

# **F9RT 04 (DJ203) Implement and Monitor Agreed Outcomes from a Restorative Process**

## **Elements of competence**

**DJ203.1 Plan and confirm the actions to be undertaken**

**DJ203.2 Implement and monitor progress of the actions undertaken**

## **About this Unit**

This Unit is about implementing the restorative actions appropriate towards going 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.

Within the Unit, 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 is applicable to those with responsibility for progressing restorative processes involving persons responsible and persons harmed.

## **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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<b>Specific Evidence Requirements for this Unit</b>
<b>Simulation:</b>
Simulation is not permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<p><b>Direct Observation:</b> 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 convened to discuss restorative justice/practice. Or a meeting held to discuss any non compliance with any agreed plans or actions, ie reparations, apologies or restorations.</p> <p><b>Reflective Account/professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of how you drew up ant working agreements as well as any steps you took to address non-compliance with any agreed restorative actions. An account of any implementation or monitoring of any agreed plans for restorative justice. You could also include an explanation of how legislation, policies and procedures affect your practice.</p>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<p><b>Questioning/professional discussion:</b> 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.</p> <p><b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.</p> <p>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 require to work closely with your assessor in the evidence gathering process.</p> <p><b>Witness testimony:</b> 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.</p> <p><b>Products:</b> These can be anonymised copies of risk assessments, working agreements or information from incident reports, agency forms you completed. 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 the staff or other organisations, eg brochures and publicity or marketing material.</p> <p>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.</p>

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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
<b>General/key knowledge relating to restorative practice</b>	
1 The legislation and guidelines of good practice which relate to the restorative process being undertaken 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"> <li>◆ active listening</li> <li>◆ questioning for understanding</li> <li>◆ awareness of and ability to read non-verbal signals</li> <li>◆ summarising and reflecting back</li> <li>◆ giving and receiving feedback</li> <li>◆ challenging constructively and positively</li> <li>◆ enabling participants to make their own choices</li> </ul>	
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
<b>Knowledge relating to agreeing outcomes and concluding the process</b>	
13 Methods of encouraging the effective and active involvement of those involved in restorative processes, including how to enable informed choice, whilst avoiding coercion.	
14 The types of support available to persons responsible and those harmed who are involved in the restorative process.	
15 Ground-rules for behaviour and communication during restorative processes, including actions designed to achieve the aims of the process — what they are, their purpose, why it is important to use them and what to do if they are breached, and how they can assist where participants are struggling to control their emotions.	
16 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.	
17 The availability of other services/input from other professionals relating to developing agreements regarding the way forward.	
18 The principles of risk assessment in identifying and implementing restorative actions, and the importance of maintaining the health, safety and wellbeing of yourself and others within the restorative process.	
19 Health and safety points to consider related to agreed activities within outcome agreements and how to access relevant advice upon addressing these.	
20 Actions available towards tackling non-compliance in fulfilling agreed activities within outcome agreements, including how to address agreements which are not working.	

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## DJ203.1 Plan and confirm the actions to be undertaken

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Assess the feasibility and suitability of proposed actions, including whether they fulfil the wishes of the nominated recipient(s), and ensuring that they are achievable, measurable and realistic.				
2	Identify and explain to relevant participants any risks associated with carrying out the actions agreed.						
3	Confirm agreed actions with all involved, including the nature and schedule of the actions and individual responsibilities, ensuring that the start and end of the schedule are understood and achievable.						
4	Confirm with the person responsible that they are committed and understand the required action and the consequences of their failure to comply.						
5	Review and confirm with the person(s) responsible the actions required to fulfil the outcome agreement, and where relevant, agree the support required and the appropriate agency(ies) to be involved, providing any such agency(ies) with all relevant information, whilst maintaining the necessary confidentiality.						
6	Communicate with the individual in a manner which suits their needs and abilities, and which avoids discrimination or oppression.						
7	Ensure that procedures are in place to monitor progress, and to identify and review any risk factors associated with the restorative process, and their impact upon those involved.						
8	Ensure that arrangements are in place to document any financial and/or material transfers and transactions.						
9	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.						
10	Maintain and provide accurate and up-to-date records of what has been agreed to those who require them and who are entitled to them.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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## DJ203.2      Implement and monitor progress of the actions undertaken

Performance Criteria		DO	RA	EW	Q	P	WT
1	Implement and monitor the progress of the restorative process, including any interactions between those involved, identifying and assessing the impact of the process upon those involved.						
2	Provide support, as appropriate, to the person responsible in the completion of their actions.						
3	Provide information about outcomes to other parties as agreed by the participants and in line with your organisation's procedures.						
4	Identify and address any non-compliance in line with your organisation's procedures.						
5	Implement measures to manage any identified risks, and where relevant recognise when the risks are unacceptable and end the process safely in line with your organisation's procedures.						
6	Conclude the restorative process upon completion, or when the procedures are no longer meeting the aims of the process, in line with your organisation's procedures.						
7	Maintain accurate and up-to-date records of progress, your assessments and the measures taken towards minimising any risks, making the information available promptly to those who need it and who are entitled to it.						

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## F9RT 04 (DJ203) Implement and Monitor Agreed Outcomes from a Restorative Process

*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: .....