

End-point assessment plan for Outdoor Learning Specialist apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0945	5	No

Contents

Introduction and overview	2
EPA summary table.....	4
Length of end-point assessment period.....	6
Order of end-point assessment methods.....	6
EPA gateway.....	7
End-point assessment methods.....	10
Reasonable adjustments	21
Overall EPA Grading	22
Re-sits and re-takes.....	23
Roles and responsibilities	24
Internal Quality Assurance (IQA)	28
Value for money.....	29
Professional body recognition.....	29
Mapping of knowledge, skills and behaviours (KSBs)	30
Grading descriptors.....	34

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Outdoor Learning Specialist apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the Outdoor Learning Specialist occupational standard

The qualifications required are:

- Ofqual Level 2 Safeguarding Qualification appropriate to the employer's business
- Ofqual Level 3 two-day Outdoor First Aid Award
- apprentices must have achieved English and mathematics Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Assessment method 1: Customer proposal report, presentation and questioning

- fail
- pass
- distinction

Assessment method 2: Observation with questions

- fail
- pass
- distinction

Assessment method 3: Professional discussion (underpinned by a logbook of evidence)

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

<p>On-programme (typically 24 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards mandated qualifications, if required.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a logbook of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved all qualifications mandated in the Outdoor Learning Specialist occupational standard. The qualifications required are:</p> <ul style="list-style-type: none"> • Level 2 Ofqual registered Award in Safeguarding relevant to the employer’s business. • Level 3 Ofqual registered 2-day Outdoor First Aid Award <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit to the EPAO:</p> <ul style="list-style-type: none"> • A logbook of evidence to underpin the professional discussion.
<p>End-point assessment (typically 3 months)</p>	<p>End-point assessment method 1: Customer proposal report, presentation and questioning, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 2: Observation with questions, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 3: Professional discussion (underpinned by a logbook of evidence), graded:</p>

	<ul style="list-style-type: none">• fail• pass• distinction <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none">• fail• pass• distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none">• Institute for Outdoor Learning for Associate Professional

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved the mandatory qualifications:
 - Level 2 Ofqual registered Award in Safeguarding relevant to the employer's business.
 - Level 3 Ofqual registered 2-day Outdoor First Aid Award
- achieved English and mathematics at Level 2
 - For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3.
 - British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the customer proposal report, presentation and questioning, the apprentice will be required to submit:

- Once the gateway requirements have been met, the EPAO should provide the apprentice with a customer needs brief to enable the apprentice to prepare a customer proposal report

For the Observation with questions, the apprentice will be required to submit:

- no specific requirements

For the Professional discussion (underpinned by a logbook of evidence) plus questioning, the apprentice will be required to submit:

- Logbook of evidence

Logbook of evidence requirements:

- apprentices must compile a logbook of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the logbook of evidence will typically contain 10 discrete pieces of evidence
- evidence must be mapped against the KSBs

- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records for outdoor learning programmes that the apprentice has directly worked on, for example
 - Logbook of programmes managed by the apprentice
 - Risk-benefit assessments
 - Relevant workplace policies/procedures
 - The Theory of Change for outdoor learning programmes delivered
 - Handouts of presentations delivered to customers / stakeholders
 - Learning resources incorporating the use of digital technology
 - Programme evaluation/research reports
 - Programme outcome / impact reports
 - Programme reports prepared for funders or stakeholders
 - Programme review and recommendation reports
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the logbook of evidence must contain a statement from the employer and apprentice confirming this
- the logbook of evidence must be submitted to the EPAO at the gateway

The logbook of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the logbook of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the logbook of evidence.

Customer proposal report requirements:

Once the gateway requirements have been met, the EPAO should provide the apprentice with a customer needs brief to enable the apprentice to prepare a customer proposal report. The customer needs brief should set out the scope of the project and the customer's requirements. The EPAO will play the role of the customer and will provide the apprentice with this brief at the gateway once it is confirmed that the apprentice can proceed to the EPA. The brief should be no more than 500 words and should capture the customer's requirements for an outdoor learning programme. The brief must include the following minimum requirements:

- The overall programme aim
- The required outputs, outcomes and impact for the programme
- The participant group – size, age range, characteristics, needs, etc.
- Duration and number of distinct interventions requested
- Specific locations, outdoor activities and experiences to be included or excluded in the programme
- Resources and constraints such as people, skills, facilities, equipment, time and finance

The brief should demonstrate that the project will provide sufficient opportunity for the apprentice to cover the KSBs mapped to this method.

End-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

End-point assessment method 1: Customer proposal report, presentation and questioning

Overview

This assessment method has 2 components.

The assessment method is the production of a customer proposal report, presentation and questioning. The work is carried out after the apprentice has gone through the gateway.

A customer proposal report involves the apprentice completing a relevant and defined piece of work that demonstrates meeting a real business need. The report must be undertaken after the apprentice has gone through the gateway. Apprentices will prepare and deliver a presentation that, along with the report, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.

The customer proposal report should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods.

The customer proposal report will be a proposal to deliver a programme of progressive outdoor learning activities and experiences to enable participants to achieve outcomes agreed with the customer. The programme does not need to be delivered or evaluated during the EPA period.

The EPAO must refer to the grading descriptors to ensure that reports are pitched appropriately.

This assessment method includes two components:

- an outcome component - a customer proposal report based on post-gateway work
- a presentation with questioning to ensure the apprentice is assessed against the KSBs assigned to this assessment method.

Both components should allow the apprentice the opportunity to obtain the highest possible grade. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth.

The rationale for this assessment method is:

- The customer proposal report is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Producing a

proposal report and presentation reflects normal practice in the workplace for an Outdoor Learning Specialist, so this assessment method is appropriate.

- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- The customer proposal report is a cost-effective assessment method for assessing application of theoretical and/or technological knowledge, understanding, skills and methods.

The evidence from the project proposal, presentation and responses to questions will be assessed holistically.

Assessment method 1 component 1: Customer proposal report

Apprentices will complete and submit a customer proposal report.

The customer proposal report will be a proposal to deliver a programme of progressive outdoor learning activities and experiences to enable participants to achieve outcomes agreed with the customer.

The EPAO will specify the scope of the customer proposal report at gateway to align with a typical business need. The employer is responsible for ensuring it has a real business relevance and the EPAO is responsible for confirming that it provides appropriate coverage of the KSBs.

The EPAO will play the role of the customer and will provide the apprentice with this brief at the gateway once it is confirmed that the apprentice can proceed to the EPA. The brief should be no more than 500 words and should capture the customer's requirements for an outdoor learning programme. The brief must include the following minimum requirements:

- The overall programme aim
- The required outputs, outcomes and impact for the programme
- The participant group – size, age range, characteristics, needs, etc.
- Duration and number of distinct interventions requested
- Specific locations, outdoor activities and experiences to be included or excluded in the programme
- Resources and constraints such as people, skills, facilities, equipment, time and finance

The list above is not exhaustive.

The customer proposal report starts after the apprentice has gone through the gateway. The apprentice will have 6 weeks to write and submit the customer proposal report following the EPAO's issuing of the customer needs brief.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the customer proposal report.

The customer proposal report will be 2,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. In order to ensure the customer proposal report is robust and sufficiently covers the KSBs, it should include:

- An introduction
- A programme plan (including sequence of outdoor activities and experiences; responsibilities; resources)
- How the required outputs, outcomes and impact will be achieved
- Relevant research and evidence that underpins the chosen programme and approach
- Details of all applicable legislation, codes of practice and workplace policies and procedures
- How participants progress towards achieving the outcomes will be monitored and assessed
- Suggestions for alternative approaches that might be considered

The customer proposal report must include, in addition to the word count, an annex showing how the report maps to all of the KSBs that are being assessed by this method.

The customer proposal report, plus materials relating to the presentation (see below), must be submitted together after the gateway.

The apprentice should complete their customer proposal report unaided. When the report is submitted, the apprentice and their employer must verify that the submitted report is the apprentice's own work.

