

RJC  
Trainers  
Handbook



## 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.

RJC Trainers Handbook

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Produced by: Restorative Justice Council

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## Contents

Introduction .....	3
Section one – Standards Framework .....	4
Section two – RJC principles of restorative practice .....	6
Section three – Competency Framework .....	8
1. Knowledge and understanding of restorative practice .....	8
2. Effective practitioner skills.....	8
3. Delivering restorative practice.....	8
Section four – RJC Code of Practice for Trainers and Training Organisations .....	10
Introduction .....	10
Aim .....	10
Use of this Code .....	10
Definitions .....	10
Code requirements .....	11
Breach .....	13
Review.....	14
Section five – Guidance for restorative training courses .....	15
Awareness training .....	15
Manager and supervisor training.....	15
Introductory restorative practice training .....	15
Facilitator and practitioner training.....	16
Sensitive and complex case training .....	16
‘Train the trainer’ training.....	17
Section six – RJC policies, practices and procedures .....	18
Membership of the RJC.....	18
Monitoring .....	18
Complaints and appeals.....	19
Complaints .....	19
Appeals.....	19
RJC Restorative Training Course Approval Scheme .....	20
Annex A – Sample training evaluation form .....	22
Glossary.....	24

## Introduction

I am very pleased to introduce the Restorative Justice Council (RJC) Trainers Handbook.

The 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. At the same time, 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.

This handbook has been developed specifically for our trainer members to help support them in delivering high quality restorative training both to practitioners and those seeking to learn about restorative approaches.

This handbook is one of three covering trainers, practitioners and service providers. The aim of the handbook is to set out all of the relevant standards, guidance and resources in a single document which is easily accessible as a reference text for trainers on a day to day basis.

The handbook is divided into six sections and covers the overarching Standards Framework, the relevant aspects of the RJC Practitioner Competency Framework, the RJC Code of Practice for Trainers, guidance on training courses and the relevant RJC policies supporting the regulatory framework. Finally it gives a brief overview of RJC trainer membership, including the RJC Trainers Register, and details of the RJC Training Approval Scheme (TAS) for restorative training courses.

The restorative practice field is a developing one. We believe that this handbook is an important step towards ensuring quality of training delivery in restorative practice across our membership and the field more widely.

As the leading body for quality assurance and standards in restorative practice, the delivery of high quality restorative training is of paramount importance to us. I hope you will find this handbook accessible and useful in supporting you in your training delivery.



