

F9RW 04 (DJ205) Evaluate the Outcomes from a Restorative Process

Element of competence

DJ205.1 Evaluate the outcomes from a restorative process

About this Unit

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.

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

Target Group

This Unit applies to practitioners who have responsibility for assessing and reporting on the effectiveness of the restorative practice process in specific applications and contexts.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

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Specific Evidence Requirements for this Unit
Simulation:
Simulation is not permitted for this Unit.
The following forms of evidence ARE mandatory:
Direct Observation: Your assessor or expert witness must observe you in real work activities which provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you setting up or attending a meeting between yourself and other members of staff from other agencies where the candidate is presenting information/findings from any restorative justice initiative.
Reflective Account/professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of any meeting held with colleagues and/or victims regarding their perceptions of a restorative initiative or approach. Or an account of the impact the initiative had on those harmed and your plans or proposals for any future support or information. You could also include an explanation of how legislation, policies and procedures affect your practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.
Working within the Youth Justice field can pose a number of challenges for Direct Observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process.
Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.
Products: These can be anonymised copies of risk assessments, or information from incident reports, agency forms or evaluation tools, working agreements including non compliance documentation Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to those affected, or staff from other organisations eg brochures and publicity or marketing material.
Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

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General guidance

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence
- ◆ Evidence must be provided for ALL of the Performance Criteria, ALL of the knowledge and parts of the scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

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Knowledge Specification for this Unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
General/key knowledge relating to restorative practice	
1 The legislation and guidelines of good practice which relate to the restorative process being undertaken, and its evaluation, and the impact of these on your work, including requirements regarding confidentiality.	
2 The nature of and principles underpinning restorative processes, including the purpose and potential benefits of restorative practice.	
3 Partner organisations with which you might work in the restorative process, including their principal roles and responsibilities within the process.	
4 The needs of all involved within the restorative process.	
5 The importance of, and how to create, a safe environment for participants.	
6 The importance of treating all participants with respect, and of avoiding stigmatisation and stereotyping in your dealings with participants.	
7 Effective telephone and face to face communication techniques, including: <ul style="list-style-type: none"> ◆ active listening ◆ questioning for understanding ◆ awareness of and ability to read non-verbal signals ◆ summarising and reflecting back ◆ giving and receiving feedback ◆ challenging constructively and positively ◆ enabling participants to make their own choices 	
8 How to judge what information may be given to one participant about another, or to anyone else, given the implications for their emotional and physical safety, and how gaining additional information might be used by the person responsible or the person harmed.	
9 How to recognise the effects on yourself of working upon restorative processes, and how to seek any appropriate supervision and personal support.	
10 Your own role and responsibilities, and from whom assistance and advice should be sought where necessary.	
11 The principles of effective equality, diversity and anti-discriminatory practice.	
12 The boundaries of confidentiality, and importance of maintaining appropriate levels of confidentiality, and how to agree and maintain these.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Knowledge relating to evaluating the process	
13 Factors to consider when evaluating a restorative process, and how to do this.	
14 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.	
15 Factors to take into account when setting up rooms for meetings involving those harmed and the person(s) responsible.	
16 The types and sources of support available to persons responsible and the those harmed who are involved in the restorative process both during and also following completion of the process.	
17 Ground-rules for behaviour and communication during restorative processes — what they are, their purpose, why it is important to use them, what to do if they are breached, and how they can assist where participants are struggling to control their emotions.	
18 Types of actions that might be progressed as part of outcome agreements, including reparations, apologies, restitution etc, and their suitability for different persons responsible and the circumstances in which they may or may not apply.	
19 Actions available towards taking non-compliance in fulfilling agreed activities as part of a restorative process, including how to address agreements which are not working.	
20 The importance of maintaining accurate and up-to-date records, and how to do this.	

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Performance Criteria		DO	RA	EW	Q	P	WT
		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, where relevant, all of 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	Advise on the availability of further support and information for participants, and inform interested parties about any further follow-up contact.						
7	Agree with the individuals involved when the process has concluded.						
8	Communicate in a manner and at a pace appropriate to those present, and which is free from discrimination and oppression.						
9	Provide reports upon the outcomes of the restorative process, identifying any learning points for future activities, in accordance with your organisation's procedures.						
10	Present information clearly, concisely and accurately.						
11	Review your own involvement and use your findings to inform your own development and to improve your practice.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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To be completed by the candidate

I submit this as a complete Unit

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I certify that sufficient evidence has been produced to meet all the Elements, PCs and Knowledge of this Unit.

Assessor's name:

Assessor's signature:

Date:

Assessor/internal verifier feedback

To be completed by the internal verifier if applicable.

This section only needs to be completed if the Unit is sampled by the internal verifier.

Internal verifier's name:

Internal verifier's signature:

Date: