Level 4 Diploma in Restorative Practice

Qualification Specification

Contents

Introduction

The ProQual Level 4 Diploma in Restorative Practice promotes good practice in the use of restorative justice processes. It is appropriate for those 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.

The awarding body for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by the Department for Education and Skills (DfES) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is endorsed by Skills for Justice. This qualification provides a progression route to other qualifications in related occupational areas.

Qualification Profile
Level 4 Diploma in Restorative Practice

Qualification title	**ProQual Level 4 Diploma in Restorative Practice**
Ofqual qualification number	601/5448/2
Level	Level 4
Total qualification time	380 hours
Guided learning hours	170
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/2/15
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Candidates must have access to a work setting where restorative practice is used.

Qualification Structure

Candidates must achieve a minimum of **38 credits**:

- **18 credits** from the Mandatory units;
- a minimum of **20 credits** from the Optional units

Mandatory Units – 18 credits, complete all units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
A/506/8381	Understanding general principles relating to restorative practice	3	2	17
F/506/8382	Assess the circumstances of incidents towards identifying restorative responses	4	4	40
J/506/8383	Engage with and prepare participants for a restorative practice	4	4	40
M/506/8393	Facilitate participants interaction within restorative processes	4	4	40
K/506/8389	Evaluate the outcomes from restorative processes	4	4	40
Optional Units – a minimum of 20 credits				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
K/506/8392	Co-work within the restorative process	4	4	40
H/506/8391	Facilitate and monitor agreed outcomes from restorative processes	4	2	15
D/506/8390	Facilitate informal restorative processes	4	2	15
H/506/8388	Use Interpreters within restorative approaches	4	6	56
D/506/8387	Contribute to resolving community issues with restorative approaches	4	4	36
Y/506/8386	Provide expert advice on restorative practice	4	4	40
R/506/8385	Promote restorative practice	4	4	15
L/506/8384	Maintain quality assurance of restorative processes	4	4	40

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff
Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance
For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for restorative practice.

Assessment

This qualification is competence-based and candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in line with the Justice Sector Assessment Strategy, 2008 and must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:
- professional discussion
- observation by assessor
- witness testimony
- work products, e.g. reports, notes from meetings
- oral or written questioning
- reflective accounts

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

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 8.

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

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing all units achieved with their related credit value, and
- A certificate giving the full qualification title -

   ProQual Level 4 Diploma in Restorative Practice

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units/credits required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units/credits achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcome and Assessment Criteria
Unit A/506/8381
Understanding general principles relating to restorative practice

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand legislation and good practice for restorative practice	1.1	clarify relevant legislation relating to restorative practice, including: - the impact of these on own work - confidentiality requirements - data protection requirements
		1.2	clarify guidelines of good practice relating to restorative practice, including: - the impact of these on own work - confidentiality requirements - data protection requirements
2	Understand the principles of restorative practice	2.1	summarise the values underpinning restorative practice
		2.2	summarise the principles underpinning restorative practice
		2.3	summarise the purpose of restorative practice
		2.4	summarise the potential benefits of restorative practice
		2.5	explain how to create a safe environment for participants to engage in the restorative process
		2.6	explain why it is important to treat all participants with respect whilst avoiding stigmatisation and stereotyping of any participant
		2.7	evaluate what information may be shared and used by participants
		2.8	explain the importance of gaining permission before sharing information between participants
		2.9	explain how gaining additional information might be used by participants
		2.10	summarise principles of effective:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			• equality
			• diversity
			• anti-discriminatory practice
		2.11	evaluate how boundaries and levels of confidentiality are maintained in restorative practice
3	Understand the role of self, other individual's in restorative practice	3.1	explain own role, responsibilities and competence in restorative practice
		3.2	evaluate how to recognise the effects on self of working upon restorative processes
		3.3	explain who to seek assistance and personal support from
		3.4	analyse the meaning of needs in a restorative practice context
		3.5	analyse the range of needs of all involved within the restorative process
		3.6	summarise partner organisations to work with for the restorative process
		3.7	determine the principal roles and responsibilities of partner organisations
4	Understand risk in the restorative practice context	4.1	analyse the meaning of risk and safety in the restorative practice context
		4.2	distinguish between criminogenic and restorative risk concerns
		4.3	explain methods of managing:
			• safety
			• risks
			within the restorative process
		4.4	analyse approaches to risk assessment within restorative processes
		4.5	explain how to use approaches to risk assessment within restorative processes
5	Understand the use of effective communication techniques in restorative practice	5.1	analyse the use of effective communication techniques in restorative practice

Unit F/506/8382
Assess the circumstances of incidents towards identifying restorative responses

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand assessment processes used to identify restorative responses	1.1 explain the boundaries and levels of confidentiality within restorative processes
	1.2 describe how to maintain boundaries and levels of confidentiality within restorative processes
	1.3 1. evaluate the information required within restorative processes to: • make an assessment of participants • identify potential benefits and risks • manage safety and other risk factors
	1.4 explain how to access sources of relevant information about participants
	1.5 analyse how to recognise that participants may have their own perspective on the same matter
	1.6 explain how to assess the suitability of restorative processes for participants
	1.7 evaluate the alternatives to restorative practice that may be available to participants, including the; • advantages • disadvantages
	1.8 analyse factors influencing the vulnerability of participants including: • the types of vulnerability in participants • levels of harm used in assessing safety and other risks
	1.9 examine factors that have an effect on the vulnerability of participants including: • their indicators • how to determine these