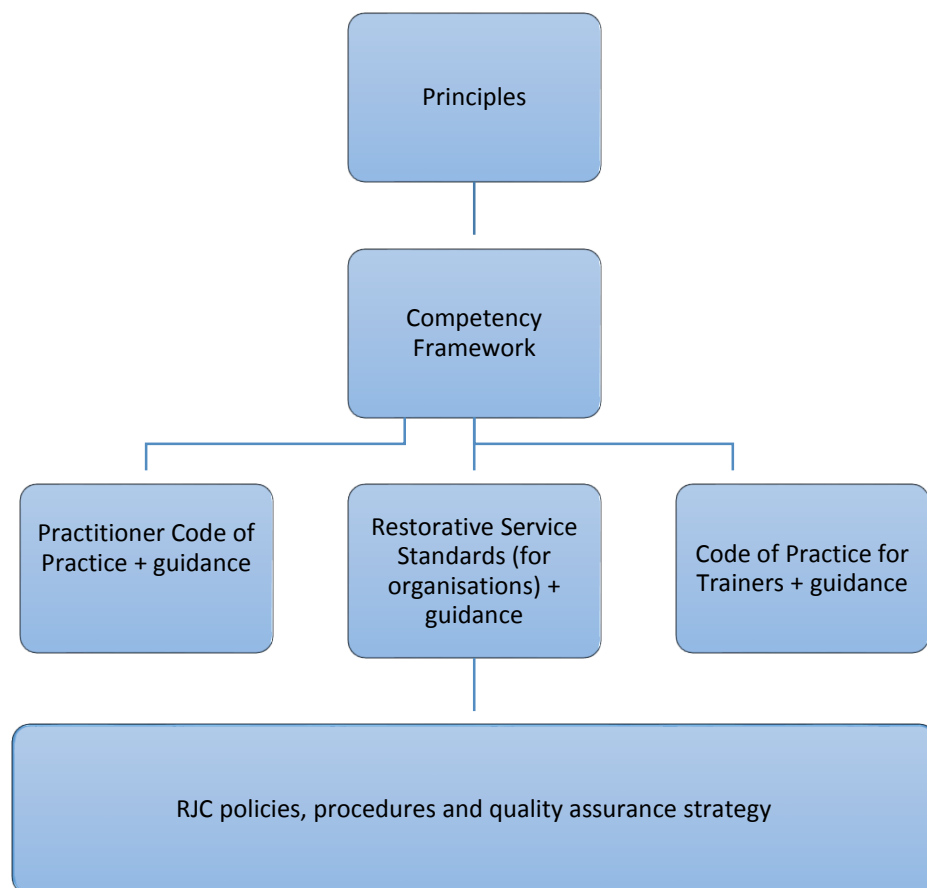
**Jon Collins**

**Chief Executive Officer  
Restorative Justice Council**

## Section one – Standards Framework

The RJC Standards Framework comprises four key levels of standards activity relevant to the three different membership groups (service providers, practitioners and trainers). These four levels, and their relationship to the handbooks (of which this is one) are visually represented in figure 1 below:

Figure 1



The RJC principles of restorative practice is the overarching document setting out the core values that should be held by all practitioners in the field, which remain fixed. They cover six areas and should be applied in the course of restorative practice work by trainers.

Beneath the RJC principles sits the RJC Practitioner Competency Framework, launched on 1 April 2015. This document sets out the skills, knowledge and behaviours that enable practitioners to undertake restorative practice at all levels. The Framework covers all areas of restorative practice, from informal approaches to formal conferencing in complex and sensitive cases.

Below the Framework sit the relevant standards which explain how the RJC expects practitioner, trainer and service provider members to conduct their restorative practice or deliver their service. These comprise the RJC Code of Practice for Trainers, the RJC Practitioner Code of Practice and the Restorative Service Standards. Guidance on how those bound by the various sets of standards are expected to meet requirements is a core component of the Standards Framework and for this reason each set of standards is accompanied by RJC guidance on interpretation and implementation. Code requirements are mandatory for RJC members while guidance is voluntary but is good practice to follow.

The handbooks detail the policies, process documents and strategies which support the RJC's implementation of the Framework. These include the various types of membership that are offered, the various approval, accreditation and quality mark schemes available and the processes by which the RJC will deal with appeals and complaints. They also contain information about how the RJC monitors compliance with its standards and how the information exchange that takes place during such monitoring can be of benefit both to trainer members and the field as a whole.

The RJC's role in relation to trainers is manifold. The RJC:

- sets the standards for admission to the Trainers Register
- sets the standards for, assesses and approves restorative training courses via the TAS
- offers opportunities to trainers to deliver continuing professional development (CPD) events in accordance with the RJC CPD strategy
- develops guidance on training content
- monitors trainer compliance with the standards
- deals with complaints against trainers alleged to have breached standards
- deals with appeals from trainers against decisions made by the RJC in relation to its standards and awards (for example, TAS refusal)
- develops and publishes guidance aimed at supporting the delivery of quality restorative training

## Section two – RJC principles of restorative practice

The six principles of restorative practice are:

1. Restoration – the primary aim of restorative practice is to address and repair harm.
2. Voluntarism – participation in restorative processes is voluntary and based on informed choice.
3. Neutrality – restorative processes are fair and unbiased towards participants.
4. Safety – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
5. Accessibility – restorative processes are non-discriminatory and available to all those affected by conflict and harm.
6. Respect – restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

These principles should be applied in the course of all restorative practice work. Trainers should make themselves familiar with each of the concepts and how they might apply to practitioners in their day to day work.

Restoration – practitioners should aim to ensure that restorative interventions they carry out are aimed at repairing harm that has been caused. An opportunity for addressing issues participants wish to raise in relation to the harm should be given.

Voluntarism – it is imperative that participants come to a restorative intervention of their own free will having understood the reasons for, and methodology of, the process. It is the duty of the practitioner to ensure that everyone taking part understands why they are there and their responsibilities in relation to the process.

