



INTERNATIONAL INSTITUTE FOR
RESTORATIVE **P**RACTICES

Standards and Accreditation in the Use of Restorative Practices: A UK Perspective

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GROUP EXERCISE

Do we/why do we
need standards and
accreditation in
Restorative Practices?

**Discuss in Groups of 4-5 for 10 minutes
and then feed back ideas to the main group**



GROUP EXERCISE

What are the minimum key elements that need to be measured to ensure safe practice?

Discuss in Groups of 4-5 for 10 minutes and then feed back ideas to the main group



IIRP Guiding Principles

Principle 1.

Participation achieved through cooperation rather than coercion.

Principle 2.

Face-to-face participation of those directly affected.

Principle 3.

Those directly affected determine the outcome.



IIRP Guiding Principles (cont)

Principle 4.

Fair process including equal access and informed consent.

Principle 5.

Best practices must be demonstrated through research.

**Principles are expressed as ideals, so each statement should end with the qualifying phrase
“as much as possible.”**



Value of Accreditation

- All of our training is fully accredited
- Keeps us on our toes
- Helps us:
 - ✓ Ensure quality of training delivered
 - ✓ Develop Trainers Skills & Knowledge
 - ✓ Provide good follow up services
 - ✓ Provide a measure for purchasers



Developments in the UK

- Best Practice Guidance
- National Occupational Standards
- University of Chester



Draft National Occupational Standards

Purpose	Key Roles
Prepare, facilitate and evaluate processes to address harm by bringing victims / persons harmed, offenders / perpetrators and any other stakeholders into dialogue	1. Determine the most relevant approach to restorative practice
	2. Prepare for a restorative process
	3. Facilitate the restorative practice process
	4. Conclude the restorative process
	5. Evaluate and report on outcomes of the Restorative Practice process
	6. Provide information on restorative practice



Draft National Occupational Standards

Purpose	Key Roles (cont)
Prepare, facilitate and evaluate processes to address harm by bringing victims / persons harmed, offenders / perpetrators and any other stakeholders into dialogue	7. Provide expert advice on restorative practice
	8. Contribute to the promotion of restorative practice
	9. Work collaboratively on the restorative process
	10. Supervise the restorative process
	11. Manage the restorative process

University of Chester (U of C)

- Higher Education (HE) Level
- Centre for Work Related Studies
- Work Based and Integrative Studies (WBIS)
- Three Masters Degree Modules in place
- Enable participants to gain academic recognition for their learning achievements
- U of C now developing credits at other levels:
 - Professional Certificate
 - Graduate Certificate
 - Post Graduate Certificate of Education (PGCE)



University of
Chester



Developments in the UK

- Restorative Justice Consortium
- Trainers Forum
- Association for Restorative Practitioners



GROUP EXERCISE

What are the threats and opportunities to restorative practice offered by the introduction of standards and accreditation systems ?

Discuss in Groups of 4-5 for 10 minutes and then feed back ideas to the main group



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