



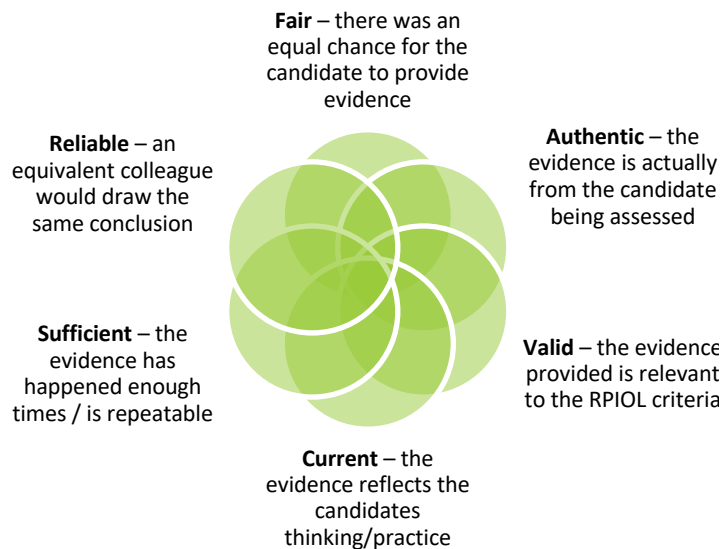
RPIOL ASSESSMENT GUIDANCE



THE PRIMARY AIM OF RPIOL ASSESSMENT IS TO ENSURE THAT THE CANDIDATE HAS DEMONSTRATED MEETING ALL THE RPIOL CRITERIA.

An independent assessor reviews each candidate's application form, employer backing and coach endorsement, and leads a professional discussion with the candidate to explore their knowledge, skills, experience and approach to outdoor learning.

For RPIOL to be awarded, assessors must satisfy themselves that the sum total of all evidence presented meets the RPIOL criteria and is:



THE RPIOL ASSESSMENT PROCESS



1. FULLY COMPLETED APPLICATION SUBMITTED

- a. Each candidate is responsible for emailing their completed and signed form as a .PDF or .JPEG to institute@outdoor-learning.org
- b. Professional discussions are arranged by the IOL Office following submission of a fully completed application form. They usually require 2-3 weeks' notice to set-up.

2. INDEPENDENT ASSESSOR APPOINTED

- a. RPIOL assessors are appointed by IOL and are independent of the candidate's centre/organisation to allow them to freely express their views and experience without prejudice or fear of adversely impacting their role or future career.
- b. IOL will ensure assessors do not routinely assess candidates from the same organisation.

3. APPLICATION REVIEW

- a. Assessors review each candidate's application for completeness and coverage of all required criteria.
- b. If the application is not sufficiently detailed or concise the assessor may choose to return it to the candidate for revision and resubmission.
- c. Assessors prepare a list of areas to explore at interview. This must include criteria 3.1 and 5.2.

4. PROFESSIONAL DISCUSSION

- a. The professional discussion is the final part of the RPIOL process. It is an in-depth, two-way discussion celebrating the candidate's approach, understanding and goals.
- b. The professional discussion involves both the assessor and the candidate actively listening and participating in a formal conversation, giving candidates the opportunity to make detailed and proactive contributions. They:
 - i. Can be wide-ranging in scope and cover many of the award criteria.
 - ii. Can effectively determine the authenticity of the evidence and examples given.
 - iii. Use probing questions to explore the underlying reasons for ideas or actions.

- iv. Celebrate the candidate's approach, future goals and aspirations in outdoor learning.
- c. Most RPIOL professional discussions are conducted by online video.
- d. Professional discussions are usually conducted by one assessor and are 30-45 minutes long.
- e. Professional discussions occasionally include a second Assessor or a member of IOL Professional Standards Team for the purposes of CPD or quality assurance.