Neutrality – practitioners are human beings and in many cases may not be neutral to the harm that has been caused. However it is important that such biases are not permitted to affect the neutrality of the restorative process which should not be conducted in such a way as disadvantages or discriminates against any one participant or party.

Safety – practitioners should aim to ensure that processes are safe by undertaking full and proper preparation in relation to each intervention they provide. Risk assessments are paramount whether conducted ‘on the spot’ (as may be required in the case of ‘street’ or ‘corridor’ restorative interventions) or via the use of a detailed risk assessment.

Practitioners should be appropriately trained.

Accessibility – one of the cornerstones of the RJC’s vision is that the offer of a restorative process is available to anyone who has experienced harm or conflict with the consent of all parties and where it is safe to do so. Practitioners must be mindful of any inherent biases that could affect their ability to offer a neutral restorative process to any person on the basis of their particular status or background – for example, their race, gender, offending history, disability, or socio-economic or political background.

Respect – restorative processes must be conducted in a manner which is respectful to those taking part. If the process, or anyone involved in it, is disrespectful to those taking part, the chances of a successful or positive outcome are significantly reduced. One of the many skills required of a practitioner is the ability to conduct an often highly emotional process in a neutral and measured fashion and respect is key to delivering restorative interventions in this way.



## Section three – Competency Framework

The RJC Competency Framework was developed for use by restorative practitioners and those working in the restorative practice field. It sets out the behaviours and skills required of practitioners who are members of the RJC and is intended to raise standards of practice while supporting professional development.

The RJC Competency Framework is a free resource and can be downloaded from [www.restorativejustice.org.uk/competency-framework](http://www.restorativejustice.org.uk/competency-framework).

Trainers should use the Framework to help them define the needs of learners and to develop content and coverage of their courses.

The Competency Framework is divided into three clusters, each of which has a set of associated competencies as set out below:

### 1. Knowledge and understanding of restorative practice

This cluster is about the theoretical knowledge that everyone working in the restorative practice field should have. It provides the building blocks for restorative practice. It comprises:

- 1.1 Knowledge of restorative practice
- 1.2 Knowledge of RJC principles of restorative practice and of RJC standards and guidance
- 1.3 Understanding of different contexts, cases and practice environments

### 2. Effective practitioner skills

This cluster represents the practical skills required to deliver restorative approaches. It comprises:

- 2.1 Respectful practice
- 2.2 Preparation
- 2.3 Effective communication
- 2.4 Reflective practice
- 2.5 Building and maintaining relationships

### 3. Delivering restorative practice

This cluster covers the external processes that a practitioner needs to work within. It comprises:

- 3.1 Risk and safety assessment
- 3.2 Overcoming barriers

### 3.3 Evaluating practice and service

The Framework describes the skills, knowledge and understanding required at three levels of seniority:

- entry level practitioner (level C)
- intermediate level practitioner (level B)
- senior level practitioner (level A)

These levels have been designed as a guide and are used throughout the Competency Framework. The definitions of each level are set out in the Framework.

The opportunity to demonstrate the competencies in the Framework will differ according to the type of role the practitioner fulfils and the sector(s) in which they practise. The guidance in the Framework shows how examples from practice can be used by practitioners to demonstrate their achievement of the competencies.

## Section four – RJC Code of Practice for Trainers and Training Organisations

### Introduction

This Code of Practice has been developed to support restorative trainers and training organisations in the delivery of high quality restorative practice training and to maintain and strengthen quality in restorative learning delivery. The Code builds on the 2011 RJC Trainers' Code of Practice, and sets out the minimum requirements for restorative practice trainers.

Training, particularly for facilitators or practitioners, is the bedrock of quality restorative practice. It is imperative that training for both future trainers and practitioners or facilitators is delivered to a consistently high standard and covers the core principles of restorative practice in sufficient detail. Trainers who sign up to this Code do so because it is a recognised benchmark of quality for the public, course participants and commissioners.

### Aim

This Code is intended to:

- protect and inform individuals receiving restorative training and those involved in the delivery of restorative training and services
- set out the minimum standards for restorative trainers

### Use of this Code

- The RJC will not admit any trainer to its Trainers Register who has not confirmed their adherence to this Code.
- This Code may be used by commissioners and course participants to understand the requirements of trainers who are RJC members.
- The RJC will not award its TAS quality mark to any training providers who are unable to confirm they adhere to this Code.
- The RJC may request further information from trainers to verify that an applicant meets the requirements of this Code before an application to join the Trainers Register is accepted and the trainer listed.

