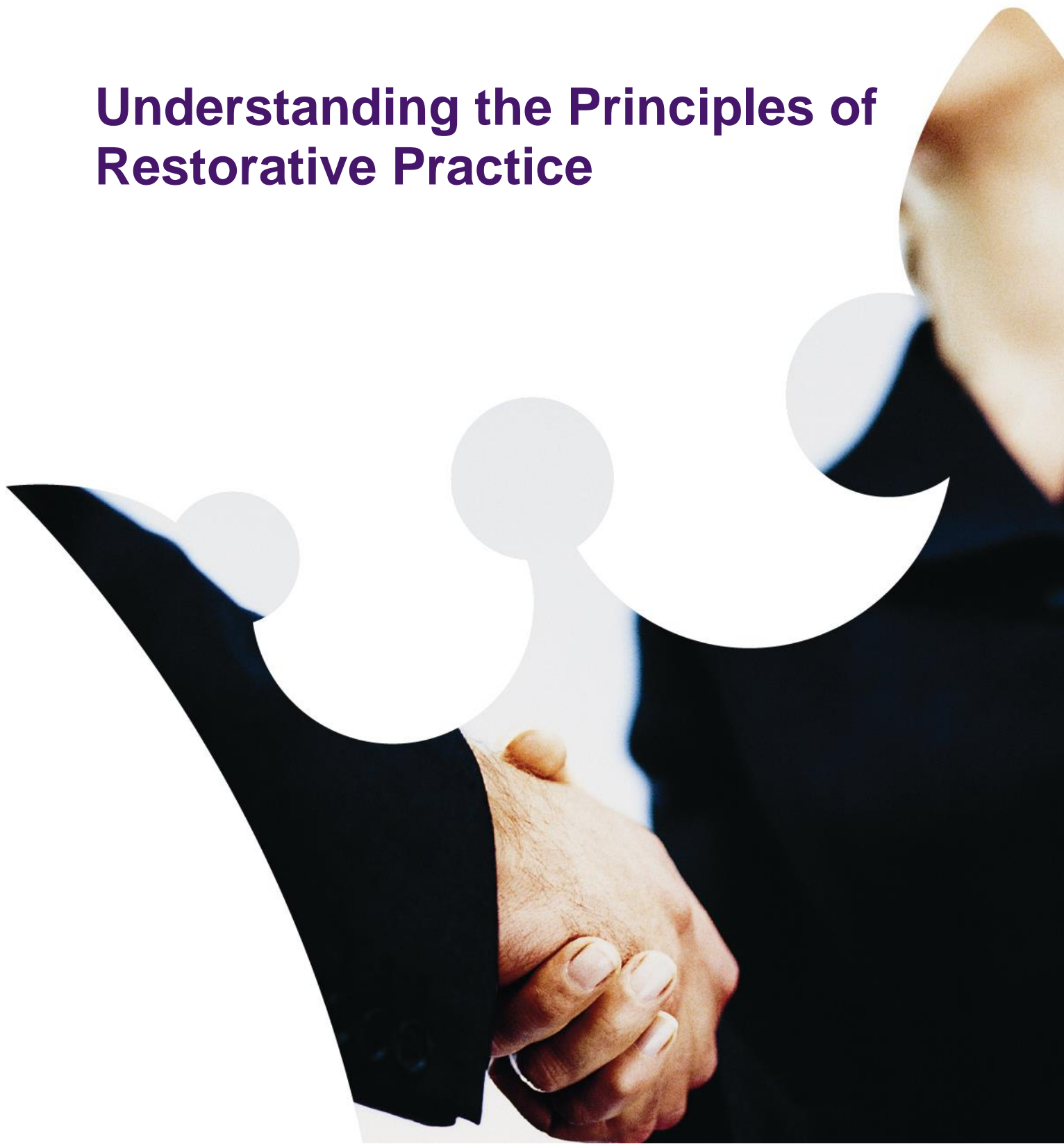


# **Qualification Handbook**

## **Understanding the Principles of Restorative Practice**



# Qualification Handbook

## SFJ Awards Level 3 Award in Understanding the Principles of Restorative Practice

Qualification Number: 603/1451/5

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Award in Understanding the Principles of Restorative Practice

Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication. This allows everyone affected by a specific incident to play their part in repairing the harm and finding a positive way forward, to the benefit of people, relationships and communities. This is part of a wider field called restorative practice.