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
2	Understand sensitive and complex issues in restorative practice	2.1	analyse what might constitute a sensitive and complex issue, including: • vulnerability of participants • behaviour and relationships underlying cases • cases involving disputed harm • cases involving shared responsibility
		2.2	evaluate the implications of working with participants in restorative processes where there are sensitive and complex issues
		2.3	evaluate the impact of attitudes to sensitive and complex cases in the participants' community
		2.4	analyse how attitudes in the participants' communities may influence how they participate in the restorative process
		2.5	evaluate the long term effects of sensitive and complex cases including, the implications for: • the length and timing of the restorative process • potential ongoing support work • maintaining continuity of case handling • closure for participants
		2.6	analyse how participants and others can cause harm either during and outside of the restorative process
		2.7	evaluate how pre-existing and ongoing relationships between participants can affect restorative processes
3	Be able to obtain and review information relating to incidents	3.1	establish the information required to identify possible restorative practice responses
		3.2	access information required to identify a possible restorative practice response
		3.3	check whether there are any existing assessments relating to participants' prior behaviour

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.4	seek advice from relevant others where there is uncertainty about the validity of information
	3.5	provide information to those who need to have access to it
	3.6	maintain confidentiality in line with organisational requirements
4 Be able to assess the benefits and risks associated with a restorative response	4.1	identify participants' relevant circumstances, including their; • family and personal situation • physical and mental health
	4.2	establish if there are previous connections between the participants involved
	4.3	determine the nature of any previous connections between participants
	4.4	assess information obtained to determine potential benefits associated with progressing restorative responses
	4.5	provide required evidence to show the basis for assessment in line with own organisational requirements
	4.6	assess the impact of any factors which might trigger an imbalance between participants on restorative responses
	4.7	identify factors that may mean participants are particularly vulnerable and that there are sensitive or complex issues to be considered
	4.8	assess the significance of safety and other risk factors identified
	4.9	determine the steps required to address safety and other risk factors
	4.10	provide evidence to show the basis of an assessment of safety and other risk factors

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.11	keep a record of - potential benefits - safety concerns and other risks - steps taken to address concerns and risks in line with organisational requirements
	4.12	identify where additional assessments are required in line with organisational requirements
	4.13	record reasoning for additional assessment in line with organisational requirements
	4.14	arrange additional assessments line with organisational requirements
5 Be able to explore situations where there are sensitive and complex issues	5.1	Identify, with relevant others, complex and sensitive issues that may influence the restorative process
	5.2	review with relevant others, complex and sensitive issues that may influence the restorative process
	5.3	agree with relevant others, if appropriate, procedures for exploring issues which are considered complex and sensitive
	5.4	assess cases for complex issues that require referral to a line manager in line with organisational requirements
	5.5	gather information on complex and sensitive issues using agreed procedures and protocols
	5.6	verify information obtained to confirm that: - it is relevant and accurate - any opinions have authoritative support
	5.7	present recommendations arising from sensitive and complex issues to relevant others for consideration in the design of restorative processes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	5.8 record how concerns about sensitive and complex issues might be addressed in line with organisational requirements
	5.9 refer concerns about sensitive and complex issues to a suitable level of: • management • partnership • agency as appropriate in line with organisational requirements
	5.10 review own involvement in sensitive and complex issues to: • inform own development • improve practice • contribute to the learning and understanding of organisational policies and procedures

Unit J/506/8383
Engage with and prepare participants for a restorative practice

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to prepare participants for restorative processes	1.1	clarify appropriate levels of confidentiality in restorative processes, including: • the boundaries of confidentiality • how to agree and maintain these boundaries • how to recognise and address conflicts around differing understandings
		1.2	analyse how to assess the suitable restorative processes for participants, including: • factors to take into account • alternatives that may be available to participants • research evidence on the effectiveness of different restorative processes
		1.3	evaluate methods of encouraging effective and active involvement of participants within restorative processes, including how to: • enable informed choice • avoid coercion
		1.4	evaluate the support available to participants involved in restorative processes including any limitations or referral criteria
		1.5	explain the importance of ground-rules for behaviour and communication during restorative processes including: • what they are • their purpose • why it is important to use them • what to do if they are breached • ownership
		1.6	evaluate methods of assessing and managing risks within restorative processes, including:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		• types of communication
		• selecting appropriate venues
		• managing and balancing the presence or absence of supporters
	1.7	explain factors that can influence the vulnerability of participants
	1.8	explain types of vulnerability and levels of harm used in assessing risks
	1.9	explain the indicators of vulnerability as well as how to determine these whilst assessing safety
	1.10	evaluate the information required by others to provide additional support to participants within restorative processes
	1.11	explain circumstances when it is appropriate to end restorative processes
	1.12	explain how to end restorative processes when it is appropriate to do so
	1.13	explain what options there are for participants who decide not to proceed with restorative processes
	1.14	analyse group dynamics and the types of power imbalance that can occur, including:
		• reasons for these
		• strategies for addressing these
	1.15	evaluate the importance of recording the outcomes of discussions and agreements made, including:
		• how to do this
		• how to relate this to agreements made in respect of confidentiality
2	Be able to engage with participants	2.1	identify key participants to involve in initial communications
		2.2	confirm if an appropriate responsible adult is needed