### Definitions

For the purposes of this Code 'trainers' shall mean restorative trainers (lead, junior and sole) and training organisations.

## Code requirements

The following requirements apply to all RJC registered restorative trainers:

- a) Trainers must have a good working knowledge of the range of restorative processes.

Guidance: Trainers are expected to have a good understanding of the various forms of restorative practice, including direct and indirect interventions and both formal and informal processes. They should be able to apply this knowledge in a practical setting.

- b) Trainers must not deliver training on any subject outside of their professional skill, knowledge and understanding.

Guidance: A trainer must only deliver training in an area where she or he has relevant knowledge, skills and understanding.

- c) Trainers must ensure that their knowledge and professional development is kept up to date by undertaking relevant CPD.

Guidance: CPD in restorative practice or effective training delivery may be undertaken in a variety of ways, including seminars, conferences, training courses, lectures, peer evaluation and private study of relevant materials such as academic journals and articles. It is recommended that an RJC registered trainer undertakes at least six hours of CPD each year. Details of the RJC's CPD programme of events can be found at [www.restorativejustice.org.uk/CPD-events](http://www.restorativejustice.org.uk/CPD-events).

- d) Trainers must ensure that they have Professional Indemnity Insurance (PII) in place for the period during which they are offering and delivering training services.

Guidance: The RJC does not endorse particular PII providers. It is important to obtain appropriate advice on the level of cover required. Training should not be delivered until PII is fully in place.

- e) Trainers must ensure that they co-deliver training with at least one other trainer where the number of participants exceeds 12.

Guidance: Class sizes of more than 24 learners are advised against as it is important to ensure that each learner is given the opportunity to fully contribute and take part.

- f) In advertising training services to potential clients, trainers must make references and evaluations from previous courses available on request.

Guidance: Trainers should ensure that in the provision of feedback or evaluation to a potential client, they have either anonymised the personal details of the evaluator or obtained consent for the disclosure of the evaluation.

- g) Trainers must ensure that course outcomes are clearly set out in training materials.

Guidance: Course outcomes should clearly link to identified learner needs which will have been established during the training needs analysis process (see h) below). The link between need and intended course outcome should be made clear to the training commissioner so that any gaps can be identified at an early stage.

- h) Trainers must complete the following steps before delivery of each restorative training session:

1. Conduct a training needs assessment to establish the learning needs of the participants.

Guidance: The training needs assessment will seek to ascertain the level of understanding of the learning group so that materials can be tailored accordingly. Participant assessment does not have to be formal assessment and may simply be the trainer's assessment of a participant's performance.

2. Ensure that learners are assessed during the session and that learners are advised that feedback on this assessment may be provided to the client.

Guidance: 'Assessment' in this context is defined as assessment by the trainer of the learner's performance during training. It may but does not have to include formal assessment. Trainers should ensure that learners are advised that they will be assessed during the course in advance of the session.

3. Provide the client with:

- a. a session plan summary detailing:

1. course length
2. method of training delivery
3. method of learner assessment
4. any access requirements if needed (for example, interpreters or reasonable adjustments)

Guidance: Trainers should ensure that clients are provided with information regarding the length of the course, how it will be delivered and how learners will be assessed (for example trainer observation of learners during course). Trainers should ensure that they identify any learner access needs prior to delivery of the session so that appropriate adjustments to the venue can be made.

- b. advice on setting up ongoing organisational support following the training

Guidance: Such support may include mentoring, supervision and development opportunities for staff following training.

- c. pre-reading materials for participants covering the RJC principles of restorative practice and (if necessary) relevant RJC standards and guidance

- i) Trainers must make themselves available to learners during training to answer questions and provide feedback and advice.
- j) Trainers must ensure that information disclosed by participants during a training session is kept private and confidential, subject to the requirements of the law, and that written records relating to a participant are provided on request by that participant.
- k) Following delivery of a training session, trainers must provide feedback to the client.

Guidance: This may be provided in writing and may include recommendations for a participant's further professional development.

- l) Feedback from training participants, covering training content and delivery, must be obtained by the trainer following delivery of a training session.

