



Restorative
Justice
Council

Achieving RJC
Direct Accreditation

Handbook
for applicants



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For general enquiries, please email enquiries@restorativejustice.org.uk

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Contents

About the Restorative Justice Council	3
Introduction	3
Why is Direct Accreditation important?	3
What are the practitioner benefits of Direct Accreditation?	4
Entry requirements	4
What are the standards?	4
What evidence will I need to provide?	5
How will I be assessed?	5
How much does accreditation cost?	5
How long will it take to get Direct Accreditation?	6
The Direct Accreditation application process	7
Steps to achieving Direct Accreditation	8
Step 1 Online self-assessment	8
Step 2 Apply and pay to start formal assessment process	8
Step 3 Initial telephone call with assessor	8
Step 4 Compile and submit online portfolio	8
Case studies	9
Work products	13
References	15
Step 5 Professional discussion with assessor	16
Step 6 Final assessment and decision	16
Renewal	17
Miscellaneous	17
Appendix: NOS check list	19

About the Restorative Justice Council

The Restorative Justice Council (RJC) is the independent third sector membership body for the field of restorative practice. It provides quality assurance and a national voice advocating the widespread use of all forms of restorative practice, including restorative justice. The RJC's vision is of a restorative society where everyone has access to safe, high quality restorative practice wherever and whenever it is needed.

The RJC's role is to set and champion clear standards for restorative practice. It ensures quality and supports those in the field to build on their capacity and accessibility. The RJC's standards role covers:

- Individual practitioners – the RJC Practitioner Code of Practice.
- Training providers – the RJC Code of Practice for Trainers and Training Organisations.
- Service providers – the Restorative Service Standards.

The RJC raises public awareness and confidence in restorative processes. The ultimate aim of the RJC is to drive take up and to enable safe, high quality restorative practice to develop and thrive.

Introduction

The RJC's Practitioner Register (www.restorativejustice.org.uk/practitioner-register) is a directory of restorative practitioners and lists two types of practitioners:

Associate Practitioners – have completed initial training and are generally newer entrants to the profession.

Accredited Practitioners – are generally more experienced and can provide evidence that their work meets national standards. In order to register as an Accredited Practitioner the individual must either:

- have completed a qualification recognised by the RJC via its Accredited Qualification Mark (AQM) scheme
- have been independently assessed by an RJC assessor via the RJC Direct Accreditation Scheme

This handbook is designed to give you all the information you need to become an Accredited Practitioner via the RJC's Direct Accreditation process.

Why is Direct Accreditation important?

Direct Accreditation aims to ensure quality of provision and participant safety in the restorative process. Direct Accreditation aims to:

- Ensure participant safety.
- Provide individual participants with confidence in the skills and knowledge of the restorative practitioner with whom they are working.
- Ensure standards of evidence-based practice are met and maintained.
- Provide independent recognition for the restorative work undertaken by practitioners.

- Provide a benchmark for individuals and a route map for development of individual practice.
- Provide a badge of quality which gives the public, inspectors, commissioners, funders and other agencies confidence in an individual's restorative work.

What are the practitioner benefits of Direct Accreditation?

Direct Accreditation provides developmental and self-reflection opportunities as well as a final assessment, which will have a range of benefits not only for individual practitioners and the services they work for, but also for service users. These include:

- A better quality of service.
- Demonstrating that evidence-based effective practice standards are met and maintained, enabling senior management to have confidence in the service individual practitioners provide to the public.
- Receiving independent recognition for the restorative work practitioners undertake.
- Enhanced individual learning and continuous improvement through the Direct Accreditation process.

The benefits of being a practitioner member of the Restorative Justice Council include:

- Being listed on the Practitioner Register.
- Copies of the RJC's magazine, Resolution, three times per year and monthly e-newsletters including a dedicated practitioner bulletin.
- Discounted entry to RJC events and workshops, and negotiated discounts on training and events offered by RJC partners.
- Access to member-only RJC resources and information about restorative practice.

Additional benefits provided by the RJC for Accredited Practitioners are:

- Listing on the Practitioner Register as an Accredited Practitioner.
- Use of the Accredited Practitioner logo on your own website, communications and promotional materials.
- Use of the designation letters APRJC (Accredited Practitioner Restorative Justice Council).

Entry requirements

You can apply for Direct Accreditation only if you:

- Are an RJC registered Associate Practitioner.
- Have at least one year's experience of delivering restorative processes.
- Have facilitated at least five restorative processes through to completion, including at least three direct face to face meetings.
- Have scored 100% on the RJC self-assessment tool.

What are the standards?

The accreditation process is based on the core restorative practice National Occupational Standards (NOS) developed by Skills for Justice (see Appendix). NOS are statements of good

practice which relate to functions carried out in the workplace. They describe what an individual needs to do, know and understand in order to carry out a particular job role or function.

The core restorative practice NOS are:

- Unit 1: Assess the circumstances of an incident towards identifying a restorative response.
- Unit 2: Engage with and prepare participants for a restorative process.
- Unit 3: Facilitate participants' interaction within a restorative process.
- Unit 4: Evaluate the outcomes from a restorative process.

Independent assessors trained by the RJC will assess your evidence and determine whether the standards have been met.

What evidence will I need to provide?