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	2.3	ensure that a responsible adult will be present during contact if required
	2.4	make contact with participants to introduce own role and to initiate relationship building
	2.5	provide opportunities for participants to talk about their experience of incidents or situations
	2.6	use recognised communication styles and skills to enable participants to talk about experiences of incidents or situations
	2.7	help participants to identify their needs arising from incidents and to explore potential ways forward through discussion
	2.8	provide information to participants about restorative processes available, including: - their purpose - potential benefits - possible limitations - timescales - available alternatives
	2.9	identify the needs of potential participants in line with organisational requirements
	2.10	assess if the needs of potential participants can be addressed by restorative processes
	2.11	offer participants the potential for face-to-face restorative processes where it is assessed that it is safe to do so
	2.12	explain the requirements for maintaining confidentiality to participants who will have access to information
	2.13	facilitate participants to make their own informed and rational assessment of risks involved, taking account of the:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		• motivation and expectations of participants
		• emotions of participants
		• vulnerability of participants
	2.14	ask for questions, and answer these in line with own role and responsibility
	2.15	check for understanding using recognised methods
	2.16	acknowledge what all participants bring to the restorative process, whilst managing discriminatory and oppressive occurrences in line with organisational requirements
	2.17	manage the balance between participants expressing emotion and behaviour that should be challenged
3 Be able to agree a choice of restorative process	3.1	agree and prioritise with participants what is to be addressed by a restorative process
	3.2	agree with participants the most appropriate restorative processes from available options to address their circumstances
	3.3	explain to parties involved: • the format • procedures • timescale • specific roles of those involved associated with the preferred restorative process
	3.4	explain to participants the potential impact of risks identified in line with organisational requirements
	3.5	agree the required steps to minimise identified risks in line with organisational requirements
	3.6	agree communication structures and methods that: • are suited to participants' needs • minimise potential for power imbalances between parties involved

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		• are most likely to achieve a positive conclusion in the time available
4	Be able to prepare participants for a restorative process	4.1 offer guidance to participants on who else: • they might like to involve in the restorative process • might benefit from involvement in the restorative process in line with current good practice
		4.2 apply professional judgement to the balance between the benefits and disadvantages of greater numbers of participants within the restorative process
		4.3 assess risks associated with the involvement of individuals from the participants' circle in line with organisational requirements and the best interests of participants
		4.4 obtain the necessary agreement to participate from all parties intending to take part
		4.5 agree ground rules with participants for use in restorative processes
		4.6 explore potential pressures, influences and expectations placed upon participants by themselves and others using recognised methods
		4.7 agree with relevant parties, procedures to manage the: • progress of the restorative process • associated risks • impact of the process upon participants
		4.8 assist participants responsible for harm to identify and reflect on their behaviour and motivations, and its impact upon others affected
		4.9 agree with participants: • aspects they wish to explore with the other participants

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	• their reasons for this
	• their desired outcomes from the process
	4.10 explore decisions to withdraw from processes by participants to see if other restorative approaches might be more applicable
	4.11 agree with participants who do not wish to progress the process their needs in terms of information required about next steps
	4.12 inform participants who do not wish to progress the process of their associated statutory rights
	4.13 maintain records of: • points discussed • outcomes of discussions in line with organisational requirements
	4.14 review own involvement in the process to: • inform own development • improve practice • contribute to the learning and understanding of organisational policies and procedures

Unit M/506/8393
Facilitate participant's interaction within restorative processes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand facilitation of interaction within direct and indirect restorative processes	1.1 critically compare the range of indirect and direct restorative processes available, including: • their relative advantages and disadvantages • circumstances when they are most appropriate 1.2 analyse ground rules for behaviour and communication during restorative processes including: • what ground rules are • the purpose of ground rules • why it is important to use ground rules • what to do if ground rules are breached • how ground rules can assist where participants are struggling to control their emotions • ownership 1.3 analyse how to assess and manage risks within restorative processes, including: • different approaches to and uses of assessment • the relative advantages and disadvantages of different approaches • information required to make an assessment of participants • methods of managing safety and other risks • the use of different types of communication • how to select appropriate venues • how to manage and balance the presence/absence of others 1.4 explain the different media that can be used for indirect processes 1.5 explain the circumstances when it is appropriate to use different media for indirect processes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	1.6	explain the importance of ensuring that any content of indirect communications, including written content, is appropriate, including: • how to do this • factors to take into account
	1.7	explain the factors to consider when setting up rooms for meetings involving participants
	1.8	analyse how to balance the benefits of wider groups of people participating with the available time and resources required
	1.9	evaluate methods of facilitating larger group participation
	1.10	analyse protocols and ground rules appropriate to face to face communication
	1.11	explain how to facilitate face to face communication without unduly intervening in the process
	1.12	clarify how to allow the engagement of participants
	1.13	explain group dynamics
	1.14	analyse the reasons for power imbalance that can occur in groups
	1.15	explain strategies for addressing power imbalances that can occur in groups
	1.16	evaluate methods of encouraging active involvement of participants in restorative processes
	1.17	explain how to support informed choice without coercing involvement in restorative processes
	1.18	evaluate the support available to participants who are involved in restorative processes including any limitations or referral criteria
	1.19	analyse how to assist participants to find ways of managing their anxieties when they have decided to participate in restorative processes
	1.20	analyse how to pace restorative processes appropriately to meet participants' needs

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		1.21	explain the importance of recording outcomes of discussions and agreements, including: • how to do this • how to relate this to agreements made in respect of confidentiality
2	Be able to relay and share information as part of the indirect process	2.1	explore with participants the most appropriate methods of indirect communication, taking into account assessment of safety, other risks and likely benefits
		2.2	assist participants to determine circumstances where it would be of benefit to use particular indirect communication methods
		2.3	provide support to participants to plan communication and to check that the contents of communications are appropriate
		2.4	relay appropriate information to participants, taking into account what recipients seek to know
		2.5	check that recipients understand what information has come directly from other participants
		2.6	check that recipients understand what information is based on your assessment situations
		2.7	implement measures to manage any identified risks if needed in line with organisational requirements
		2.8	work with participants to determine when they would like to bring indirect communication to a close
		2.9	assess whether face-to-face meetings would be beneficial to those involved in indirect communication
		2.10	maintain records of points discussed and outcomes of discussions, in line with organisational requirements
3	Be able to assess venues for face to face meetings to ensure it meets participant's needs	3.1	undertake a visit to venues to risk assess in advance, taking into account the venue's: • safety • access and ease of logistical arrangements • neutrality • privacy