Guidance: Training evaluation forms can be used for this purpose. A sample training evaluation form can be found in annex A of this handbook.

- m) Trainers must ensure that courses are reviewed on a regular basis to ensure content is kept up to date and is relevant to each learner group.
- n) Trainers must ensure all learners are treated fairly and without discrimination.

Guidance: In this context 'without discrimination' means without discrimination on the basis of the characteristics set out in the Equality Act 2010 (age, gender, disability, ethnicity, sexual orientation, gender re-assignment, marital or civil partnership status, or religion or belief). Trainers should ensure that there is equality of access to restorative training and that training methods are respectful to all participants, their opinions and views.

- o) Trainers must comply with reasonable requests for information from the RJC.

Guidance: Such requests may be made by the RJC in order to support exercises aimed at monitoring Code compliance or to support the proper investigation of complaints and appeals. Compliance with an RJC request for information includes responding to requests within a reasonable timeframe and providing information requested.

## Breach

- Evidence of breach of this Code by trainers or training organisation may result in the suspension or permanent removal of individual trainers and training organisations from the RJC Trainers Register.
- The RJC Complaints Policy and associated Complaints Procedure set out the ways in which evidence of breach may be submitted to the RJC, how the RJC will investigate any alleged breaches and what sanctions may be applied. The relevant policies can be downloaded at [www.restorativejustice.org.uk/complaints-and-appeals](http://www.restorativejustice.org.uk/complaints-and-appeals).

## Review

This Code of Practice will be reviewed every three years through a process of consultation and amendment with the RJC Expert Advisory Group. The next review date for this Code is November 2018.

## Section five – Guidance for restorative training courses

There are many different types of training in restorative practice. The main types are set out below.

### Awareness training

Awareness training is designed to inform lay audiences about the principles and processes of restorative practice. Awareness training does not equip learners to facilitate conferences. It should usually comprise a minimum of two hours' training and cover the following areas:

- an introduction to the concepts and philosophy of restorative practice
- the RJC principles of restorative practice
- the difference between informal and formal restorative processes

### Manager and supervisor training

This training is aimed at those who supervise and manage restorative practitioners or facilitators, enabling them to effectively support the delivery of quality restorative practice by those they manage or supervise.

Managers and supervisors should be aware of:

- the RJC principles of restorative practice
- the RJC Practitioner Competency Framework
- data collection and record keeping
- evaluation, supervision and feedback
- the role of managers and supervisors in supporting the delivery of safe and effective restorative processes, including:
  - ensuring practitioners are properly trained
  - ensuring practitioners have access to case supervision
  - ensuring practitioners are allocated adequate time to undertake restorative process work to a good standard
  - ensuring practitioners have access to development opportunities

If specific training is not available, managers and supervisors should attend awareness or introductory training.

### Introductory restorative practice training

Introductory restorative practice training is for lay audiences, designed to provide the necessary background knowledge and skills that are required to use informal restorative practices in day to day work.



Introductory restorative practice training should usually comprise five to eight hours of training and cover the following key areas:

- an introduction to the concepts and philosophy of restorative practice, including the RJC principles of restorative practice
- the RJC Practitioner Competency Framework
- an introduction to informal restorative processes
- using informal restorative processes to resolve minor conflicts in the course of day to day business

## Facilitator and practitioner training

This is training for those wishing to undertake formal restorative processes. This training covers the full range of skills outlined in the core 2013 National Occupational Standards for Restorative Practice.

Facilitator and practitioner training will usually comprise a minimum of 20 hours' training. Training of less than 24 hours duration should be preceded by mandatory pre-reading.

This training should cover the following key areas:

- an introduction to the concepts and philosophy of restorative practice
- informal and formal restorative processes, including restorative conferences, face to face mediation and/or family group conferencing
- relevant national standards, including the RJC Practitioner Competency Framework, the RJC principles of restorative practice, the RJC Practitioner Code of Practice and the National Occupational Standards for Restorative Practice (Skills for Justice)

Facilitator and practitioner training should have a practical element, including at least one role play exercise demonstrating a restorative intervention. This should give participants the opportunity to practise and observe facilitation skills.

## Sensitive and complex case training

This is training for those practitioners who have completed facilitator and practitioner training and wish to undertake sensitive or complex cases.