Restorative practice can be used to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively. It is increasingly being used in schools, children's services, workplaces, hospitals, communities and the criminal justice system. Restorative practice can involve both a proactive approach to preventing harm and conflict and activities that repair harm where conflicts have already arisen.<sup>1</sup>

The objective of the Level 3 Award in Understanding the Principles of Restorative Practice is to provide learners with the underpinning knowledge of restorative practice and the practitioner role. As the qualification is available to learners from 16 years and does not require any workplace assessment, it can be used in a wide range of contexts for those who wish to learn about restorative justice and practice.

The content of the qualification covers the performance criteria and knowledge and understanding within the National Occupational Standards (NOS) in restorative practice as indicated on the unit.

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However, learners will require suitable literacy and numeracy skills to meet the requirements of the assessment criteria.

## 2.3 Unit and Rules of Combination

### Level 3 Award in Understanding the Principles of Restorative Practice

To achieve the qualification learners must complete one mandatory unit, as shown in the table below.

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<sup>1</sup> Restorative Justice Council [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

Mandatory Unit					
Unit Number	Odyssey Reference	Unit Title	Level	Unit Hours	GLH
1	1282	Understand the principles of restorative practice	3	55	20

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>2</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time for the qualification is as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Understanding the Principles of Restorative Practice	55	20

## 2.5 Age Restriction

The Level 3 Award in Understanding the Principles of Restorative Practice is available to learners aged 16 years and over.

## 2.6 Opportunities for Progression

Learners who wish to progress to the role of restorative justice practitioner can use the Level 3 Award in Understanding the Principles of Restorative Practice as Recognition of Prior Learning towards a Level 4 practitioner qualification. The qualification also provides progression opportunities for further study or employment in the community/social justice field.

<sup>2</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

## **2.7 Use of Languages**

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.



# 4 Assessment

## 4.1 Qualification Assessment Methods

SFJ Awards Level 3 Award in Understanding the Principles of Restorative Practice

This is a knowledge-based qualification and assessment methods that can be used for this qualification are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Written Examination

## 4.2 Assessors

### 4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

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

### 4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

### 4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

#### **4.2.4 Assessor Competence**

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>3</sup> or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

#### **4.2.5 Continuing Professional Development**

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

### **4.3 Internal Quality Assurers**

#### **4.3.1 Occupational Knowledge**

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

#### **4.3.2 Qualification Knowledge**

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

### 4.3.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment<sup>4</sup> or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

### 4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

## 4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

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<sup>4</sup> National Occupational Standards for Learning and Development, LLUK 2010

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

#### **4.4.1 External Quality Assurer Competence**

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

#### **4.4.2 Continuing Professional Development**

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

#### **4.5 Assessing Knowledge and Understanding**

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

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<sup>5</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

#### **4.6 Methods for Assessing Knowledge**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used, centres must maintain a sufficient bank of assignments which are changed regularly.

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

#### **4.7 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's activity as a whole. This means that the assessment:

- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the knowledge to meet the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and centres.

## **4.8 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

### **4.8.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

### **4.8.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

## **4.9 Recognition of Prior Learning (RPL)**

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.<sup>6</sup>

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

## **4.10 Equality and Diversity**

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

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<sup>6</sup> After the QCF: A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