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3.2 check that meeting rooms: • will fulfil participants' requirements • are set up appropriately • domestic information is available
	3.3 check that agreed arrangements for participant's support are in place i line with organisational requirements
	3.4 manage the arrival of participants, including: • allowing access to a supporter if waiting on their own • preventing contact between parties prior to, and if required after meetings
	3.5 address any issues or concerns, including non-attendance of participants, in line with organisational requirements
	3.6 welcome participants whilst allowing them the opportunity to introduce themselves whilst informing them of the roles of those present
	3.7 reconfirm the focus and structure of meetings
	3.8 explain the process to be followed for meetings
	3.9 remind participants of ground-rules for meetings, and: • check that rules are understood • reasons for having rules are understood
	3.10 facilitate participants to discuss incidents, including: • consequent harm caused • needs arising from incidents • options for ways forward
	3.11 facilitate communication at a pace and level suited to participants and keep discussions free from judgement, discrimination and oppression
	3.12 allow all those present opportunities to make appropriate input in line with organisational requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.13	encourage participants to ask questions to clarify their understanding, where necessary in line with organisational requirements
		3.14	identify the emotional needs and reactions of participants in line with organisational requirements
		3.15	help participants manage difficult situations where these occur
		3.16	take action to address situations where participants are in distress, or having difficulty in managing their emotions
		3.17	allow participants opportunities to make decisions about actions appropriate for going forward
		3.18	maintain the health, safety and wellbeing of self and others within meetings
		3.19	maintain records of points discussed and outcomes of discussions in line with organisational requirements
4	Be able to agree the way forward	4.1	oversee the progress of restorative process meetings, including: • assessing the impact of processes upon those involved • implementing measures to respond to any unwanted impact
		4.2	agree outcomes which address ways forward preferred by participants
		4.3	obtain agreement to the actions proposed from appropriate participants
		4.4	identify what support individuals require in line with organisational requirements
		4.5	identify which agencies need to be involved in processes in line with organisational requirements
		4.6	tell agencies what information they need to know whilst maintaining confidentiality
		4.7	maintain records of outcomes and any agreements reached, in line with organisational requirements
		4.8	provide information to relevant people with the agreement of participants

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	4.9 facilitate participants to consider whether, following a direct restorative process, there is any further communication they need or want, and advise on the options available to them
	4.10 summarise actions agreed and confirm next steps in line with organisational requirements
	4.11 close meetings and acknowledge all participants' input
	4.12 allow time at the end of meetings for informal discussion between participants where appropriate
	4.13 keep relevant people informed of progress of restorative processes, in line with their requirements and organisational requirements
	4.14 maintain confidentiality, in line with organisational requirements
	4.15 review own involvement in process to: • inform own development • improve practice • contribute to the learning and understanding of organisational policies and procedures

Unit K/506/8389
Evaluate the outcomes from restorative processes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to evaluate the restorative process	1.1	summarise factors to consider when evaluating restorative processes
		1.2	explain how to evaluate restorative process
		1.3	explain methods of encouraging effective involvement in the evaluation by those involved in restorative processes
		1.4	explain how to enable informed and open feedback from participants
		1.5	explain the importance of maintaining accurate and up to date records, including; • how to do this • how to relate this to agreements made in respect of confidentiality
2	Be able to review with participant's activities that have taken place during restorative processes	2.1	agree with participants when the process has concluded in line with organisational requirements
		2.2	review with participants their objectives from engaging with restorative processes
		2.3	review with participants what has happened during restorative processes
		2.4	confirm with participants: • details of any agreements reached • unresolved issues
		2.5	obtain feedback from participants regarding: • their perceptions of the process • the impact it has had upon them
3	Be able to recognise whether agreed actions have been completed	3.1	assess whether the appropriate participants have completed any actions committed to as part of outcome agreements
		3.2	initiate necessary processes in the event of failure to fulfil agreed actions in line with organisational requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to advise of further contact for participants following completion of restorative processes	4.1	advise on the availability of further support and information for participants in line with organisational requirements
		4.2	inform interested parties about any further follow up contact following completion of restorative processes
5	Be able to review outcomes of restorative processes to aid future development	5.1	report on the outcomes of restorative process in line with organisational requirements
		5.2	identify any learning points for future activities in line with organisational requirements
		5.3	review own involvement and use findings to: • inform own development • improve own practice

Unit K/506/8392
Co-work within the restorative process

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand co-working within restorative processes	1.1	evaluate which cases require the specialist knowledge of co-workers
		1.2	evaluate which sensitive and complex cases require co-workers with different backgrounds or skills
		1.3	analyse how co-working can enhance the development of: • good practice • professional development • effective supervision • learning opportunities for others
		1.4	analyse how joint approaches address issues with: • power imbalances • gender equality • racial difference • cultural difference
		1.5	summarise techniques for working sensitively and co-operatively with other restorative practice workers
		1.6	clarify the administrative tasks associated with co-working including: • record keeping • joint evaluation • how to follow up agreements made
		1.7	clarify how to allocate administrative tasks associated with co-working
2	Be able to co-work within restorative processes	2.1	assess the need for co-working with other appropriate restorative practitioners whilst considering; • sensitive and complex cases
		2.2	determine whether cases require co-workers in line with organisational requirements