You will build a portfolio of evidence to demonstrate your skills and knowledge in the four core areas of the National Occupational Standards (NOS) for restorative practice. The portfolio must include:

- At least three case studies of restorative processes you have facilitated within the last three years.
- At least four examples of documents from your restorative work, including a completed risk assessment.
- The contact details of two references.

How will I be assessed?

An RJC assessor will review your case studies and work products and will have a professional discussion with you on the telephone.

Your assessor will:

- Telephone you to discuss your application.
- Undertake a desk review of your application once it has been submitted.
- Carry out a telephone assessment professional discussion to clarify any points arising from your application and assess your restorative knowledge and understanding.
- Complete a report and make a recommendation to the RJC as to whether your application should be approved or not.

Your assessor will not be able to comment on any draft case studies before they are submitted for assessment. If you have any questions about your application after your initial telephone call with your assessor, please contact the standards team on 020 7831 5700 or at register@restorativejustice.org.uk.

How much does accreditation cost?

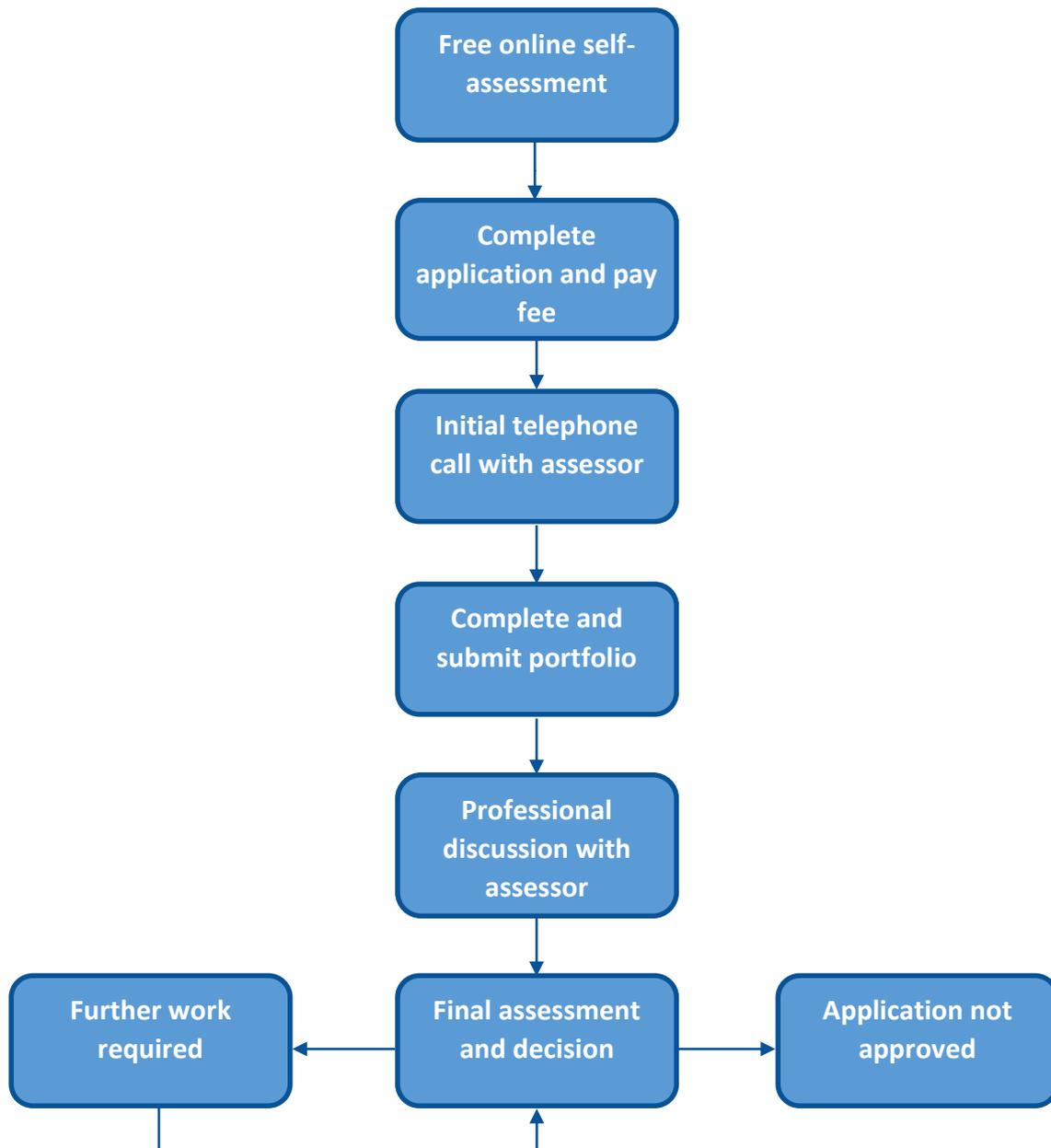
Direct Accreditation costs £300 plus VAT per assessment. You have six months from the date of your application to complete your portfolio of evidence. If you do not complete your

portfolio within six months or you do not pass the assessment process you will need to apply and pay the assessment fee again.

How long will it take to get Direct Accreditation?

On application you will be asked to enter a target completion date for submitting your portfolio of evidence. We would recommend approximately six weeks from the application date.