5. ASSESSMENT DECISION

- a. Assessors reach an RPIOL assessment decision based on the sum total of all evidence presented:
 - i. **Employer backing (from Line Manager)** confirming experience and competence to lead safe and engaging outdoor learning sessions.
 - ii. **Professional endorsement (Coach)** confirming reflective practice, planning for the future and upholding the IOL Code of Professional Conduct.
 - iii. **Application form (from Candidate)** describing underpinning knowledge, the value of outdoors and the candidates range of experience and skills.
 - iv. **Professional Discussion (from Independent Assessor)** confirming meeting RPIOL criteria and celebrate approach, understanding, experience and goals.
- b. Evidence used for reaching an assessment decision must be fair, authentic, valid, current, sufficient, and reliable.
- c. Assessment decisions are either PASS or DEFER.
 - i. PASS - the assessor is satisfied the candidate has met all the RPIOL criteria.
 - ii. DEFER - the candidate has not yet met all the RPIOL criteria.
- d. If the assessment decision is DEFER
 - i. The assessor will discuss with the candidate which specific criteria have not yet been met and describe the next steps required for the candidate to achieve RPIOL.
 - 1. Assessors may talk with the Professional Standards Manager to select appropriate next steps for the candidate.
 - 2. Candidates can achieve RPIOL by meeting the requirements laid out by the assessor.
 - ii. Typical reasons for deferral are:

1. Shortage of relevant and concise examples of practice.
2. Unformed knowledge and views on the benefits, purpose and role of outdoor learning.
3. Lack of understanding or awareness of how their practice was influenced by a particular event.

6. IOL REVIEW AND CANDIDATE NOTIFIED

- a. Prior, during and following the professional discussion assessors will complete the RPIOL Assessment Record.
 - i. Assessors should share the content of their completed record form with the candidate before the end of the professional discussion.
- b. Email the RPIOL Assessment Record to the IOL office - institute@outdoor-learning.org
- c. IOL Professional Standards will review:
 - i. The candidate is a current member of IOL in good standing.
 - ii. The application and assessment record are fully completed.
- d. IOL may also undertake further quality assurance activities such as sampling and moderation.
- e. IOL will let the candidate, coach, assessor and RPIOL facilitator know the outcome of the decision.
- f. IOL will send the assessor an expense claim form.

INTERNAL QUALITY ASSURANCE

The RPIOL Award will be subject to the IOL Internal Quality Assurance Strategy designed to monitor and improve the quality of provision of IOL assessed awards and programmes and ensure we meet needs of key stakeholders such as IOL members, learners, employers, candidates, IfATE, etc.

BECOMING A RPIOL ASSESSOR

IOL Assessors provide a vital role in supporting candidates to achieve an individual accreditation award with IOL.

- a. RPIOL assessors hold an APIOL award and are familiar with the current RPIOL processes and criteria.
- b. Full details and application form: <https://www.outdoor-learning.org/Good-Practice/Develop-as-a-Professional/Professional-Development/IOL-Assessors-Coaches>

RPIOL ASSESSMENT RECORD

Candidate Name		RPIOL Approved Centre	
Professional Discussion Date		RPIOL Facilitator	
		RPIOL Coach	

I CERTIFY THAT:	YES/NO
The candidate has shown progression/application of learning as they have completed their RPIOL application	
The candidate can talk about how their practice has changed through applying critical reflection	
The candidate has demonstrated meeting the RPIOL criteria:	
1. LEAD safe and engaging outdoor learning sessions	
2. CONTRIBUTE to your organisation's delivery of Outdoor Learning	
3. ROLE MODEL equality, inclusion and professional group leadership	
4. SHARE inspiration and respect for the outdoors	
5. IMPROVE through reflection and development	
The candidate demonstrates the professional attitude of a RPIOL award holder	

Recommend PASS		Recommend DEFER	
Comments about the candidates approach, style, special value		Reason for deferral and evidence required in order to meet the RPIOL criteria	

Assessor Name		IOL Membership	
Signed		Dated	

Electronic signatures are accepted

RPIOL ASSESSMENT - CRITERIA REVIEW

Evidence used for reaching an assessment decision must be fair, authentic, valid, current, sufficient, and reliable.	PE - PROFESSIONAL ENDORSEMENT (COACH)
	AF - APPLICATION FORM (RPIOL CANDIDATE)
	EB - EMPLOYER BACKING (LINE MANAGER)
	PD - PROFESSIONAL DISCUSSION (INDEPENDENT ASSESSOR)

ENTRY REQUIREMENTS

0. ENTRY Requirements	ASSESSOR REVIEW	PROFESSIONAL DISCUSSION
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	ASSESSOR REVIEW	PROFESSIONAL DISCUSSION
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 and promote equality, diversity 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	