, structure and processes of the meeting to all participants
6. establish and agree the ground-rules for the meeting with all participants
7. facilitate the discussions effectively, ensuring that those present at the meeting are given the opportunity to make appropriate input
8. encourage the relevant participants to discuss the incident, the consequent harm caused, and options towards the way forward
9. address any instances where any participant present is behaving in a manner, or is providing input, which is in breach of the ground-rules
10. resolve any issues or concerns, including non-attendance of parties
11. maintain accurate and up to date records of points discussed and the outcomes of discussions.

Unit 003 Facilitate Participants' Interaction Within a Restorative Process

Outcome 5 Be able to monitor the process and agree the way forward

Assessment Criteria

The learner can:

1. assess the impact of the restorative process upon those involved, implementing measures to manage any unwanted impact
2. establish and agree an outcome agreement which addresses the way forward preferred by the participants
3. engage the support required from relevant agency(ies), providing them with all relevant information whilst maintaining the necessary confidentiality
4. keep relevant people informed of progress, in line with their requirements and own organisation's procedures
5. make an accurate record of the outcomes and any agreements reached, ensuring that the relevant information is provided promptly to those who need it and are entitled to it
6. establish with individuals any further indirect restorative communication required
7. confirm the actions and next steps agreed by participants.

Unit 003 Facilitate Participants' Interaction Within a Restorative Process

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 004

Evaluate the Outcomes from a Restorative Process

Level: 4
Credit value: 8
UAN: F/602/1086

Unit aim

This unit is about assisting participants to assess the outcomes from the restorative process, and to identify whether they need ongoing support. It also involves an appraisal of the processes used in individual and/or community contexts and reporting on their effectiveness.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to evaluate the outcomes from a restorative process
2. Know and understand the factors affecting evaluation of the outcomes from a restorative process.

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ205.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 004 Evaluate the Outcomes from a Restorative Process

Outcome 1 Be able to evaluate the outcomes from a restorative process

Assessment Criteria

The learner can:

1. confirm with participants their objectives from the restorative process
2. obtain feedback from the participants regarding their perceptions of the process and its impact upon them
3. review with the participants what has happened during the restorative process and confirm details of the agreements reached and any unresolved issues
4. assess whether the person responsible has completed the actions which they agreed as part of the outcome agreement, and take appropriate action in the event of non-compliance
5. highlight the principal benefits arising from the process and review with participants the impact of these upon them
6. agree with the individuals involved when the process has concluded
7. provide reports upon the outcomes of the restorative process, identifying any learning points for future activities
8. review own involvement and use findings to inform own development and to improve own practice.

Unit 004 Evaluate the Outcomes from a Restorative Process

Outcome 2 Know and understand the factors affecting evaluation of the outcomes from a restorative process

Assessment Criteria

The learner can:

1. identify factors to consider when evaluating a restorative process
2. describe methods of encouraging the effective and active involvement in the evaluation by those involved in restorative processes, including how to enable informed and open feedback
3. summarise the process and factors to take into account when arranging meetings to evaluate the process involving those harmed and the person(s) responsible
4. summarise the types and sources of support available to those involved in the restorative process, both during and also following completion of the process
5. describe methods of evaluating the types of actions that might be progressed as part of outcome agreements
6. explain the purpose of recording the results of the evaluation.

Unit 004 Evaluate the Outcomes from a Restorative Process

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Level: 4
Credit value: 8
UAN: M/602/1083

Unit aim

This unit is about co-working in progressing restorative practice. This relates to cases where the practitioner draws upon colleagues for specialist knowledge, senior levels of experience, ensuring a balanced approach, or supervision and support.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting co-working in the restorative process
2. Be able to make use of co-working within the restorative process

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ202.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 005

Co-working in the Restorative Process

Outcome 1

Know and understand the factors affecting co-working in the restorative process

Assessment Criteria

The learner can:

1. identify the legislation and guidelines of good practice which relate to co-working in the restorative process
2. explain the roles and responsibilities of partner organisations likely to be involved in the restorative process
3. describe how co-working can enhance the development of good practice, professional development and effective supervision
4. describe joint approaches to address issues such as power imbalances, gender equality, racial and cultural difference
5. identify the types of specialist knowledge and support which co-workers can provide
6. describe techniques for working sensitively and co-operatively with other restorative practice workers
7. explain the administrative and evaluative processes associated with co-working in the restorative process.