A 'sensitive case', for the purposes of this guidance, is defined as any case involving:

- actual, or threats of, serious or sexual violence
- vulnerable participants (for example, vulnerable because of physical disability, age or mental impairment)
- domestic abuse
- risk of continuing harm

A 'complex case', for the purposes of this guidance, is defined as any case involving:

- harm caused over a substantial period of time (over three years)
- more than three perpetrators and/or more than three victims
- vulnerable participants (for example, vulnerable because of physical disability, age or mental impairment)
- risk of continuing harm or intention to cause further harm
- multiple agencies

Sensitive and complex case training should comprise a minimum of three hours of training. It can be added to the end of facilitator and practitioner training so participants who have completed the course, and who have built up their skills and practice, are equipped to undertake restorative processes at all levels of complexity.

It should have a practical element, including at least one role play exercise demonstrating a restorative intervention in relation to a sensitive and/or complex case. This will give participants the opportunity to practise and observe facilitation skills in a sensitive and complex situation.

Sensitive and complex case training should cover the following key areas:

- the definitions of sensitive and/or complex cases
- identification of cases that are sensitive and/or complex
- self-assessment as to competency to facilitate a complex and/or sensitive case
- co-working, mentoring and reflective learning in relation to sensitive and complex cases
- support for practitioners undertaking sensitive and/or complex cases

## 'Train the trainer' training

This is training for those who wish to train others in restorative practice.

Train the trainer training will usually comprise a minimum of five hours of training followed by delivery, by the participant, of a facilitator training course at the appropriate level co-trained with, and observed by, the training provider.

Train the trainer training should include the following components:

- observed and assessed mock training sessions delivered by the participant to fellow trainee trainers
- detailed peer and trainer feedback

## Section six – RJC policies, practices and procedures

### Membership of the RJC

All restorative trainers are strongly encouraged to join the RJC, the national standards body for the field of restorative practice. Trainer membership is available to restorative trainers based in any sector, including criminal justice, community-based agencies, care and education.

There are many benefits to joining the RJC as a trainer member, including:

- monthly members' bulletins
- regular issues of the RJC's magazine, Resolution
- access to restricted resources on the RJC website
- discounts on events and publications

RJC registered trainers can also advertise training courses via the RJC website and e-bulletins free of charge.

RJC trainer members are listed on the RJC Trainers Register which can be found at [www.restorativejustice.org.uk/trainers-register](http://www.restorativejustice.org.uk/trainers-register).

A listing on the RJC Trainers Register publicly demonstrates that a trainer is committed to delivering quality restorative training.

To join the RJC as a trainer member, a trainer must provide the RJC with confirmation that they adhere to the RJC Code of Practice for Trainers. Membership fees differ depending on the size of the trainer or training provider.

£250 Standard rate

£120 Sole trader

£450 Large training providers

To join the RJC as a trainer please visit [www.restorativejustice.org.uk/trainer-membership](http://www.restorativejustice.org.uk/trainer-membership).

### Monitoring

The RJC's role is to set and champion clear standards for restorative training delivery. This involves implementing systems that promote quality training and maintain compliance with RJC standards.

The RJC will monitor trainers annually on a sampling basis. This monitoring will require trainers to provide confirmation that they are meeting the requirements of the RJC Code of Practice for Trainers.

It is important that requests for information via monitoring exercises are complied with. The Code of Practice for Trainers specifically requires trainers to respond to requests for information from the RJC.

Failure to respond to a reasonable request for information by the RJC may constitute a breach of the Code. For further information about how breaches of the RJC Code are dealt with, please see section four.

## Complaints and appeals

### Complaints

A complaint against a trainer may be made on the following grounds:

- A complainant has evidence that an RJC registered trainer has breached the relevant code of practice; and
- The complainant has exhausted the RJC registered trainer's complaints procedure and is dissatisfied with the outcome; or
- The RJC registered trainer has failed to respond to the complainant within 28 days.

If the grounds set out above are met then the complaint will be sent to the RJC Independent Complaints and Appeals Examiner (ICAE) and the procedure set out in the RJC Complaints Policy will be followed. A copy of the policy can be downloaded from [www.restorativejustice.org.uk/complaints-and-appeals](http://www.restorativejustice.org.uk/complaints-and-appeals).

