

# RPIOL Benchmarks

# Taking Responsibility

*“leading groups to learn outdoors”*



## Below RPIOL

- Has only worked with groups in a “work experience” context or in only one environment\*
- Has managed risk within tight guidelines with some need for decision-making within session guidelines
- Has run sessions within tight guidelines, with some scope for session adaptation to group needs
- Some requirement for session outcomes around personal development, but main outcomes are about skills development or recreation
- Little reviewing of learning has been required
- Has taken responsibility only for their own work
- Has worked with a very limited range of client groups

\*Environment can mean workplace, outdoor venue, outdoor activity, kind of group

## RPIOL

Has consolidated experience of:

- working in more than one environment, taking charge of sessions
- managing risk during sessions in “controlled environments”
- adapting and tailoring sessions designed by others, to the needs of different groups/individuals
- identifying learning outcomes and planning and delivering a learning progression during a session
- facilitating sessions with personal development outcomes
- enabling individuals and groups to reflect on their experiences and transfer their learnings to a context beyond the session
- taking responsibility for their own work and working effectively with others in a team

## APIOL

- 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

# RPIOL Benchmarks

## Reflective practice *'thinking about what you do'*



### Below RPIOL

- Follows procedures by rote, and takes little interest in finding better ways to do things
- Shows little interest in or understanding of the outdoor field as a whole
- Runs sessions without adapting them to group/individual needs or seeking to improve them
- Shows little interest in developing their own skills
- Is interested only in their own workplace, making little effort to meet or share good practice with others.

### RPIOL

- Can explain the reasons behind operating procedures and apply them to different situations
- Is starting to question routines and find better ways to do their job
- Understands the functioning of their own workplace, and its relationship to the outdoor field outside their workplace
- Reflects on their learning while and after working with group/individual
- Uses reflection to improve their practice
- Seeks to improve their skills or competence in outdoor practice (soft as well as hard skills)
- Seeks opportunities to meet with other practitioners outside their workplace, to exchange good practice and learn new things

### APIOL

- 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