Unit 005

Co-working in the Restorative Process

Outcome 2

Be able to make use of co-working within the restorative process

Assessment Criteria

The learner can:

1. assess the need for co-working with other restorative practitioners who are able to provide specialist expertise
2. establish the correct provision and balance of co-workers as facilitators to match the needs of all concerned in the restorative process
3. explain the need for co-working to the participants and ensure their agreement to the process
4. use co-working to address power imbalances between participants, and any issues regarding equality, race or culture within restorative processes
5. exchange all relevant case information with co-workers, especially any information relating to risk or to any harm that has been caused
6. agree in advance with co-workers respective roles and responsibilities before, during and after communications and meetings with any participants
7. exchange feedback and debrief each other, with relevant assistance from others as necessary
8. determine and agree with co-workers responsibilities for follow-up tasks associated with the process.

Unit 005 Co-working in the Restorative Process

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 006

Implement and Monitor Agreed Outcomes From a Restorative Process

Level: 4
Credit value: 4
UAN: T/602/1084

Unit aim

This unit is about implementing the appropriate restorative actions in order to move forward, which can, for example, include reparations. It includes confirming the suitability of proposed actions with those involved, ensuring that the person responsible is committed to carrying out the actions, and monitoring and evaluating the implementation of the agreed actions. It also includes concluding the restorative process.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting the implementation and monitoring of agreed outcomes from a restorative process
2. Be able to plan and confirm the actions to be undertaken
3. Be able to implement and monitor progress of the actions undertaken.

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ203.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 006 Implement and Monitor Agreed Outcomes From a Restorative Process

Outcome 1 Know and understand the factors affecting the implementation and monitoring of agreed outcomes from a restorative process

Assessment Criteria

The learner can:

1. describe methods of encouraging the effective and active involvement of those involved in restorative processes
2. identify the types of support available to those who are involved in the restorative process, including those responsible, and those harmed
3. describe methods for monitoring and maintaining adherence to ground-rules for behaviour and communication by those involved in the restorative processes
4. describe the types of actions that might be progressed as part of outcome agreements, and any limitations to their use and effectiveness
5. identify the availability of other services/input from other professionals relating to developing agreements regarding the way forward
6. explain the principles of risk assessment in identifying and implementing restorative actions
7. identify the health and safety implications related to agreed activities within outcome agreements.

Unit 006 Implement and Monitor Agreed Outcomes From a Restorative Process

Outcome 2 Be able to plan and confirm the actions to be undertaken

Assessment Criteria

The learner can:

1. assess the feasibility and suitability of proposed actions, ensuring that they are achievable, measurable and realistic
2. identify and explain to relevant participants any risks associated with carrying out the agreed actions
3. confirm agreed actions, schedule and individual responsibilities with all those involved
4. gain the commitment of the person responsible to the required actions
5. confirm with the person responsible their understanding of the consequences of their failure to comply
6. review and confirm with the person responsible the outcomes required to fulfil the agreement
7. identify and agree the support required for the person responsible with the appropriate agency(ies)
8. ensure that procedures are in place to monitor progress, and to identify and review any risk factors associated with the restorative process
9. ensure that arrangements are in place to document any financial and/or material transfers and transactions
10. ensure that all participants understand the legal basis of agreement(s) relating to carrying out the agreed actions, and the penalties that may be incurred should there be non-compliance.

Unit 006 Implement and Monitor Agreed Outcomes From a Restorative Process

Outcome 3 Be able to implement and monitor progress of
the actions undertaken

Assessment Criteria

The learner can:

1. implement and monitor the progress of the restorative process
2. provide support to the person responsible as they complete their actions
3. provide information about outcomes to other parties as agreed by the participants
4. identify and address any non-compliance by the parties involved
5. implement measures to manage any identified risks
6. conclude the restorative process, in line with own organisation's procedures
7. maintain accurate and up to date records of the progress and outcomes of the restorative process

Unit 006 Implement and Monitor Agreed Outcomes From a Restorative Process

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 007

Facilitate Informal Restorative Processes

Level: 4
Credit value: 4
UAN: A/602/1085

Unit aim

This unit is about facilitating informal restorative processes involving communication with the individuals concerned.

The circumstances where informal processes might be appropriate are varied, and could include, for example, their use in schools amongst pupils, within care homes amongst residents, by youth workers and/or police in addressing instances of anti-social behaviour, and by housing support workers in addressing conflicts that might otherwise lead to eviction or prosecution. These examples are in no way intended to be exhaustive, as this unit is intended for a wide and diverse range of applications where there is actual, or the potential for harm, which needs to be addressed. The examples also illustrate how the processes can involve one-to-one discussions with the individual(s) involved, and/or discussions involving several individuals.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting the facilitation of informal restorative processes
2. Be able to facilitate informal restorative processes.