The Direct Accreditation application process



Steps to achieving Direct Accreditation

Step 1	Online self-assessment
Step 2	Apply and pay to start formal assessment process
Step 3	Initial telephone call with assessor
Step 4	Compile and submit online portfolio
Step 5	Professional discussion with assessor
Step 6	Final assessment and decision

Step 1 Online self-assessment

The RJC has designed an online self-assessment tool which must be completed prior to applying for Direct Accreditation. The tool generates a free report highlighting your strengths and any suggested areas for improvement. Take your self-assessment at <http://practitioners.rjc.org.uk>.

It is important that you make a realistic and honest assessment of your practice to get the best out of the tool. You can return to the self-assessment tool as many times as you need until you have achieved the required 100%.

Step 2 Apply and pay to start formal assessment process

You can start your accreditation portfolio by clicking on the 'Accreditation' tab at <http://practitioners.rjc.org.uk>. You will be asked to add a target completion date for submitting your portfolio of evidence. You will also need to confirm that you have sufficient experience to start your application and you can tell us of any special circumstances that you would like to make us aware of at this stage.

You will then need to pay the application fee and also agree to the terms and conditions.

Step 3 Initial telephone call with assessor

Once the RJC has processed your initial application, you will be assigned an assessor who will telephone you to discuss your application. You can ask any questions you have at this stage.

Step 4 Compile and submit online portfolio

Your online portfolio will include the following elements:

- a) At least three case studies based on cases you have facilitated in the last three years, preceding the date when you submit your portfolio. The case studies must include:
 - Two examples of direct face to face facilitation.
 - One example of indirect facilitation.

NB - One of the above case studies must be an example of a case involving sensitive and complex issues.

- b) Four examples of your work products (documents from your restorative work), including a completed risk assessment relating to one of your case studies.
- c) The contact details of two referees.

Case Studies

A case study is a self-reflection on a restorative case that you have worked on. It is more than just the telling of a story of a restorative intervention. For each case study you present as part of your portfolio you will be asked to provide a brief summary outlining the context of the case (what was the harm, when did the harm take place) and the dates and timescales for the restorative intervention. You can upload as many case studies as you wish but you must provide a minimum of three.

Your case studies will need to **collectively** show that you meet:

- the four core NOS units
- all the respective elements of each NOS (at least twice)
- all the knowledge and understanding criteria

You can choose to evidence some criteria using one case study and other criteria using another.

Please note:

You must show you meet each of the NOS units and associated elements at least twice, with the exception of elements 1.3 and 3.1 which need only be covered once:

1.3: Explore situations where there are complex and sensitive issues

3.1: Relay and share information as part of the indirect process

These two elements can be left blank in case studies if they are not applicable to the case study you are writing about.

You must submit a minimum of three fully evidenced case studies, in which the units 1 - 4 have been completed. Any additional case studies beyond this can be submitted as a mini case study, where it is not mandatory to complete all four units.

Each of your case studies should relate only to one case that you have facilitated. You should create a new case study for each restorative process that you wish to include in your portfolio of evidence.

When you create a case study in your Direct Accreditation account you will see the matrix below which sets out the NOS units and elements that need to be evidenced.

Update case study Case Study: One Update case study Cancel Download PDF Version

Added 30th May 2014, 12:04

Case Reference

Working Title

Brief Description

<p>Unit 1</p> <p>Assess the circumstances of an incident towards identifying a restorative response. more</p> <p><input type="button" value="Element 1.1"/> <input type="button" value="Element 1.2"/> <input type="button" value="Element 1.3"/></p>	<p>Unit 2</p> <p>Engage with participants and prepare participants for a restorative process. more</p> <p><input type="button" value="Element 2.1"/> <input type="button" value="Element 2.2"/> <input type="button" value="Element 2.3"/></p>
<p>Unit 3</p> <p>Facilitate participants' interaction within a restorative process. more</p> <p><input type="button" value="Element 3.1"/> <input type="button" value="Element 3.2"/> <input type="button" value="Element 3.3"/></p>	<p>Unit 4</p> <p>Evaluate the outcomes from a restorative process. more</p> <p><input type="button" value="Element 4.1"/></p>

Please note - the application process will automatically log you out of the system if you do not use it for a period of time. Please ensure you are always logged into the system and regularly click 'Save evidence' when you are writing your case studies.

Evidencing the NOS criteria

The four NOS units and their associated elements are set out below.

Unit 1: Assess the circumstances of an incident towards identifying a restorative response.

- 1.1 Obtain and review information relating to incidents.
- 1.2 Assess the potential benefits and risks associated with progressing a restorative response.
- 1.3 Explore situations where there are complex and sensitive issues.

Unit 2: Engage with participants and prepare participants for a restorative process.

- 2.1 Identify and engage with participants.
- 2.2 Agree a choice of restorative process.
- 2.3 Prepare participants for a restorative process.

Unit 3: Facilitate participants' interaction within a restorative process.

- 3.1 Relay and share information as part of the indirect process.
- 3.2 Facilitate face to face meetings.
- 3.3 Oversee the process and agree the way forward.

Unit 4: Evaluate the outcomes from a restorative process.

- 4.1 Evaluate the outcomes from a restorative process.