#### **4.11 Health and Safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

# 5 Qualification Unit

<b>Title</b>	Understand the principles of restorative practice		
<b>Level</b>	3		
<b>GLH</b>	20		
<b>Unit aim(s)</b>	<p>This unit aims to provide the underpinning knowledge of restorative practice for those who wish to learn about the process and also for those who are working as, or wish to progress to, the role of a restorative practitioner. The unit covers the legislation relating to restorative practice and how restorative practice has been used in post-conflict situations. Learners will consider the principles of restorative practice, including confidentiality and the use of boundaries, good practice and recording and reporting. They will also gain an understanding of risk in the restorative practice context and the range of needs to be understood, including the needs of victims and communities. The unit covers the underpinning knowledge of the skills required for communication and working with groups in the restorative practice context. Learners will also consider the role and responsibilities of the practitioner, including their responsibility to identify sources of support for themselves in the restorative process.</p>		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>	<b>NOS Link</b>
1. Understand legislation in the context of restorative practice	1.1 Summarise legislation relating to restorative practice	<p>This should include:</p> <ul style="list-style-type: none"> <li>• data protection and confidentiality</li> <li>• human rights</li> <li>• equality</li> <li>• criminal law</li> <li>• own country legislation e.g. <ul style="list-style-type: none"> <li>○ Justice &amp; Security (Northern Ireland) Act 2007: Protocol for community-based restorative justice</li> </ul> </li> </ul>	DJ101 K1



		<p>schemes</p> <ul style="list-style-type: none"> <li>○ In England, the Crime and Courts Act 2013</li> </ul>	
	1.2 Summarise the workings of the criminal justice system	This should include issues of due process and proportionality	DJ101 K1
	1.3 Explain the restorative practitioner's obligations under the criminal law	Disclosure – criminal acts and safeguarding	DJ101 K1
	1.4 Evaluate the impact of legislation on the restorative practitioner role		DJ101 K1
2. Understand the history of restorative practice in a post-conflict situation	2.1 Identify the range of factors influencing conflict in a given situation	<p>This learning outcome could be evidenced by a case study researched by the learner and could be a situation in any country, including outside the UK.</p> <p>Post conflict situations could include:</p> <ul style="list-style-type: none"> <li>• Religious differences</li> <li>• Race riots</li> <li>• Community differences</li> </ul> <p>Factors could include:</p> <ul style="list-style-type: none"> <li>• Lack of confidence in statutory services i.e. police force; courts</li> <li>• Perceptions of justice within and between groups in society</li> </ul>	N/A
	2.2 Explain the restorative processes used in a post-conflict situation		
	2.3 Evaluate the impact of the restorative processes used in a post-conflict situation		
3. Understand restorative practice principles	3.1 Interpret the values underpinning restorative practice		DJ101 K2

	3.2	Explain the principles underpinning restorative practice		DJ101 K2
	3.3	Explain the purpose of restorative practice		DJ101 K3
	3.4	Analyse the benefits of restorative practice		DJ101 K3
	3.5	Explain principles of effective practice relating to: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• anti-discrimination</li> </ul>		DJ101 K15
	3.6	Explain why it is important to treat all participants with respect	This includes avoiding stigmatisation and stereotyping	DJ101 K9
	3.7	Analyse the meaning of needs in a restorative practice context		DJ101 K6
	3.8	Analyse the range of needs of all involved within the restorative process	This must include needs of all participants, including victims; offenders and the community	DJ101 K6
	3.9	Explain how to create a safe environment for participants to engage in the restorative process		DJ101 K7
4. Understand good practice guidelines in restorative practice	4.1	Summarise good practice guidelines for restorative practice		DJ101 K1
	4.2	Evaluate the impact of good practice guidelines on the restorative practitioner role		DJ101 K1

5. Understand confidentiality and boundaries in restorative processes	5.1	Explain confidentiality requirements in restorative processes	Confidentiality applies to all stages of the restorative process	DJ101 K1 DJ101 K16 DJ102 K16
	5.2	Explain ways to maintain confidentiality		
	5.3	Explain why it is important to gain participants' permission before sharing information	Importance of consent, contracts for work and ground-rules for participation	DJ101 K12
	5.4	Explain the role of boundaries in restorative processes		DJ101 K16
	5.5	Explain how boundaries can be agreed and maintained with participants		DJ101 K16 DJ102 K16
	5.6	Explain how to recognise and address conflicts around differing understandings relating to boundaries and confidentiality	This should include safeguarding principles and management of disclosures	DJ102 K16
6. Understand the role and support requirements of the practitioner during the restorative process	6.1	Explain the role of the practitioner within the restorative process		DJ101 K13
	6.2	Explain the potential effects on the practitioner when working within the restorative process		DJ101 K14
	6.3	Explain why it is important that practitioners are supported throughout the restorative process		DJ101 K13 & K14
	6.4	Summarise sources of professional support and advice available to the practitioner		DJ101 K14