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	2.3	establish a provision and balance of co-workers as facilitators to match the needs of all concerned in restorative processes
	2.4	review any preparatory work or assessments which have been undertaken by relevant co-workers
	2.5	agree in advance with co-worker's respective roles and responsibilities before, during and after communications and meetings with participants
	2.6	agree upon the most effective use of different: • practices • skills • communication skills
	2.7	explain the need for co-working to participants in line with organisational requirements
	2.8	obtain participants agreement to the use of co-working in line with organisational requirements
	2.9	use co-working to restore balance between participants, including to address issues of the following within restorative processes: • equality • gender • race • culture
	2.10	work together with co-workers and participants sensitively and co-operatively to progress restorative practice
	2.11	exchange feedback and debrief each other following the co-worked restorative process, with relevant assistance from others as necessary
	2.12	agree with co-worker's responsibilities for follow-up tasks associated with processes, including: • feedback

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	• administration
	• evaluation
	• completion of any agreements
	2.13 maintain records of points discussed and outcomes of discussions, in line with organisational requirements
	2.14 review own involvement in processes to:
	• inform own development
	• improve practice

Unit H/506/8391
Facilitate and monitor agreed outcomes from restorative processes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to facilitate and monitor agreed outcomes from a restorative process	1.1 analyse methods of encouraging involvement of those involved in restorative processes
	1.2 analyse how to enable informed choice whilst avoiding coercion
	1.3 evaluate the support available to participants involved in the restorative process including any limitations and referral criteria
	1.4 explain actions that might be progressed as part of outcome agreements, including:
	• reparations
	• apologies
	• restitution
	• their suitability for different participants
	• the circumstances in which they may or may not apply
	1.5 explain the availability of other services and input from other professionals to assist the development of agreements
	1.6 explain the principles of assessment of safety and other risks when identifying and implementing restorative actions
	1.7 explain the importance of maintaining the health, safety and wellbeing of self and others within the restorative process
	1.8 evaluate health and safety factors to consider related to agreed activities within outcome agreements
	1.9 explain how to access relevant advice on addressing health and safety points

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	1.10	explain actions available to manage failure to fulfil agreed activities within outcome agreements
2 Be able to plan the actions to be taken in a restorative process	2.1	assess the feasibility and suitability of proposed actions, including that they are: • acceptable to participants • specific, measurable, achievable, realistic and time-bound
	2.2	explain to participants any safety or other risks associated with carrying out the actions agreed
	2.3	review and confirm agreed actions to be taken as part of the restorative process with all involved, including: • the nature and schedule of the actions • the schedule's timescales are acceptable and achievable
	2.4	communicate at a pace and level suited to participants, whilst keeping discussions free from judgement, discrimination and oppression
	2.5	confirm that participants understand agreements including: • the commitment to carry out agreed actions • the legal basis of agreements, where relevant • any penalties that may be incurred should there be non-compliance with the agreements
	2.6	check that procedures are in place to monitor progress and the impact on those involved
	2.7	check that procedures are in place to identify and review any associated safety or other risk factors

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.8	verify that arrangements are in place to document any • financial transfers • material transfers • transactions in line with organisational requirements
		2.9	maintain records of outcomes agreed in line with organisational requirements
3	Be able to monitor progress of the actions taken in a restorative process	3.1	facilitate implementation of actions in line with organisational requirements when required
		3.2	monitor the progress of actions undertaken, including any interactions between those involved
		3.3	assess the impact of the process on those involved in line with organisational requirements
		3.4	monitor the impact of the process on those involved in line with organisational requirements
		3.5	provide additional support to participants to aid the completion of their actions
		3.6	provide information about outcomes to other parties as agreed by the participants and in line with organisational requirements procedures
		3.7	identify any non-compliance and attempt to address this in line with organisation's procedures
		3.8	manage any identified risks in line with organisational requirements
		3.9	end processes safely in line with organisational requirements when identified risks are recognised as unacceptable
		3.10	facilitate closure of restorative processes when agreed outcomes are achieved

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3.11 facilitate closure of restorative processes when the procedures are no longer meeting the aims of the process
	3.12 maintain records of progress and actions taken in line with organisational requirements
	3.13 review own involvement in the process to: • inform own development • improve practice

Unit D/506/8390
Facilitate informal restorative processes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand what informal restorative processes are	1.1	explain various recognised definitions of informal restorative processes
		1.2	analyse distinguishing features of informal restorative justice including; • with one individual to de-escalate or avert conflict or misunderstanding • street restorative justice • corridor conferencing • peer mediation • circles
		1.3	analyse suited settings of informal restorative justice including; • with one individual to de-escalate or avert conflict or misunderstanding • street restorative justice • corridor conferencing • peer mediation • circles
		1.4	analyse different uses of informal restorative justice including; • with one individual to de-escalate or avert conflict or misunderstanding • street restorative justice • corridor conferencing • peer mediation • circles
2	Understand factors to consider when arranging informal restorative processes	2.1	summarise factors to take into account when assessing appropriate locations for informal processes
		2.2	evaluate how to balance the benefits of wider groups of people participating with the available time and resources required