The independent assessor will review and assess the customer proposal report holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment method 1 component 2: Presentation and questioning

A presentation with questioning involves an apprentice presenting to an independent assessor, focusing on the programme they have planned to meet the customer requirements' brief as contained in the customer proposal report. It will be followed by questioning from the independent assessor.

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The purpose of the questioning is to enable the apprentice to demonstrate the KSBs assigned to this method.

The independent assessor should have two weeks to review the report prior to the presentation. The apprentice needs to notify the EPAO at the submission of the customer proposal report and presentation of any technical requirements for the presentation component.

Delivery

The presentation will focus on the programme they have planned to meet the customer needs brief and described in the customer proposal report. It will cover the following:

- Theory of change of the proposed programme
- Risk-benefit assessments and decision making approach
- Plans for responding to dynamic changes that may occur during delivery
- Leadership approaches
- Methods for facilitating outdoor learning

The presentation will be delivered to an independent assessor, either face-to-face or via online video conferencing. Wherever possible face-to-face presentation is preferred.

The independent assessor will then draw out any further information using questions.

The presentation must be submitted with the customer proposal report 6 weeks after the gateway. The apprentice will be given 2 weeks' notice of the presentation to allow the independent assessor sufficient time to review the project report and presentation and prepare appropriate questions.

The presentation with questioning will last for 60 minutes, plus 10% (at the discretion of the independent assessor) if required, to allow the apprentice to complete their last point. The presentation will typically last for 30 minutes, and the questioning will typically last for 30 minutes. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The independent assessor will ask a minimum of 5 questions (covering each topic) at the end of the presentation. The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the customer proposal report and the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

To deliver the presentation, the apprentice will have access to:

- AV presentation equipment
- flip chart and writing and drawing materials
- computer

- Any other requirements as notified to the EPAO on submission of the customer proposal report and presentation with questioning

The presentation will be conducted as follows:

- The apprentice should be free to use whatever medium they wish, such as a poster, flipchart, whiteboard, slides, or handouts
- Through their customer proposal report, presentation and questioning, the apprentice must demonstrate they have met the criteria set out in the grading criteria in this end-point assessment plan
- A short break of up to 10 minutes may be taken between the presentation and question and answer session to enable the independent assessor to review the questions they have identified in advance, in light of the presentation delivered. The apprentice will also have a comfort break during this time. Where breaks occur, they will not count towards the total assessment time. EPAOs must manage invigilation of apprentices during breaks to maintain security of the assessment in line with their malpractice policy.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

The independent assessor will assess this assessment method holistically.

Assessment location

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment.

The venue should be a quiet room, free from distraction and external influence. It may be located in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- via video conferencing

If video conferencing is used to conduct the presentation and questioning, the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Only the independent assessor will observe the presentation. (A representative from the EPAO may be present when necessary, for moderation purposes.)

Question and resource development

EPAOs will create and set customer needs briefs to assess KSBs mapped to this assessment method. They must develop 'customer needs brief banks' of sufficient size to prevent

predictability and review them regularly (at least once a year) to ensure the briefs they contain are fit for purpose. The briefs must be varied yet allow assessment of the relevant KSBs.

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- presentation specifications
- grading guidance
- customer needs briefs
- a question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the presentation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 2: Observation with questions

Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties in the workplace under normal working conditions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted.

The rationale for this assessment method is:

- This assessment method will allow the apprentices to be assessed as they interact with participants, customers and colleagues in the familiar environment of their normal workplace
- It is a method that reflects the practical nature of the industry and employers would doubt the occupational competence of an individual not assessed in this way
- Observation plus questioning provides a cost-effective synoptic assessment, as it makes use of the apprentice's employer's workplace, equipment and resources
- Questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors

Delivery

The observation with questions will last for 150 minutes, plus 10% (at the discretion of the independent assessor) if required, to allow the apprentice to complete their last point. The observation will typically last for 120 minutes, and the questioning will typically last for 30 minutes. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning.

The apprentice should be observed whilst completing their usual work with the typical number of participants relevant to their workplace. The employer is responsible for ensuring the apprentice will be able to demonstrate the required activities within their usual work and the EPAO is responsible for confirming that the activities observed will provide appropriate coverage of the KSBs.