The ICAE has the power to:

- reject the complaint on the grounds of insufficient evidence
- uphold the complaint and recommend that the RJC registered trainer, practitioner or organisation issues an apology and either:
  - issue a request for an action plan that addresses the identified weaknesses; and/or
  - temporarily remove the RJC registered trainer, practitioner or organisation until a satisfactory action plan has been submitted; or
  - permanently remove the RJC registered trainer, practitioner or organisation from the register or list

The RJC will aim to deal with all complaints restoratively where possible.

### Appeals

A trainer may appeal against a decision of the RJC (for example, registration refusal) where the following grounds are met:

- The appellant has evidence that the RJC improperly applied relevant standards.
- The appellant has evidence that the RJC did not follow relevant procedures.

If the grounds set out above are met then the appeal will be sent to the RJC ICAE and the procedure set out in the RJC Appeals Policy will be followed. A copy of the policy can be downloaded from [www.restorativejustice.org.uk/complaints-and-appeals](http://www.restorativejustice.org.uk/complaints-and-appeals).

The ICAE has the power to:

- overturn the appeal on the grounds of insufficient evidence
- uphold the appeal on the basis that RJC procedures were not followed (the RJC will be ordered to reconsider the application free of charge)
- uphold the appeal on the basis that RJC standards were not applied (the RJC will be ordered to register the appellant on the relevant register or award the relevant approval, accreditation or quality mark)

It should be noted that the ICAE will not consider:

- complaints or appeals that do not meet the grounds set out above
- complaints made against staff employed by the RJC. (Complaints about the service that has been provided by RJC staff should be in writing and addressed for the attention of the RJC's chief executive officer at [enquiries@restorativejustice.org.uk](mailto:enquiries@restorativejustice.org.uk).)
- complaints that require criminal investigation

## RJC Training Approval Scheme

The RJC Training Approval Scheme (TAS) has been developed to enable restorative trainers to demonstrate that their courses meet RJC course standards and guidance.

Commissioners are always looking for ways to identify quality restorative training, while practitioners want to be confident that they are choosing the right training for them. The TAS makes this possible by assessing restorative training courses in a clear and consistent way.

Providers of training have identified the benefits of the TAS as:

- enabling training course providers to show that their good practice has been externally recognised
- providing confidence in approved training for commissioners
- enabling providers to market their course in a competitive field
- increasing learner confidence in the course they are taking part in
- demonstrating to learners and employers that providers are in line with national standards and are recognised as meeting the skills needs of sector employers

Practitioners have identified the benefits of the TAS as:

- enabling learners to identify appropriate training courses for their needs
- ensuring positive and equal standards in training
- increasing safeguards for those commissioning training

- providing consistency of practice, provision of course quality assurance and increased public confidence in restorative practice
- enabling employers to offer new employees quality training and development opportunities

Applying for RJC Training Approval is optional. There is no intention to make Approval compulsory for RJC members. It is simply intended to provide a means of formally recognising quality restorative training.

The RJC Training Approval involves:

- submission of an application form and supporting documentation
- desk-based review of application and materials
- evaluation and decision

For further information on the TAS please visit [www.restorativejustice.org.uk/TAS](http://www.restorativejustice.org.uk/TAS).

## Annex A – Sample training evaluation form

### Training evaluation form

Training course:

Date


1. Please rate the following:

	Excellent	Very good	Good	Adequate	Poor
a. The course materials (including pre-reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The overall organisation of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The venue (including convenience, catering, access, general environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Access to the training course (registration process etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Follow up/support/trainer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate the following:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. The trainer was knowledgeable and well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The training was engaging and interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The training was relevant to me/my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The training provided me with the skills I need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The training increased my understanding of the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional comments in relation to the training.

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**3. Do you have any suggestions about how the training might be improved?**

**4. Please tick all that apply.**

☐ I am happy to discuss my feedback further.

☐ I/my organisation would like more information about joining the Restorative Justice Council.

If you've ticked either of the above boxes, please provide your contact details.

Name:	
Organisation:	
Job title:	
Phone:	
Email:	

**Thank you for your feedback**



## Glossary

**Accredited practitioner** – a practitioner who has undergone the RJC’s accreditation process by demonstrating that their knowledge and skills meet the four National Occupational Standards for restorative practice. RJC accreditation may be gained via completion of a recognised qualification or by undertaking the RJC’s own Direct Accreditation process. Information on accreditation can be found at [www.restorativejustice.org.uk/practitioner-accreditation](http://www.restorativejustice.org.uk/practitioner-accreditation).