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	2.3	explain information required to make assessments of participants and risk factors within informal restorative processes
	2.4	summarise types of risks associated with informal restorative processes
	2.5	summarise methods of managing types of risks associated with informal restorative processes
3 Understand how to help groups communicate in informal restorative processes	3.1	explain how to facilitate communication without unduly intervening in processes
	3.2	explain how to allow participants to engage in line with organisational requirements
	3.3	evaluate group dynamics including; • types of power imbalances that can occur • the reason for power imbalances • strategies for addressing power imbalances
	3.4	classify protocols and ground-rules for behaviour and communication during informal restorative processes, including; • what ground rules are • the purpose of ground rules • why it is important to use ground rules • what to do if ground rules are breached
	3.5	explain how to enable informed choice whilst avoiding coercion
	3.6	clarify methods of encouraging the effective and active involvement of those involved in informal restorative processes
	3.7	summarise types of support available to individuals involved in informal restorative processes
	3.8	explain how to assist participants to find ways of managing their anxieties about restorative processes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to engage with participants to de-escalate or avert conflict or misunderstanding	4.1	create a safe environment for informal restorative processes, including; • facilitating relationship building • acknowledging diversity and difference between participants • managing conflict and aggression • assessing imbalances of power whilst acting to redress these
		4.2	communicate at a pace and level suited to participants, whilst keeping discussions free from; • judgement • discrimination • oppression
		4.3	facilitate the process using information gained through listening actively to participants
		4.4	check for participant understanding using recognised methods
		4.5	promote appropriate dialogue with participants whilst enabling all involved to express themselves
		4.6	recognise, read and act upon non-verbal signals in line with organisational procedures
		4.7	summarise discussions to reflect this back to participants in line with organisational requirements
		4.8	give feedback to participants and receive feedback from participants when offered in line with organisational requirements
		4.9	work with participants to make collective choices in line with organisational requirements
5	Be able to facilitate informal restorative meetings	5.1	assess incident and determine whether an informal restorative process is appropriate, taking into account; • the nature of incidents • any safety or other risks associated with progressing processes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		• own competence
	5.2	identify a suitable restorative approaches in line with organisational requirements
	5.3	check that the involvement of participants is voluntary in line with organisational requirements
	5.4	agree ground rules for processes and address breaches of these when they occur
	5.5	identify where harm or potential harm is an issue and acknowledge this with participants where needed
	5.6	enable relevant participants to recognise the impact of their actions on others, including the potential for harm
	5.7	give participants opportunities to make appropriate input whilst ensuring that the views of others are voiced and considered
	5.8	facilitate discussion whilst being alert to the emotional needs and reactions of participants
	5.9	manage difficult situations and participant stress where these occur in line with organisational requirements
	5.10	facilitate participants to agree relevant and appropriate decisions about ways forward and summarise these concisely
	5.11	acknowledge the input of participants involved in processes in line with organisational requirements
	5.12	determine when to bring informal processes to a close with participants in line with organisational requirements
	5.13	assess whether further processes would be of benefit and progress relevant, agreed actions to assist participants in taking this forward
	5.14	maintain records of discussions in line with organisational requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.15	provide relevant information to those who need it and are entitled to it whilst maintaining the necessary confidentiality
		5.16	review own involvement in processes and use findings to; • inform own development • improve own practice
6	Be able to facilitate a proactive or problem solving circle	6.1	agree the purpose of sessions with participants so that everyone is clear what the purpose and aims are
		6.2	establish an agreed set of ground-rules with participants at the outset
		6.3	use appropriate methods to give participants an equal chance to speak in turn
		6.4	allow participants the right to pass and offer opportunities to participate when those who passed are ready to contribute
		6.5	address breaches of ground rules without alienating participants
		6.6	facilitate ownership of decision making and problem solving whilst sharing responsibilities among participants

Unit H/506/8388
Use interpreters within restorative approaches

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand legal and organisational requirements for using interpreters	1.1	summarise legal and organisational requirements for using interpreters, including; • equality • diversity • discrimination • rights relating to participants' language and communication preferences
		1.2	clarify codes of practice, standards and guidance relevant to own area of work
2	Understand the rights and preferences of participants in relation to interpretation services	2.1	explain how to ensure that the rights and preferences of participants regarding their preferred method of communication and language are adhered to
		2.2	explain why the rights and preferences of participants are particularly important when using interpreters
3	Understand the roles and responsibilities of all involved when using an interpreter in restorative processes	3.1	evaluate the roles, responsibilities, accountability and duties of others when commissioning and using interpreters
		3.2	explain the role of interpreters and translators in interpreting and translating everything that is said or written as well as when they may intervene
		3.3	summarise how to assist interpreters
4	Understand factors to consider in communication and working with interpreters	4.1	explain where to access information and support that can inform practice when using and communicating through interpreters
		4.2	critically compare different types and forms of communication that may require interpretation services
		4.3	analyse the impact communicating across different language and communications forms
		4.4	analyse the problems of communicating across different language and communications forms

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.5	clarify how to provide active support to enable participants to communicate their needs, views and preferences
		4.6	explain how communication may alter for participants, because of their; • beliefs • preferences • culture
		4.7	summarise how to encourage participants to communicate through interpreters, including the use of positive reinforcement
		4.8	explain the mental, physical and social factors that can affect the communication skills, abilities and development of participants
		4.9	explain the resultant behaviour that may occur from factors affecting the communication skills, abilities and development of participants
5	Understand factors to consider when using an interpreter for restorative processes	5.1	explain reasons why interpreters need to understand the background and culture of participants
		5.2	describe how to access interpretation services and equipment
		5.3	clarify the benefits of using the same interpreter throughout the process
		5.4	summarise the issues associated with using family members of participants for interpreting
		5.5	explain what types of information interpreters need to carry out their work
		5.6	explain how to arrange the environment for interpretations
		5.7	critically compare the difference between simultaneous and consecutive interpreting, including; • sight translation • the most appropriate situations for each to be used