For each element, you will provide evidence for each of the following questions in your case studies:

- **What did you do, how did you do it and why did you do it that way?**
Guidance: Here your assessor is looking for evidence of what you did and why you took that approach. What was the reason behind taking this approach - for example a practical, theoretical or organisational reason? What informed your decision making and actions?
- **The outcomes/results of your actions**
Guidance: This question is tailored to the relevant unit and element. For example: Unit 1, Element 2: Explain any outcomes/results from your risk/safety and benefits assessment.
Did these outcomes/results raise any issues for you in terms of the restorative process? What did you do?
- **What if anything, would you have done differently or have you done differently?**
Guidance: Tell your assessor about what you have learned from working on this case. You may want to evidence briefly how you have done something differently from another case you have worked on.

The online portfolio asks you to answer these questions for each element of the NOS. Please note there is further guidance in the online portfolio explaining the elements in detail.

You should read through the four core restorative practice National Occupational Standards (NOS) before completing your portfolio of evidence. The NOS can be found on the RJC's website at: www.restorativejustice.org.uk/NOS.

Please also see the **Appendix** for a NOS checklist you may wish to use in preparing your case studies to ensure you have met the NOS criteria.

Additionally you can use the [RJC Direct Accreditation case study questions template](#) to initially write your case studies on a Microsoft Word document. The content for each element that you complete on the document must then be copied into the relevant element of the case study on your online portfolio of evidence.

Further guidance

You should think about the following areas when choosing cases to write up in your portfolio:

- Was the harm clearly identified?
- Was there acceptance of responsibility for harm (this includes cases where all participants may be responsible for harm and/or harmed)?
- Did you facilitate the case from start to finish including preparation of all the participants? If the process was direct, did you facilitate the face to face meeting?
- Does the case demonstrate your ability to prepare participants to take part in a restorative process?

You should also ensure that you have included as a minimum:

- Two case studies in which you have facilitated a direct face to face conference.
- One case study in which you have facilitated an indirect process.
- One case involving sensitive and complex issues.

You should not need a lot of detail about conversations with participants or the conversations within a restorative meeting apart from when it relates to the criteria. For instance, Unit 2, Element 1 includes criteria on identifying participants' needs, so when you explain the outcomes/results, you might say 'Participant B told me that she wanted answers as to why her car was stolen'. It is useful to hear about your thought processes regarding how you have come to a particular decision or action.

There may be occasions when you cannot provide evidence for certain criteria within an element. This could be because you have never encountered a particular situation (for example, breach of ground rules) or local conditions mean that you cannot achieve a particular criterion. Tell us what you would do in such circumstances and why. Your portfolio should only include a few such examples. If, for example, a whole element was evidenced in this way then we could not accept your application.

Your case studies do not necessarily have to have a positive outcome. Cases where there is an unexpected outcome or when things did not go according to plan provide good evidence. They provide an opportunity for you to reflect on the case and identify if you could have done something differently to improve the outcome.

You can submit your case studies as audio recordings. The online portfolio system has the facility for you to upload an audio recording for each element of the four NOS units. Currently the online portfolio does not accommodate video evidence.

It is important that your case studies should not contain any information that could identify a participant in a restorative process or any sensitive personal data. We will remove any case studies that include such information and will request that you resubmit the case study.

Co-facilitation

You can use a case study where you co-facilitated a process with another practitioner. If you do this you must use 'I' when you completed an action and "the co-facilitator" when s/he completed an action. In at least one of your case studies you must have led the process.

If your co-facilitator is also applying to become an Accredited Practitioner, you can both use the same case for a case study. However, you should ensure that your case studies are sufficiently different to show the individual actions you completed and your own restorative knowledge and understanding.

It is important to show how decisions were made and who was the lead facilitator. You may want to consider the impact of co-facilitating on the case. For example, you may have given and received feedback to/from your co-facilitator. If your co-facilitator carried out a particular activity, such as arranging the seating, you might include in your application your understanding of the reasoning and implications behind the seating plan.

Demonstrating knowledge and understanding

The case study questions are designed to draw on your restorative knowledge and understanding. The NOS criteria in the Appendix shows the knowledge and understanding you need to demonstrate for each element.

When evidencing your knowledge and understanding you may want to draw on training materials, books or articles you have read.

We would expect to see an awareness of the restorative practice guidance set out in the RJC Practitioner Handbook. Your professional discussion with your assessor will also explore your knowledge and understanding.

Work products

You will need to submit four examples of work products which support four different NOS criteria. These work products must be all your own work and also include a completed risk assessment document relating to one of your case studies.

Your work products must be uploaded onto your online portfolio as seen below:

The screenshot shows a web form titled "Your Work Products". The form contains the following elements:

- Instructions:** "You must provide at least four examples of work products that support four different criteria from the core restorative practice National Occupational Standard units. One of your work products must be a completed risk assessment relating to one of your case studies." and "Tell us about the context to each work product, for example, which case study it refers to and a description of what the evidence is."
- Warning:** "It is important that your work products should be anonymised. If a work product includes any sensitive personal data we will remove it from your application and ask you to resubmit it with the relevant data redacted."
- File Selection:** A "Select File" label, a text input field, and a "Browse..." button.
- Comment:** A "Comment" label, a large text area, and a "Spell Check" button.
- Upload:** A blue "Upload" button.
- Table:** A table with four columns: "Added", "File & Comment", "Status", and "Remove?".

You should use the comments box to describe the work product and indicate the case study to which it relates.

The following type of work product may be submitted:

- Completed risk assessment (compulsory).
- Outcome agreement/action plan.
- Correspondence with participants (not template letters or emails).
- Evaluation/feedback form.
- Reflective Practice logs/appraisal document.
- Progress report.
- Witness statement from co-workers (see further information below).
- Seating plans for a conference.
- Decision recording form.
- Emails and letters.
- Flipcharts.

