

Advanced Level Framework

Indicator	Criteria
<p data-bbox="277 315 316 342">1.1</p> <p data-bbox="225 383 368 450">Completing core training</p>	<p data-bbox="411 315 1193 342">The practitioner has completed a minimum of 3-day Facilitation training</p> <p data-bbox="411 383 1453 443">The practitioner has completed, as a minimum, sensitive and complex case training and actively seeks training opportunities in specialist areas</p> <p data-bbox="411 483 1485 573">The practitioner has undertaken additional training, including case supervision and further specialist training in areas such as domestic violence, harmful sexual behaviour, mental health and relevant sector specific training to enhance their practice</p> <p data-bbox="411 577 1465 667">The practitioner has completed an RJC approved level 5 qualification in restorative practice and / or can demonstrate through their portfolio that they meet the knowledge requirements set out within this framework</p> <p data-bbox="411 707 1433 768">The practitioner facilitates all levels of case complexity. They perform a variety of casework or restorative processes and apply a range of techniques in a variety of challenging contexts</p> <p data-bbox="411 801 1398 828">The practitioner mentors and supports practitioners at intermediate and foundation levels</p>
<p data-bbox="277 853 316 880">1.2</p> <p data-bbox="213 920 379 1178">Understanding and applying restorative practice principles, legislation and standards</p>	<p data-bbox="411 853 1441 913">Practitioners should explain how they reflect the RJC's Principles of Restorative Practice within their practice</p> <p data-bbox="411 954 1461 1043">Practitioners should explain which legislation and practice guidelines impact on their role. They should demonstrate that they implement confidentiality, data protection, equality, diversity and anti-discriminatory requirements within their practice</p> <p data-bbox="411 1084 1485 1144">Practitioners should explain their role, responsibilities and competence and demonstrate that they know who to seek assistance and advice from if necessary</p> <p data-bbox="411 1184 1441 1245">Practitioners must demonstrate that they undertake restorative processes in line with practice guidance</p> <p data-bbox="411 1285 1417 1312">Practitioners must demonstrate that they keep up to date with new legislation and guidance</p> <p data-bbox="411 1352 1409 1413">Practitioners must demonstrate that they participate in external practitioner forums and/or network groups</p> <p data-bbox="411 1453 1461 1514">Practitioners should provide examples of how they have disseminated internal policy updates to other practitioners</p> <p data-bbox="411 1554 1409 1615">Practitioners should demonstrate that they have led the delivery of internal and/or external practitioner forums</p> <p data-bbox="411 1655 1366 1715">Practitioners should demonstrate that they have participated in developing policies and procedures related to safe and effective restorative practice</p>
<p data-bbox="277 1704 316 1731">2.1</p> <p data-bbox="213 1771 379 1917">Initial engagement with potential participants</p>	<p data-bbox="411 1704 1453 1765">Practitioners should describe how they initially engage with potential participants and how they ensure that all contact is participant led</p> <p data-bbox="411 1805 1358 1865">Practitioners should describe the range of restorative processes available, their relative advantages and disadvantages and the circumstances when they are most appropriate</p> <p data-bbox="411 1906 1390 1966">Practitioners should explain their understanding of the principles of informed consent and informed choice</p>

	<p>Practitioners should explain how they obtain and review information from participants relating to incidents</p> <p>Practitioners should explain how they empower participants to identify the most appropriate restorative process and, where the participant decides not to proceed, explain what other options are available to them</p> <p>Practitioners should demonstrate that they have led initial face-to-face meetings with potential participants</p> <p>Practitioners should explain how they identify sensitive and complex issues which may influence the restorative process</p> <p>Practitioners should explain how they explore situations where there are sensitive and complex issues</p> <p>Practitioners must demonstrate that they have facilitated face-to-face meetings with participants of cases which have been classified as sensitive and complex</p>
<p>2.2</p> <p>Risk and safety assessment</p>	<p>Practitioners must explain how to approach risk assessment within a restorative process including where to find appropriate sources of information to inform an assessment of risk and how to mitigate any potential risks</p> <p>Practitioners must provide examples of when it may not be appropriate to progress with a restorative process</p> <p>Practitioners must explain the factors which could influence the vulnerability of participants and demonstrate that they understand what might constitute a sensitive and complex case</p> <p>Practitioners must demonstrate they have identified factors such as vulnerability and additional needs within their risk assessments</p> <p>Practitioners should explain what alternatives are available to participants should risks be too great</p> <p>Practitioners must explain what additional assessment they undertake for cases for sensitive and complex issues</p> <p>Practitioners must provide examples of the types of restorative processes they have facilitated for cases of a sensitive and complex nature</p> <p>Practitioners must demonstrate that they know when it is appropriate to end restorative processes</p> <p>Practitioners must demonstrate that they have completed enhanced risk and safety assessments for cases of a sensitive and complex nature</p>
<p>2.3</p> <p>Preparing participants</p>	<p>Practitioners must explain how they prepare participants for a restorative process including how they engage with participants throughout a restorative process</p> <p>Practitioners must explain the case recording procedures followed throughout a restorative process</p> <p>Practitioners must explain how they encourage effective and active involvement of participants within restorative processes</p> <p>Practitioners must provide examples of when they have led on preparing participants involved in sensitive and complex cases in line with RJC Practice Guidance</p>

