



RPIOL AWARD CRITERIA

REGISTERED PRACTITIONERS OF THE INSTITUTE FOR
OUTDOOR LEARNING PLAN, PREPARE AND LEAD SAFE
AND ENGAGING OUTDOOR LEARNING SESSIONS
TO ACHIEVE INTENDED OUTCOMES.

They:

LEAD

safe and engaging outdoor learning sessions

CONTRIBUTE

to your organisation's delivery of Outdoor Learning

ROLE MODEL

equality, inclusion and professional group leadership

SHARE

inspiration and respect for the outdoors

IMPROVE

through reflection and development

The RPIOL criteria describe good practice for competent, instructors, teachers and leaders who usually operate in familiar locations with known groups and activities. They are described at RQF/CQFW Level 3 / SQCF Level 6 and closely aligned to the Outdoor Activity Instructor Occupational Standard and provide a work-based reflective practice route with external assessment to demonstrate an equivalent standard.

THE RPIOL AWARD CRITERIA

QUALITY OVER TIME

All IOL Accreditation Awards are open to everyone who is responsible for *planned and purposeful learning utilising an outdoors environment*.

A Registered Practitioner has consolidated their training/education and experience through delivering outdoor learning sessions for 1-2 years or more in either a paid, part-role or voluntary capacity. For example, instructor, tutor, teacher, youth worker, ranger, education officer, etc.

ENTRY REQUIREMENTS

0. ENTRY Requirements	Assessment Method
0.1. Have a total of at least one years' consolidated experience delivering outdoor learning plus formal or informal training/education relevant to the sessions they deliver	AF
0.2. Current member of the Institute for Outdoor Learning	AF

AWARD CRITERIA

1. LEAD safe and engaging outdoor learning sessions	
1.1. Prepare for outdoor learning sessions, identifying activities, intended outcomes and tailoring approaches to the differing needs of participants	EB
1.2. Deliver outdoor learning sessions in line with own skills, experience, qualifications and organisational risk assessments and practice	EB
1.3. Supervise safety and plan for foreseeable problems (including but not limited to hazards, accidents, weather, equipment, behaviour)	EB
1.4. Engage individuals and groups with activities and progress towards intended outcomes	EB
1.5. Review experiences with participants, assisting them to reflect on what they have learnt and consider how they can use or develop their experience in the future	EB
1.6. Complete sessions in line with organisational practice, including managing the venue and equipment used	EB
2. CONTRIBUTE to your organisation's delivery of Outdoor Learning	
2.1. Understand how the approach to outdoor learning where you work influences your delivery style and content	AF

2.2. Follow recognised good practice and organisational policies and procedures (including but not limited to health & safety, risk assessments, sustainability, safeguarding, equipment care)	EB
2.3. Demonstrate a positive approach and work collaboratively with team members to deliver Outdoor Learning	EB
2.4. Contribute to session development and offer recommendations for change	AF
3. ROLE MODEL equality, inclusion and professional group leadership	
3.1. Articulate the effect the outdoors has had on you and what motivates your group leadership style and approach	PD
3.2. Actively encourage whole group participation, value diversity and promote equality and inclusion	EB
3.3. Build positive relationships and communicate effectively and professionally with colleagues, customers and stakeholders	PE
3.4. Consistently uphold IOL's Code of Professional Conduct in your work and demonstrate compliance with outdoor first aid, safeguarding, data protection, disclosure (DBS), and similar requirements	PE
4. SHARE inspiration and respect for the outdoors	
4.1. Encourage participants to appreciate the wonder of the outdoors and encourage lifelong engagement for health, wellbeing and other benefits	PE
4.2. Actively respect the environment and encourage behaviours in others that preserve it	AF
4.3. Describe the breadth and value of Outdoor Learning and how the approach used in your organisation compares and contrasts with approaches used in other parts of the sector	AF
5. IMPROVE through reflection and development	
5.1. Analyse participant feedback, supervisor feedback and your own self-evaluation and use this to develop the sessions you deliver	AF
5.2. Recognise the boundaries of your competence, experience and qualifications in the activities and environments you use	PD
5.3. Undertake CPD activities to develop your own knowledge, skills and understanding of outdoor learning	AF
5.4. Consider your future aspirations in outdoor learning and how you can take action towards your goals	PE

RPIOL ASSESSMENT METHODS

Assessment Method	Description	Criteria Assessed	Criteria Also Covered
PE PROFESSIONAL ENDORSEMENT (COACH)	To confirm reflective practice, planning for the future and upholding the IOL Code of Professional Conduct. <ul style="list-style-type: none"> A written statement from the coach that confirms that the candidate has met the criteria indicated through active participation in coaching conversations. 	3.3, 3.4 4.1 5.4	1.4 1.5 3.1
AF APPLICATION FORM (RPIOL CANDIDATE)	To confirm underpinning knowledge, the value of outdoors and the candidates range of experience and skills. <ul style="list-style-type: none"> A record of education, training, experience, knowledge, skills and developmental goals, Reflections on approaches to outdoor learning, the importance of the outdoors, and examples of reflective practice and outdoor leadership. 	0.1, 0.2 2.1, 2.4 4.2, 4.3 5.1, 5.3	1.5 2.2 3.2, 3.3, 3.4 5.2, 5.4
EB EMPLOYER BACKING (LINE MANAGER)	To confirm experience and competence to lead safe and engaging outdoor learning sessions. <ul style="list-style-type: none"> A written statement from a line manager (or equivalent) that confirms that the candidate has reliably and sufficiently met the criteria indicated in leading outdoor learning sessions. 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.2, 2.3 3.2	2.4 5.2
PD PROFESSIONAL DISCUSSION (INDEPENDENT ASSESSOR)	To confirm meeting RPIOL criteria and celebrate approach, understanding, experience and goals. <ul style="list-style-type: none"> A formal, in-depth, two-way discussion giving candidates the opportunity to make detailed and proactive contributions, and celebrate their approach, understanding and goals. 	3.1 5.2	Any criteria the assessor wishes to explore with the candidate