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ204.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 007

Facilitate Informal Restorative Processes

Outcome 1

Know and understand the factors affecting the facilitation of informal restorative processes

Assessment Criteria

The learner can:

1. identify factors to take into account when assessing appropriate locations for informal processes
2. describe methods of encouraging the effective and active involvement of those involved in informal restorative processes
3. identify the types of support available to individuals involved in an informal restorative process
4. explain the purpose and use of protocols and ground-rules for behaviour and communication during an informal restorative process
5. describe methods for balancing the benefits of a wider group of people participating with the available time and resources required
6. describe methods for facilitating communication without unduly intervening in the process, and allowing the engagement of all participants
7. explain group dynamics and methods for identifying and resolving any power imbalance that can occur
8. describe methods to support individuals in managing their anxieties about the restorative process
9. describe methods for identifying and managing the types of risk that can be associated with an informal restorative process.

Unit 007

Facilitate Informal Restorative Processes

Outcome 2

Be able to facilitate informal restorative processes

Assessment Criteria

The learner can:

1. determine the appropriateness of an informal restorative process in relation to the nature of the incident
2. determine and agree the impact of harm caused to a person with the persons involved
3. encourage the person responsible to recognise the impact of their actions upon others
4. facilitate discussion amongst those involved in a manner which minimises the risk of stressful situations arising
5. ensure that those present are provided with the opportunity to make appropriate input
6. agree ground-rules for the process, and address promptly and correctly any instances in breach of these
7. ensure that no individual is subjected to undue pressure to participate
8. encourage those present to agree relevant and appropriate decisions regarding the way forward
9. acknowledge the input of all of those involved and determine when to bring the informal process to a close
10. determine and agree the actions of any further process which would be of benefit to those involved
11. make an accurate record of the outcomes and any agreements reached.

Unit 007 Facilitate Informal Restorative Processes

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 008

Provide Expert Advice on Restorative Practice

Level: 4
Credit value: 8
UAN: J/602/1087

Unit aim

This unit is about the role of the restorative practitioner as expert adviser and/or witness in formal contexts.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting the provision of expert advice on restorative practice
2. Be able to provide expert advice on restorative practice.

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ301.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 008 Provide Expert Advice on Restorative Practice

Outcome 1 Know and understand the factors affecting the provision of expert advice on restorative practice

Assessment Criteria

The learner can:

1. identify the legislation and guidelines of good practice which relate to assessing the appropriateness of restorative processes
2. explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
3. identify partner organisations with which work may be needed in the restorative process, including their principal roles and responsibilities within the process
4. explain own legal liabilities and responsibilities as an expert adviser, including own duty of care to those advised
5. explain the process for assessing the suitability of restorative processes for individuals involved
6. explain current theories upon effective restorative practice and their application within local contexts
7. provide examples of the contexts in which restorative processes are likely to be effective including their impact for the persons harmed, persons responsible and communities
8. summarise local, regional and national initiatives relating to restorative practice
9. summarise other principal approaches related to restorative practice when addressing crime and/or problematic behaviour
10. describe typical terms and conditions of appointment as an expert adviser
11. explain methods used to present technical information to facilitate understanding by stakeholders, including lay and legal audiences
12. describe methods for checking understanding between relevant parties when communicating.

Unit 008

Provide Expert Advice on Restorative Practice

Outcome 2

Be able to provide expert advice on restorative practice

Assessment Criteria

The learner can:

1. clarify the expectations of those requesting advice and the context in which it is being sought
2. clarify own limitations in respect of advice sought
3. provide guidance on circumstances where access to additional expert support may be required
4. explain and agree the terms and conditions under which advice will be given
5. analyse the situation on which expert advice is sought and refer as appropriate to precedents for successful action
6. prepare and present advice in the form requested, setting out information which is relevant, factual and objective
7. demonstrate that objective and appropriate consideration has been made of any alternative approaches to restorative practice
8. differentiate clearly between fact and opinion, and ensure that any opinions expressed are within own area of expertise to provide
9. provide advice which is objective, balanced and realistic within the context of restorative practice
10. use language that is clear, accurate and concise and communicate at a pace that is suited to the needs of the audience, explaining technical terms clearly.