- Log sheets.
- Tailored meeting scripts.
- Notes of meetings and conversations.
- Notes of meetings with supervisor/line manager.
- Notes of meetings made by observers.
- Notes used to help prepare participants for involvement in a restorative process.
- Organisational records.
- Policies and procedures you have developed.
- Reports updating others on progress or outcomes of a restorative process.

Example:

Unit 1: Assess the circumstances of an incident towards identifying a restorative response, Element 2: 'Assess the potential benefits and risks associated with progressing a restorative response'

Evidence: A completed, redacted, risk assessment form.

Unit 2: Engage with and prepare participants for a restorative process, Element 1: 'Identify and engage with participants'.

Evidence: A leaflet you have developed explaining restorative practice for potential participants.

Unit 3: Facilitate participants' interaction within a restorative process', Element 2: 'Facilitate face to face meetings'.

Evidence: A seating plan for a restorative meeting.

Unit 4, Element 1: Evaluate the outcomes from a restorative process.

Evidence: Completed participant feedback forms.

Witness testimony

As part of your evidence you may wish to include a statement from a co-facilitator, your line manager or a colleague telling us about what you can do.

The best people who could provide a commentary on your restorative practice are those who are also competent to do your role and/or regularly see your practice and know how your role should be carried out.

When deciding who to ask to provide you with a witness testimony, consider:

- Can the person observe you in the workplace?
- Does the person work/volunteer with you regularly?
- Does he/she know the requirements of your role?
- Can he/she comment on whether or not you are performing well?

It is important that you brief your witness before they provide their statement to ensure that it is a meaningful account of your practice. The statement must be an objective account of what you can do, so tell your witness to:

- Use their own words and the active voice, for example, 'I have seen Barbara' rather than 'It was noted...'
- Keep the statement focused on what you can do rather than commenting on the kind of person you are and/or making value judgements. Avoid, for instance, 'Barbara is very good with participants and produced an excellent risk assessment'.
- Describe what you do, your tasks, the context and conditions, and the frequency with which you carry out these tasks.
- Refer to any records, policies and procedures.
- Refer to the outcomes of your activities.

A witness testimony can be written or an audio recording but it must include a date, name and contact details of the witness. Written testimonies should also include the witness' signature. The testimony could focus on one NOS unit or a particular element of a unit, for example, facilitation of face to face meetings (Unit 3: Facilitate participants' interaction within a restorative process). The statement should refer to the relevant NOS, so you may have to brief your witness about the NOS and give them a copy (see www.restorativejustice.org.uk/NOS). The statement should refer to one of the case studies that you have provided.

References

You will need to provide the details of two people who can provide a reference for you. A referee could be a line manager, case supervisor, co-facilitator, another practitioner, or an organisation for which you have provided a restorative intervention. We will contact your referees and ask them to confirm that you are a restorative practitioner with the relevant organisation and that they have observed your practice.

Submitting your portfolio

You must complete and submit your Direct Accreditation portfolio within six months from the date of your payment or invoice for the application fee. You will need to click on the '[Submit your application](#)' button. By submitting your application you declare that you:

- Have read, understood and agree to adhere to the RJC Practitioner Code of Practice.
- Confirm that the information contained in your application is true, accurate and complete to the best of your knowledge.
- Authorise the RJC to make any such enquiries as they consider necessary to verify the information you have provided.

Once your references and completed portfolio have been received your application will be reviewed.

Step 5 Professional discussion with assessor

Once your RJC assessor has reviewed your application, s/he will telephone you for a professional discussion during which your portfolio will be discussed. The discussion may be recorded, with your permission, for standardisation purposes.

The purpose of the professional discussion is to assess your restorative knowledge and understanding and clarify any points raised by your application.

The NOS make reference to the values which underpin restorative practices. These are empowerment, honesty, respect, engagement, voluntarism, healing, restoration, personal accountability, inclusiveness, collaboration and problem solving. The professional discussion will also give you an opportunity to demonstrate that you are working to these values.

Step 6 Final assessment and decision

Once the process outlined above has been completed, an assessment decision will be made and you will be notified.

The assessor will make one of the following assessment decisions:

- Application approved.
- Application requires further work.
- Application not approved.

Application approved

Approval lasts for two years and you will then be asked to complete a Continuing Professional Developing log as part of your annual membership renewal.

Application requires further work

You will receive a report detailing the relevant development areas. You may be asked to provide further information, or revise aspects of your application. You will have eight weeks, from the date of the decision, to submit your updated application.

If on resubmission the assessor considers that your application still does not meet the accreditation criteria or you do not resubmit within the eight-week timeframe, you will fail the Direct Accreditation assessment process. You will be provided with reasons for the decision. You will have to reapply to become an Accredited Practitioner and pay the assessment fee again.

Application not approved

You will receive a report detailing why your application has not been approved. You have the right to appeal this decision if the relevant grounds for appeal are met. Please see the RJC Appeals Policy and Procedure for further information.

www.restorativejustice.org.uk/resources/rjc-complaints-and-appeals-policies-and-procedures)

You can reapply to become an Accredited Practitioner three months from the date of the report.

Your new application must be based on cases that you have taken since the date of your application was rejected. You will also have to pay the Direct Accreditation assessment fee again.

