

APIOL and Leading Practitioner Benchmarks Draft for Pilots, September 2007

Readers will recognise the APIOL benchmarks – these have not been altered, and are included to show the progression from APIOL to LPIOL.

The LPIOL benchmarks will be used for piloting during 2007-8 – your comments are welcomed.

APIOL – “Off the lead and carrying the can”	LPIOL - Leadership and Decision Making
<ul style="list-style-type: none"> • Has worked in more than one context where they have had overall responsibility for groups and/or individuals • Has led groups in challenging situations in the outdoors • Has had some responsibility for client liaison, needs analysis and programme and/or expedition design • Has had responsibility for implementing programmes and/or expeditions and for carrying the can when they go wrong • Has had some responsibility for the work of other staff (not necessarily in a management role) • Has worked with a number of different client groups 	<ul style="list-style-type: none"> • Is innovative in thinking and action • Develops new ways of working to take advantage of/prepare for what may happen in the future • Creates opportunities for others to get closer to their adventure threshold • Demonstrates good judgement, based on an appreciation of the wider field of outdoor learning • Demonstrates leadership of other practitioners • Takes a major role in influencing how things get done in their workplace • Is a decision-maker who gets things done that make a difference inside and outside their workplace* <p>* “workplace” means anywhere that a practitioner works, practitioners may be employed by an organisation, freelancers/sole traders or volunteers</p>

APIOL and LPIOL Benchmarks – Reflective Practice

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APIOL - Thinking, understanding and reflective practice	LPIOL - Reflective Practice and Influencing
<ul style="list-style-type: none"> • Knows what basic principles of outdoor learning and ethics guide them; why they do the things they do • Uses a flexible range of approaches and styles in facilitation and in work relationships • Takes an interest in the approaches to outdoor learning in their workplace and the challenges the field is taking • Continuously reflects on and evaluates their own practice • Finds better ways to do their work, aiming to fix/improve the causes of situations, not just the symptoms • Knows how their outdoor practice has changed over the years, and what they are learning at present • Puts something back into the outdoor field, inside or outside their workplace 	<ul style="list-style-type: none"> • Has a clear vision of the role of outdoor learning, and of their role in driving it forward • Is able to communicate their values and vision • Wants to take responsibility • Is proactive in anticipating developments in their work and in the field • Challenges assumptions and the status quo • Has a wider view of how the work of the outdoor field is affected by external trends • Has regular reflective practices to develop their self awareness, concern for others and their outdoor practice • Communicates the value of reflective practice to others • Influences outside their workplace