	Practitioners must explain how group dynamics and power imbalances can affect the delivery of restorative processes
<p>2.4</p> <p>Delivering restorative practice</p>	<p>Practitioners must explain how to manage any barriers identified during the restorative process</p> <p>Practitioners must provide examples of when they have assessed that venues for face-to-face meetings meet the needs of participants</p> <p>Practitioners must provide three case studies which describe direct restorative processes they have facilitated</p> <p>Practitioners must provide one case study which describes a direct restorative process they have co-facilitated with a foundation or intermediate practitioner</p> <p>Practitioners must provide one case study which describes a direct restorative process they have co-facilitated with an external practitioner</p> <p>Practitioners must explain the processes followed to negotiate ground rules with participants</p> <p>Practitioners must provide examples of when they have managed a difficult situation including the action taken</p> <p>Practitioners must explain how they adapt their own practice when facilitating cases involving sensitive and complex issues</p>
<p>2.5</p> <p>Co-working</p>	<p>Practitioners should describe how they manage co-working arrangements with either another internal or, where appropriate, external practitioner</p> <p>Practitioners must provide one case study which describes a direct restorative process identified as sensitive and complex they have co-facilitated with an Intermediate practitioner or practitioner external to their organisation</p>
<p>2.6</p> <p>Facilitating and monitoring agreed outcomes</p>	<p>Practitioners must explain the range of actions which might be progressed as part of an outcome agreement and how they support and empower participants to identify and agree these</p> <p>Practitioners must explain how they record any outcome agreements made</p> <p>Practitioners must provide examples of outcome agreements which demonstrate that they have gained consent from all parties</p> <p>Practitioners must explain what additional support might be available to participants to enable them to fulfil the actions identified within an outcome agreement</p> <p>Practitioners must explain how they risk assess identified actions before implementing them and provide examples of such assessments</p> <p>Practitioners must explain how they monitor the progress of participants in meeting the actions agreed within an outcome agreement and the actions they would take should a participant fail to fulfil agreed outcomes</p>
<p>2.7</p> <p>Follow up support and evaluation</p>	<p>Practitioners must explain organisational arrangements for providing follow up support to all participants</p> <p>Practitioners must provide examples of the types of follow up support provided to participants within their case studies</p> <p>Practitioners must explain at what point they would agree with the participants involved that the process has concluded</p>

	<p>Practitioners must explain how feedback is obtained from participants regarding their perception of the process and the impact on them</p> <p>Practitioners must explain how they evaluate the impact of a restorative process on all participants and provide examples of such impact reports</p> <p>Practitioners must explain how they review and reflect on their involvement in a restorative process, including how this reflection informs future developments and improves practice</p> <p>Practitioners must explain the processes followed to signpost participants, where appropriate, to external support agencies</p> <p>Practitioners must explain how they report the outcome of a restorative processes in line with their organisational requirements</p> <p>Practitioners must explain how they review and reflect on all feedback received including how this reflection contributes to organisational learning, understanding and future development of practice</p>
<p>3.1</p> <p>Adhering to the RJC's Practitioner Code of Practice</p>	<p>Practitioners agree to adhere to the RJC's Code of Practice for practitioners</p> <p>Practitioners agree to submit a Professional Standards Record to the RJC annually to maintain their practitioner registration</p> <p>Practitioners commit to providing details of the continued professional development activities undertaken to the RJC annually</p>
<p>3.2</p> <p>Commitment to and evidence of continued professional development</p>	<p>Undertake a minimum of 16 hours continued professional development each year of which 50% must be RJC approved activities</p>