Renewal

If you are an Accredited Practitioner you must renew your RJC membership annually by submitting a renewal application on our website at (www.restorativejustice.org.uk/civicrm/contribute/transact?reset=1&id=7). You will be asked to provide evidence of your Continuing Professional Development two years after you were first accredited, and annually thereafter.

At renewal you must:

- Confirm that you are still delivering formal restorative processes – at least one case per year.
- Confirm your case supervision arrangements.
- Provide evidence of your learning (Continuing Professional Development) – including one example from a restorative case you have worked on.

Continuing Professional Development (CPD)

At renewal you must evidence learning you have gained over the past year. CPD activities can include, for example, attending training events or conferences, shadowing others or visiting practitioners in other organisations/areas. Please see the RJC Practitioner Handbook (www.restorativejustice.org.uk/resources/rjc-handbooks) for additional guidance on CPD and what can be counted.

The RJC will sample a number of accreditation renewals each year and if you are selected for sampling you may be asked to provide evidence of your CPD activities (eg attendance certificate).

If you do not complete the renewal process the RJC reserve the right to withdraw your Accredited Practitioner status until the required evidence is received.

Miscellaneous

Career breaks

If you are temporarily no longer delivering restorative processes, you can apply for temporary suspension of your Accredited Practitioner status (for example, if you are taking a lengthy period of parental or sick leave). Tell us about the reasons for your request and potential length of temporary withdrawal. You should let us know at the earliest opportunity if you would like to apply for temporary withdrawal from the register.

Data protection

In the course of submitting your application you should ensure that you have gained the necessary permissions to share any relevant evidence and you are not in breach of the Data Protection Act 1998.

Terms of use for the Accredited Practitioner logo

The Accredited Practitioner (AP) logo can only be used by RJC accredited practitioners. It cannot be used by Associate Practitioners or by an organisation as a whole.

The use of the AP logo is at the discretion of the RJC. The RJC reserves the right to refuse use or withdraw consent. The RJC must be made immediately aware of any unauthorised use of the Accredited Practitioner logo.

The logo must not be adapted in any way apart from resizing it proportionally. A black and white version of the logo is available for when it is more suitable to use a mono version. Any user of the Accredited Practitioner logo must ensure that it is legible.

APRJC

Accredited Practitioners are entitled to use the designation letters APRJC which stands for Accredited Practitioner member of the Restorative Justice Council. The RJC must be made immediately aware of any unauthorised use of the designation letters.

Further questions

For general enquires about the Practitioner Register and Direct Accreditation by the RJC, please contact us at register@restorativejustice.org.uk.

Appendix - NOS Check List

This check list is designed to help you complete your portfolio of evidence. Each individual criterion must be evidenced **collectively** in your case studies **at least twice**, with the exception of Unit 1, Element 3 and Unit 3, Element 1, which need only be evidenced once. You must also meet every knowledge criterion for each unit.

Please note that you should read the core restorative practice National Occupational Standards (NOS) before completing your portfolio of evidence. The NOS can be found on the RJC's website at www.restorativejustice.org.uk/NOS.

Unit 1: Assess the circumstances of an incident towards identifying a restorative response		
<i>Element 1: Obtain and review information relating to incidents</i>		
		✓/x
P1	Identify & access information required to identify possible restorative response	
P2	Determine, where possible, any existing assessments relating to participants' prior behaviour	
P3	Seek advice where uncertainty about validity of information or interpretation of findings	
P4	Present info to those who need it, maintaining confidentiality	
<i>Element 2: Assess the potential benefits & risks associated with progressing a restorative response</i>		
P5	Identify participants' circumstances, including family & personal situation, health	
P6	Establish if previous connection between participants, determine nature of this history	
P7	Assess info & determine potential benefits in progressing restorative response	
P8	Provide required evidence for basis of assessment, explain benefits	
P9	Determine if factors which might cause imbalance between participants, assess impact	
P10	Identify factors that mean vulnerable participants or complex/sensitive issues	
P11	Assess significant of risk/safety factors identified & determine steps required to address	
P12	Provide evidence to show basis for assessment & explain nature of any risks	

P13	Record benefits, safety/risk concerns & steps taken to address	
P14	Identify where additional assessments required & record reasoning	
P15	Make required additional assessment arrangements and set timescales	
<i>Element 3: Explore situations where there are sensitive and complex issues</i>		
P16	Identify & review, with others if required, complex & sensitive issues	
P17	Select & agree, with others if required, procedures for exploring complex & sensitive issues	
P18	Assess cases in line with organisational requirements that may need referral to line manager	
P19	Gather info from relevant individuals & sources using agreed procedures & protocols. Make clear: the info needed, how it will be used, who will have access to the info	
P20	Verify info to confirm it's relevant & accurate & any opinions have authoritative support	
P21	Consider how info may reflect organisation/institutional opposition to RA	
P22	Prepare, record & present recommendations to relevant others	
P23	Record concerns, with how they might be addressed with	
P24	Refer concerns to appropriate level of management, partnership or agency	
P25	Review & reflect on your involvement. Use findings to: inform your development & improve practice, contribute to learning & understanding of organisational policies & procedures	