**Case supervision** – oversight on individual cases conducted by a restorative practitioner. A means of checking that appropriate and safe processes are being followed. Case supervision should take place at least once every three months and may take place in person or remotely.

**Case supervisor** – a trained practising restorative practitioner who supervises the work of a practitioner.

**Complex case** – any case involving:

- harm caused over a substantial period of time (over three years)
- more than three perpetrators and/or more than three victims
- vulnerable participants (for example, vulnerable because of physical disability, age or mental impairment)
- risk of continuing harm or intention to cause further harm
- multiple agencies

**Conflict of interest** – a situation in which someone who has to act or make a decision in an official capacity stands to gain or profit personally from the decision. In a restorative process context this may occur if a practitioner:

- knows or has a social or family relationship with any of the participants
- has previously been in dispute with any of the parties or relevant agencies

**Continuing professional development (CPD)** – learning which enables a professional to maintain their knowledge and skills related to their professional lives. CPD may be undertaken in a variety of ways, including seminars, conferences, training courses, lectures, peer evaluation and private study of relevant materials such as academic journals and articles.

**Co-working** – where a practitioner works together with another person (usually another practitioner) to facilitate or run a restorative process.

**Independent Complaints and Appeals Examiner (ICAE)** – an independent person appointed by the RJC responsible for adjudicating on complaints against RJC practitioner, trainer and service provider members and appeals by members against RJC decisions. The ICAE is not a practitioner or a trainer. Information on the ICAE can be found at [www.restorativejustice.org.uk/ICAE](http://www.restorativejustice.org.uk/ICAE).

**Indirect restorative process** – a restorative process where participants do not meet face to face. Indirect processes can include ‘shuttle’ restorative practice, video conferencing, telephone conferencing, audio or video recordings and written communication.

**Offender** – in a criminal justice context, the person who has caused harm (usually a criminal offence) to the victim or victims.

**Outcome agreement** – a (usually written) agreement setting out the restorative activity that is to be undertaken by participants following a restorative process. The terms of the agreement are usually agreed during the conference.

**Participant** – a person involved in a restorative process who is not the facilitator or a supporter.

**Practitioner Register** – the RJC register of practitioners who have undertaken facilitation training and have agreed to adhere to the RJC Practitioner Code of Practice. The register may be viewed at [www.restorativejustice.org.uk/practitioner-register](http://www.restorativejustice.org.uk/practitioner-register).

**Restorative circle** – a circle of participants in a restorative process, brought together to share experiences and resolve issues.

**Restorative conference** – a restorative conference is a meeting (usually in person) between a participant (or participants) who has been harmed and a participant (or participants) who has caused the harm. The aim of the meeting is to ensure that all participants have an opportunity to express their feelings about what has happened and to facilitate (where possible) an outcome agreement.

**Restorative practitioner** – a trained restorative facilitator using restorative interventions, including formal and informal processes, and direct and indirect forms of restorative practice.

**Restorative trainer** – a person who delivers training in restorative practice.

**Risk assessment** – the process by which a person considers what the possible negative consequences of a course of action may be. This is usually followed by some consideration of mitigating activity to either reduce the risk or remove it entirely.

**Sensitive case** – any case involving:

- actual, or threats of, serious or sexual violence
- vulnerable participants (for example, vulnerable because of physical disability, age or mental impairment)
- domestic abuse
- risk of continuing harm

**Service provider** – organisations which employ or contract with individuals to deliver restorative processes. Where an individual practitioner who provides restorative processes is self-employed or works on their own, they are also a service provider.

**Trainers Register** – the RJC register of training providers who have agreed to adhere to the RJC Code of Practice for Training Providers. The register may be viewed at [www.restorativejustice.org.uk/trainers-register](http://www.restorativejustice.org.uk/trainers-register).

**Training Approval Scheme** – an RJC scheme which accredits restorative training courses that meet RJC standards and guidance.

**Victim** – in a criminal justice context, the person who has been harmed (usually via the commission of a criminal offence) by an offender or offenders.