	6.5	Explain the role of the practitioner's supervision during the restorative process		
	6.6	Analyse the use of reflective practice in the restorative practice context		
7. Understand risk in the restorative practice context	7.1	Analyse the meaning of: <ul style="list-style-type: none"> <li>• safety</li> <li>• risk</li> </ul> in the restorative practice context		DJ101 K8
	7.2	Distinguish between criminogenic and restorative risk concerns	Criminogenic risk is primarily focused upon the factors that led the offender to commit the offence	DJ101 K8
	7.3	Identify approaches to risk assessment within the restorative process	Consideration should be given to the importance of communication with co-workers, managers, allied agencies	DJ101 K21
	7.4	Explain how to use approaches to risk assessment		DJ101 K21
	7.5	Explain how to determine indicators of vulnerability when assessing safety and risks	Indicators can include: <ul style="list-style-type: none"> <li>• mental health</li> <li>• power imbalance</li> <li>• conflict of interest</li> <li>• previous history of violence / threat</li> </ul>	DJ102 K23

	7.6 Evaluate methods of managing: <ul style="list-style-type: none"> <li>• safety</li> <li>• risks</li> </ul> within the restorative process	This will include: <ul style="list-style-type: none"> <li>• selecting appropriate venues to ensure a safe environment for participants</li> <li>• managing and balancing the presence or absence of supporters</li> <li>• types of communication – use of face-to-face; letters; indirect communication methods</li> </ul>	DJ102 K21
8. Understand the use of ground-rules for behaviour and communication during restorative processes	8.1 Explain the purpose of ground-rules		DJ102 K20 DJ201 K17
	8.2 Explain why it is important to use ground-rules	This should include the concept of ownership	DJ102 K20 DJ201 K17
	8.3 Critically compare ground-rules appropriate for use in different situations	This should include face to face communication and the indirect restorative process	DJ201 K24
	8.4 Evaluate methods of dealing with breaches in ground-rules		DJ102 K20 DJ201 K17
9. Understand group dynamics	9.1 Explain group dynamics	Roles and responsibilities within groups – range of possible behaviours within groups	DJ102 K27
	9.2 Analyse the reasons for power imbalance that can occur in groups		DJ102 K27
	9.3 Critically compare strategies for addressing power imbalances during restorative processes		DJ102 K27

	9.4 Evaluate methods of facilitating larger group participation		DJ201 K23
10. Understand the use of effective communication techniques in restorative practice	10.1 Summarise the features of effective verbal communication		DJ101 K10
	10.2 Explain the use and benefits of: <ul style="list-style-type: none"> <li>• clarification</li> <li>• reflection</li> <li>• questioning</li> <li>• summarising</li> </ul> during the communication process		DJ101 K10
	10.3 Explain techniques for dealing with difficult conversations		DJ101 K10
	10.4 Explain the types of non-verbal communication and their impact		DJ101 K10
	10.5 Explain the principles of active listening		DJ101 K10
	10.6 Explain ways to give and receive feedback		DJ101 K10
	10.7 Explain ways to challenge constructively and positively		DJ101 K10
	10.8 Summarise barriers to communication		DJ101 K10
	10.9 Analyse the impact of barriers to communication on the restorative process		DJ101 K10

	10.10 Evaluate techniques for overcoming barriers to communication		DJ101 K10
11. Understand recording and reporting in the restorative process	11.1 Summarise recording and reporting requirements	Requirements will be in line with the organisation's policy and include: <ul style="list-style-type: none"> <li>• information and actions relating to assessment of incidents</li> <li>• confidentiality issues</li> <li>• outcomes of discussions</li> <li>• agreements</li> </ul>	DJ102 K28 DJ205 K19
	11.2 Explain the importance of maintaining records		DJ102 K28 DJ207 K32
	11.3 Analyse the impact of confidentiality agreements on recording		DJ205 K19
	11.4 Explain how to record and report information that is gathered during the restorative process	This will include at different stages throughout the process	DJ102 K28 DJ201 K32
<b>Additional information about the unit</b>			
Assessment guidance	N/A		
Mapping to National Occupational Standards	SFJ DJ101 Assess the circumstances of an incident towards identifying a restorative response		

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