Unit 2: Engage with & prepare participants for a restorative process

Element 1: Identify and engage with participants

		✓/x
P1	Identify key participants to involve in initial communications	
P2	Confirm that appropriate responsible adult needed & present if required	
P3	Make contact with participants to introduce your role & initiate relationship building	
P4	Provide an opportunity for participants to talk about their experience/incident/situation	

P5	Help participants to identify their needs & explore potential ways forward	
P6	Provide info to participants about restorative processes including: purpose, benefits, limitations, timescales, available alternatives	
P7	Identify needs & assess if they can be addressed by restorative processes	
P8	Offer potential for face-to-face process where assessed safe to do so	
P9	Explain who will have access to info & steps taken to maintain confidentiality	
P10	Facilitate participants to make own assessment of risks taking into account: participants' motivation & expectations, emotions and vulnerability	
P11	Ask for questions & answer this in line with your role & responsibility	
P12	Check for understanding using recognised methods	
P13	Recognise & acknowledge what all bring to process & manage discrimination	
P14	Manage the balance between participant expressing emotion and non-acceptable behaviour	
<i>Element 2: Agree a choice of restorative process</i>		
P15	Agree & prioritise with participants what is to be addressed by restorative process	
P16	Agree with participants most appropriate restorative process	
P17	Explain format, procedures, timescales & specific roles of those involved	
P18	Explain potential impact of risks & agree steps to minimise risks	
P19	Agree communication structures & methods that: suited to needs, minimise potential for power imbalances, most likely to achieve positive outcome in time available	
<i>Element 3: Prepare participants for a restorative process</i>		
P20	Explore with participants & offer guidance to determine who else they might like to be involved & who else might benefit	
P21	Balance benefits & disadvantages of greater number of participants	
P22	Assess safety & other risks of involvement of other participants	
P23	Obtain necessary agreement to participate from all parties intending to take part	

P24	Recognise & explore potential pressures, influences & expectations placed on participants	
P25	Determine & agree procedures to monitor & review progress, manage risks, monitor & manage impact on participants	
P26	Assist participants responsible for harm to identify & reflect on behaviour & its impact	
P27	Identify & agree with participants aspects they wish to explore, reasons & desired outcomes	
P28	Explore decisions to withdraw from process to see if other RA might be more applicable	
P29	Agree, when not progress, participants' needs for info about next steps & statutory rights	
P30	Maintain records of points discussed & discussion outcomes	
P31	Review & reflect on your involvement to inform own development & practice and contribute to organisation learning & understanding	

Unit 3: Facilitate participants' interaction within a restorative process		
<i>Element 1: Relay and share information as part of the indirect process</i>		
		✓/x
P1	Explore most appropriate method of indirect communication, with risks & benefits	
P2	Assist participants to determine when it would be of benefit to use indirect communication	
P3	Provide support to plan communication & check contents of communication appropriate	
P4	Relay appropriate info to each participant, taking account what they're seeking to know	
P5	Check recipient understands what info come from participant & what from assessment	
P6	Implement measures to manage identified safety or risks	
P7	Work with participants to determine when bring indirect to close, assess if face to face is beneficial	

P8	Maintain records of discussions & outcomes, including record of what can be shared	
<i>Element 2: Facilitate face to face meetings</i>		
P9	Undertake visit to venue to risk assess: safety, access, logistics, neutrality, privacy	
P10	Check meeting room will fill requirements, set up appropriately, domestic info available	
P11	Check that agreed arrangements for participant support are in place	
P12	Manage arrival of participants including: access to supporter if waiting alone & preventing prior contact between participants and if required after the meeting	
P13	Address any issues/concerns, including non-attendance	
P14	Acknowledge & welcome participants, allow them to intro themselves & inform of roles	
P15	Reconfirm focus & structure of meeting and explain the process to be followed	
P16	Remind participants of ground-rules; check they understand them & reasons for them	
P17	Facilitate participants to discuss the incident including: harm caused, needs, way forward	
P18	Communicate & facilitate at suitable level & pace, keep discussions from discrimination	
P19	Allow all those present opportunities to make appropriate input	
P20	Encourage participants to ask questions to clarify their understanding where necessary	
P21	Identify participants' emotional needs & reactions, act to help when these occur	
P22	Take action to address situations when participant in distress/difficulty in managing emotions	
P23	Allow participants the opportunity to make decisions about actions for going forward	
P24	Maintain health, safety & well-being of yourself & others within the meeting	
P25	Maintain records of points discussed & outcomes of discussions in line with confidentiality	

<i>Element 3: Oversee the process and agree the way forward</i>		
P26	Oversee the progress of meetings including: impact of those involved & implement measures to respond to any unwanted impact	
P27	Discuss & agree, where relevant, an outcome which addresses participants' way forward	
P28	Obtain agreement to the actions proposed from the appropriate participants	
P29	Identify support required, agencies to be involved, provide them with necessary info	
P30	Maintain records of outcomes & agreements in line with confidentiality	
P31	Provide relevant info to those who need it & who are entitled, by participants' agreement	
P32	Facilitate participants to consider whether any further communication needed	
P33	Close meetings and acknowledge all participants' input	
P34	Summarise actions agreed & confirm next steps	
P35	Allow time at end of meeting for informal discussion between participants where appropriate	
P36	Keep relevant people informed of progress in line with their & organisational requirements	
P37	Maintain confidentiality in line with organisation's procedures & revisit its need	
P38	Review & reflect on your involvement, using findings to inform own practice & development & contribute to organisation learning & understanding	