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.8	analyse how power can be used and abused when working with participants who require interpreters
6	Understand how to evaluate interpreting services	6.1	explain how to carry out evaluation of interpreting services
		6.2	identify what indicators to use when evaluating interpreting services
		6.3	judge what should be recorded when evaluating and assessing interpreting services
7	Be able to arrange interpreting services	7.1	identify interpretation needs of participants in line with organisational requirements
		7.2	consult with participants on the use of interpreters to meet their needs
		7.3	assist participants to identify interpreting requirements in order to meet their needs
		7.4	source organisationally approved interpreters to meet identified communication needs of participants
		7.5	involve chosen interpreters throughout restorative processes in line with organisational requirements
		7.6	provide information about specific requirements of participants to interpreters in line with organisational requirements
		7.7	collaborate with interpreters and participants in line with organisational requirements, including; • any specific support they need • any preparation that is required • any specialist equipment that is needed
		7.8	check interpreters and participants understand confidentiality agreements in line with organisational requirements, including: • storage and security requirements for confidential information • legal and organisational requirements for the use of translation and interpretation services

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
8	Be able to support all parties to deliver quality interpretation services	8.1	provide information about the purpose and nature of interactions to interpreters to meet organisationally approved methods
		8.2	agree with interpreters how their role will meet all participants' needs, including; • any interventions they should make • how these interventions should be made • the level of detail required in communications
		8.3	confirm interpreters understand the restorative processes through active questioning in line with organisational requirements
		8.4	explain to interpreter's specific terms and concepts that participants might not understand in line with recognised good practice
		8.5	highlight to interpreter's communications from participants that are not understood in line with organisational requirements
		8.6	support interpreters to work in ways that promote rights and choices of participants, and: • respect experiences, expertise and abilities of participants • allow sufficient time for participants to communicate all of their thoughts, views, opinions and wishes • are inclusive and do not discriminate
		8.7	modify interactions as required to meet participants' communication needs
		8.8	confirm with all involved what has been communicated including: • any agreements • any actions to be taken
		8.9	maintain records of restorative processes in line with organisational requirements
9	Be able to support those involved to evaluate the quality	9.1	support all involved to take part in evaluating the effectiveness of interpretation services provided in line with organisational requirements

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
of outcomes of interpreting services	9.2	work with all involved to identify any changes that would improve the interpretation services
	9.3	inform appropriate people of identified changes in line with organisational requirements
	9.4	implement agreed changes within the scope of own role and responsibility and in line with organisational requirements

Unit D/506/8387
Contribute to resolving community issues with restorative approaches

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand procedures relating to community relations	1.1	summarise legislation, policies, procedures and guidelines of good practice for community relations
2	Understand factors to consider when working to resolve community issues	2.1	clarify the limits of own role and responsibility for helping with community issues
		2.2	explain the importance of understanding the personal views and motivations of members of the community
		2.3	explain how to check the validity of community issues
		2.4	critically compare sources of advice and guidance on community issues
		2.5	analyse factors that create tension in communities
		2.6	analyse factors that reduce tension in communities
		2.7	explain the importance of determining: • causal factors in relation to community issues • the scale of community issues
		2.8	explain appropriate courses of action in response to community issues
		2.9	summarise the support that can be provided to individuals who have been affected by community issues
		2.10	explain the types of community issues that may be present, including; • quality of life • tensions • crime • fear of crime • disorder

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			• anti-social behaviour
3	Understand how to communicate in relation to community issues	3.1	critically compare effective channels and methods of communication with members of the community
		3.2	explain own organisation's provision to facilitate contact and communication with members of the community
		3.3	explain how to keep up-to-date with community issues
		3.4	summarise how to identify, obtain and review information on community issues
4	Understand the structure of the local community	4.1	clarify the local community make-up, including; • key statutory and voluntary agencies • community groups • associations and partnerships within own area of work • the beliefs, practices and traditions of the main cultures and religions in the local community • the composition and diversity of the local community • the impact of social deprivation in the local community • the various members of the community in own area • barriers within the community • how to overcome barriers within the community
5	Understand how to keep records	5.1	explain the importance of keeping records
		5.2	explain how to record information in relation to own work with community issues
6	Be able to maintain communications with individuals and communities	6.1	develop channels of communication with individuals in communities in line with organisational requirements
		6.2	maintain existing channels of communication with individuals in communities in line with organisational requirements

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	6.3	ask individuals in communities for advice and information when unsure how aspects of their identity might affect practice or behaviour
	6.4	make self accessible to individuals in line with own role and responsibilities
	6.5	check that individuals understand information provided through the use of active questioning
	6.6	address queries from individuals in line with their needs
	6.7	modify own communication to meet individuals' needs
7 Be able to help resolve community issues	7.1	review information on community issues that is pertinent to meeting communities' needs
	7.2	obtain information where required using organisationally approved channels
	7.3	verify identified community issues through consultation with members of the community and others in line with organisational requirements
	7.4	involve members of the community and other agencies in problem solving approaches using recognised good practice
	7.5	provide initial support to individuals who have been involved in community issues in line with own role and responsibilities
	7.6	take appropriate action in response to community issues in accordance with current policy and legislation
8 Be able to keep accurate records	8.1	keep accurate and complete records of actions in line with organisational requirements

Unit Y/506/8386
Provide expert advice on restorative practice

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to provide expert advice in restorative processes	1.1	summarise own legal liabilities and responsibilities as an expert adviser
		1.2	explain own duty of care to those being given advice
		1.3	explain how to respond to requests for expert advice on restorative processes and procedures
		1.4	clarify the importance of providing clear and accurate explanations
		1.5	explain typical terms and conditions of appointment as an expert adviser
		1.6	evaluate methods used to present technical information to facilitate understanding by stakeholders, including; • lay audiences • legal audiences
2	Be able to provide expert advice in restorative processes	2.1	ask questions to check understanding in line with organisational requirements
		2.2	seek feedback to check understanding in line with organisational requirements
		2.3	address questions, providing answers which are: • objective • concise • unambiguous
		2.4	provide advice within the context of restorative practice which is • objective • balanced • realistic
		2.5	communicate at a level and pace that is suited to the needs of the audience
		2.6	explain technical terms clearly in line with organisational requirements