Unit 008 Provide Expert Advice on Restorative Practice

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 009

Contribute to the Promotion of Restorative Practice

Level: 4
Credit value: 4
UAN: L/602/1088

Unit aim

This unit is about promoting restorative practice and the processes available.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting contribution to the promotion of restorative practice
2. Be able to contribute to the promotion of restorative practice.

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ302.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 009

Contribute to the Promotion of Restorative Practice

Outcome 1

Know and understand the factors affecting contribution to the promotion of restorative practice

Assessment Criteria

The learner can:

1. explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
2. identify partner organisations with which work may be needed in the restorative process, including their principal roles and responsibilities within the process
3. describe other approaches related to restorative practice, including other disciplines, community mediation and conflict resolution
4. describe other approaches to incidents involving unacceptable behaviour
5. summarise promotional techniques and describe their application within groups and communities
6. explain different types of media and describe how to work with these
7. describe how to provide accurate advice on restorative practice and procedures in formal settings and through formal channels
8. describe techniques for monitoring and evaluating promotional activities.

Unit 009

Contribute to the Promotion of Restorative Practice

Outcome 2

Be able to contribute to the promotion of restorative practice

Assessment Criteria

The learner can:

1. explore situations with individuals and communities where restorative practice might make a positive contribution
2. determine own level of competence to promote the introduction of restorative practices and to improve practice standards
3. select methods for promoting restorative practice to key decision makers
4. prepare and present advice and information in a manner appropriate to the audience
5. encourage questions and seek feedback to check for understanding
6. provide clear responses to challenges and queries which are objective, concise and unambiguous
7. use language and communicate at a pace suited to the needs of the audience
8. monitor the outcomes of promotional activities and seek evidence on the extent to which practice has been influenced
9. assess the outcomes to inform ways to improve promotional activities.

Unit 009 Contribute to the Promotion of Restorative Practice

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Unit 010

Maintain Quality Assurance of Restorative Processes

Level: 4
Credit value: 8
UAN: R/602/1089

Unit aim

This unit is about ensuring quality assurance of restorative practice. It addresses the particular supervisory skills and knowledge necessary for a competent senior practitioner or line manager with responsibility for ensuring effective quality assurance in the field of restorative practice.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know and understand the factors affecting the maintenance of quality assurance in restorative processes
2. Be able to maintain quality assurance of restorative processes

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Restorative Practice NOS DJ303.

Support of the unit by the Justice Sector

This unit is endorsed by Skills for Justice and the Restorative Justice Council.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 010 Maintain Quality Assurance of Restorative Processes

Outcome 1 Know and understand the factors affecting the maintenance of quality assurance in restorative processes

Assessment Criteria

The learner can:

1. summarise the legislation and guidelines of good practice which relate to assessing the appropriateness of restorative processes
2. explain the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
3. describe methods for managing confidentiality within restorative processes
4. describe methods of assessing and managing levels of risk, complexity and sensitivity of cases
5. describe methods of supportive supervision
6. describe methods of co-working cases, for supervision and effective practice
7. identify independent sources of advice and support for practitioners
8. explain the importance of outcome agreements and of monitoring fulfilment of outcome agreements
9. define roles and case referral arrangements between restorative practitioners and others in their organisation
10. describe methods of evaluation and research relevant to the development of restorative practice.

Unit 010 Maintain Quality Assurance of Restorative Processes

Outcome 2 Be able to maintain quality assurance of restorative processes

Assessment Criteria

The learner can:

1. ensure that restorative practitioners are working in accordance with restorative principles and best practice
2. ensure that risk assessment is in place, both initially and throughout the restorative process
3. identify those cases that are of a sensitive and complex nature and ensure that they are allocated, or referred to appropriately skilled and experienced practitioners
4. assist the practitioner to identify any necessary support needed to work their case
5. ensure that arrangements are put in place to follow up outcome agreements and to provide for any long-term support needs for participants
6. ensure case supervision for restorative practitioners
7. recognise the emotional impact of restorative practice on practitioners and ensure that the appropriate support is provided
8. monitor outcomes of cases, and then feedback in order to evaluate practice and improve future service delivery
9. assess practitioners' casework and provide appropriate remedial support
10. ensure access to adequate provision of training and professional development for practitioners
11. ensure the integrity of records of discussions and agreements.

Unit 010 Maintain Quality Assurance of Restorative Processes

Notes for guidance

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training

HB-7441-04