Unit 4: Evaluate the outcomes from a restorative process		
<i>Element 1: Evaluate the outcomes from a restorative process</i>		
		✓/x
P1	Agree with the participants involved when the process has concluded	
P2	Review with participants their objectives from engaging with the restorative process	
P3	Obtain feedback from participants regarding their perceptions of the process & its impact	

P4	Review with participants what has happened, confirm details of agreements & any unresolved issues	
P5	Assess whether the appropriate participants has completed agreement actions	
P6	Initiate the necessary processes in event of failure to fulfil agreed actions	
P7	Advise on availability of further support & info, inform interested parties	
P8	Report on outcomes and identify any learning points	
P9	Review & reflect on your involvement, using findings to inform own practice & development & contribute to organisation learning & understanding	

General knowledge relating to restorative practice – criteria		
		✓/x
K1	Legislation & guidelines of good practice relating to assessing appropriateness of restorative processes including impact of these on your work & confidentiality & data protection requirements	
K2	The nature of values & principles underpinning restorative processes	
K3	The purpose and potential benefits of restorative practice	
K4	Partner organisations you might work with including their principal role & responsibilities and how to determine & differentiate these roles	
K5	The meaning of needs in a restorative practice context	
K6	The potential range of needs of all involved within the restorative process	
K7	The importance of, and how to create, a safe environment for participants	
K8	The meaning of risk in a restorative context including how to distinguish between criminogenic & restorative risk concerns and how these concerns may/may not apply	
K9	The importance of treating all with respect & avoiding stigmatisation & stereotyping of any participant	
K10	Effective telephone & face-to-face communication techniques	
K11	How to judge what info may be shared & how gaining additional info might be used by participants	
K12	Importance of gaining permission before sharing info between participants	
K13	Your role, responsibilities & competence, who to seek assistance & advice from	

K14	How to recognise effects on self & how to seek appropriate supervision & support	
K15	Principles of effective quality, diversity and anti-discriminatory practice	
Knowledge related to assessing the circumstances, benefits and risks (Unit 1)		
K16	Boundaries & levels of confidentiality, and how to maintain these	
K17	The info required within a restorative process to make an assessment of participants, identify potential benefits & risks, manage safety and other risk factors	
K18	Sources of relevant info about participants & how to access these	
K19	Importance of recognising participants have own perspective on same matter	
K20	How to assess suitability of restorative processes and available alternatives	
K21	Approaches to safety/risk assessment, how to use these, advantages & disadvantages	
K22	Factors influencing the vulnerability of participants including the types of vulnerability or levels of harm used in assessing safety and other risks, their indicators and how to determine these	
K23	What might constitute a sensitive and/or complex case including vulnerability, behaviour & relationships and cases of disputed harm/shared responsibility	
K24	Implications of working with participants where sensitive and/or complex issue	
K25	Possible attitudes to sensitive/complex cases and their influence	
K26	Long term effects of sensitive/complex cases and implications	
K27	How participants or others can cause harm during or outside restorative process	
K28	How pre-existing/on-going relationship can affect restorative process (benefit or harm)	
K29	Methods of managing safety & other risks within the restorative process	
Knowledge relating to enabling participants' choice (Unit 2)		
K30	Boundaries of confidentiality & importance of maintaining appropriate levels	
K31	How to assess which are suitable restorative processes for participants	
K32	Methods of encouraging effective & active involvements, including informed choice while avoiding coercion	

K33	Types of available support including limitations or referral criteria	
K34	Ground-rules for behaviour and communication	
K35	Methods of assessing & managing safety and other risks	
K36	Factors that can influence participants' vulnerability	
K37	Types of vulnerability or levels of harm, their indicators & how to determine these	
K38	Required info for agencies & services to provide additional support	
K39	Circumstances when appropriate to end restorative process & how to do this	
K40	What options there are for participants who decides not to proceed	
K41	Group dynamics and types of power imbalance	
K42	Importance of recording outcomes of discussions and agreements made	
Knowledge relating to the effective facilitation of interaction within direct & indirect processes (Unit 3)		
K43	Range of indirect & direct processes available including disadvantages/advantages	
K44	Ground-rules for behaviour & communication during restorative processes	
K45	How to assess & manage safety & other risks within a restorative process including venues	
K46	Different media for indirect processes & when appropriate to use	
K47	Importance of ensuring that written content is appropriate, how to do this	
K48	Factors to take into account when setting up meeting rooms involving participants	
K49	How to balance benefits of wider group of people participating with time & resources	
K50	Methods of facilitating larger group participation	
K51	Protocols & ground-rules for appropriate face-to-face communication	
K52	How to facilitate f2f communication without unduly intervening in the process	
K53	How to allow the engagement of participants	
K54	Group dynamics, power balances, reasons for these & strategies for addressing	

K55	Methods of encouraging effective and active involvement	
K56	Types of support available including any limitations or referral criteria	
K57	How to assist in managing anxieties	
K58	How to pace restorative process appropriately to meet participants' needs	
K59	Importance of recording outcomes of discussions & agreements made	
Knowledge relating to evaluating the process (Unit 4)		
K60	Factors to consider when evaluating a restorative process, & how to do this	
K61	Methods of encouraging effective & active involvement in evaluation	
K62	How to enable informed and open feedback	
K63	Importance of maintain accurate and up-to-date records	