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	2.7	clarify the expectations of those requesting advice as well as the context in which it is being sought
	2.8	justify aspects where advice can be given whilst qualifying this through reference to own relevant experience and qualifications
	2.9	determine the extent of own competency to provide the advice requested
	2.10	determine where support from others may be required in line with organisational requirements
	2.11	agree the terms and conditions under which advice will be given
	2.12	analyse the situation on which expert advice is sought with reference to precedents for successful restorative actions

Unit R/506/8385
Promote restorative practice

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to contribute to the promotion of restorative practice	1.1 summarise the contexts in which restorative practice processes are likely to be effective
	1.2 evaluate the impact on participants and communities of restorative practice processes
	1.3 explain how restorative processes can contribute to effective outcomes for wider professional groups
	1.4 evaluate how promotional techniques are applied within groups and communities
	1.5 critically compare different types of media used in restorative practice
	1.6 explain how to work with different types of media in restorative practice
	1.7 clarify how to provide accurate advice on restorative practice and procedures used: • in formal settings • through formal channels
	1.8 summarise techniques for monitoring and evaluating promotional activities
	1.9 explain support mechanisms for restorative practice including: • evidence base • key research • evaluation
	1.10 critically compare approaches related to restorative practice, including; • other disciplines • community mediation • conflict resolution
	1.11 explain approaches to incidents involving unacceptable behaviour

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
2 Be able to promote restorative practice in line with organisational requirements	2.1 recognise situations with individuals and communities where restorative practice might make a positive contribution
	2.2 determine own level of competence to promote the introduction of restorative practices
	2.3 determine own level of competence to improve practice standards
	2.4 determine where the support of others may be required to promote the introduction of restorative practice
	2.5 identify key decision makers to whom restorative practice may be promoted
	2.6 select methods for promoting restorative practice to key decision makers
	2.7 present advice and information at a level appropriate to the audience
	2.8 encourage questions from individuals in line with organisational requirements
	2.9 seek feedback from individuals to check for understanding in line with organisational requirements
	2.10 address questions whilst providing answers that are: • objective • concise • unambiguous
	2.11 communicate in language that reflects the principles of restorative practice
	2.12 communicate at a pace suited to the needs of the audience
	2.13 monitor the outcomes of promotional activities
	2.14 seek evidence on the extent to which own practice has influenced others

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	2.15 apply outcomes of own activity to develop promotional work
	2.16 review on own involvement in the restorative process and use findings to: • inform own development • improve own practice

Unit L/506/8384
Maintain quality assurance of restorative processes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand quality assurance procedures in restorative processes	1.1	summarise the legislation and guidelines of good practice which relate to maintaining quality assurance of restorative processes
		1.2	evaluate how legislation and guidelines of good practice which relate to maintaining quality assurance of restorative processes impact on own work
		1.3	summarise measures to assess and manage risks
		1.4	summarise measures to assess and manage cases of a complex and sensitive nature
		1.5	explain methods of supportive supervision
		1.6	explain methods of co-working cases for supervision and effective practice
		1.7	identify independent sources of advice and support for practitioners
		1.8	explain the importance of outcome agreements
		1.9	explain why it is important to monitor the fulfilment of outcome agreements
2	Be able to maintain quality assurance of restorative processes in line with organisational requirements	2.1	check that restorative practitioners under own responsibility are working in accordance with: • restorative values • principles • best practice
		2.2	take appropriate action where restorative principles are breached in line with organisational requirements
		2.3	confirm that assessments for safety and other risks are in place throughout restorative processes
		2.4	take appropriate actions where measures to manage risks are not in place in line with the needs and interests of participants

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	2.5	identify the skills needed for cases whilst confirming that cases are conducted by appropriately skilled and experienced practitioners
	2.6	identify cases that are sensitive and complex in line with organisational requirements
	2.7	confirm that appropriate measures are taken to protect participants, including consideration of: • facilities • the skills, knowledge, qualifications and experience of practitioners
	2.8	identify any necessary support for cases in line with organisational requirements
	2.9	assist practitioners and co-workers to access any necessary support for cases
	2.10	confirm that suitable arrangements are in place to follow up outcome agreements
	2.11	promote arrangements for case supervision within own area of responsibility
	2.12	access own case supervision within own area of responsibility
	2.13	recognise the emotional impact of restorative practice on self and other practitioners whilst checking appropriate support is available if required in line with organisational requirements
	2.14	demonstrate that outcomes of cases are monitored in line with organisational requirements
	2.15	use feedback to evaluate practice and improve future service delivery in line with organisational requirements
	2.16	demonstrate that continuing professional development is undertaken and adequate training is accessed
	2.17	review own casework to identify:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	• where attitudes and behaviour may need amending
	• any skills or knowledge development needs
	2.18 act on serious concerns of quality of practice in line with organisational requirements

	2.19 verify the integrity of records including;
	    • compliance with requirements for confidentiality
	    • data protection legislation
	    • other organisational requirements

	2.20 make regular contact with those involved in supporting practitioners, including line managers and supervisors

ProQual Awarding Body
ProQual House
Westbridge Court
Annie Med Lane
South Cave
HU15 2HG

Tel: 01430 423822

www.proqualab.com

enquiries@proqualab.com