The observation may be continuous or split into discrete sections held over a maximum of 2 working days. A working day is typically considered to be 7.5 hours long. The reason for this split is that the activities required to be observed may be more time-efficiently or cost-effectively completed in discrete sections.

Where breaks occur, they will not count towards the total assessment time. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

The apprentice must be observed undertaking the following activities during the observation:

- Briefing an allocated programme delivery team to ensure the needs of the customer and outcomes of the programme are understood and actively worked towards
- Leading individual and/or group learning outdoors using safe activity instruction and professional judgement to enable all participants to contribute and respond to changing conditions and needs
- Facilitating and engaging participants in the learning process to provide an equal and inclusive learning experience that supports participants to achieve the intended outcomes of the programme

Apprentices must be provided with information by the EPAO on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time. The apprentice must be notified of the observation at least 5 working days in advance.

The observation should be conducted in the following way, to take account of the occupational context:

- There may be breaks during the observation to allow the apprentice to move from one activity to another or for comfort breaks as required. During these breaks, the clock must be stopped and restarted to ensure that the assessment duration is not reduced.
- Should the assessment need to be stopped due to a situation arising in the working environment, for example, emergency incident, the assessor has the discretion to re-start the observation in another area and/or assign an appropriate break until the situation is resolved.

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked. The purpose of the questioning is to assess the breadth and depth or clarify underpinning knowledge, skills and behaviours based on what the assessor has observed against the grading descriptors.

The independent assessor must ask a minimum of 6 questions.

They may ask follow-up questions where clarification is required.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

KSBs observed and responses to questions will be assessed holistically.

The questions can be asked by the independent assessor both during and after work completion. To remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks and/or after completion of work rather than disrupting the apprentice's flow.

Questioning should take place in a space that is free from distractions and influence.

Independent assessors must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions, in line with the EPAOs training and standardisation process.

The performance observed and responses to questions will be assessed holistically, against the grading descriptors for this assessment method.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in the apprentice's workplace.

The employer should ensure the necessary tools, equipment and materials are available for the apprentice during the observation with questions.

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method.

Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

EPAOs must ensure that an apprentice has a different set of questions if they re-sit/re-take.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- observation specifications
- grading guidance
- a question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 3: Professional Discussion underpinned by a logbook of evidence

Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on areas of knowledge and skills where there are a number of potential answers.

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it is underpinned by a logbook of evidence, enabling the apprentice to demonstrate the application of knowledge and skills
- it can be conducted remotely, potentially reducing cost

Delivery

The independent assessor will conduct and assess the professional discussion. The apprentice must be given at least 5 working days' notice of the date and time of the professional discussion.

The professional discussion must last for 40 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The professional discussion will have a minimum of 6 open questions. Additional follow up questions are allowed, to seek clarification and to make a judgement against the grading descriptors. During this method, the independent assessor must combine questions from the EPAOs question bank and those generated by themselves.

The purpose of the questions will be to cover the following topics and themes:

- Identifying programme needs and expectations
- Strategies for building relationships and ensuring good customer service
- Digital technologies that can be used to support the delivery of outdoor learning
- The outdoor environment they work in
- Evaluating outdoor learning programmes
- The apprentices' future contribution to challenges faced by Outdoor Learning

The professional discussion will be conducted as follows:

EPAOs must arrange the professional discussion in conjunction with the apprentice's employer.

Questions should be open and competence based.

Independent assessors must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process.

Apprentices must have access to their logbook of evidence during the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their logbook of evidence, however the logbook of evidence is not directly assessed.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

Evidence from the professional discussion must be assessed holistically using the grading descriptors for this assessment method. KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- via video conferencing

If video conferencing is used to conduct the professional discussion, the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Only the independent assessor will be present for the professional discussion. A representative from the EPAO may be present when necessary for moderation purposes.

Question and resource development

A 'question bank' must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the KSBs, must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- a question bank
- assessment specifications
- assessment recording documentation
- grading guidance
- marking materials
- independent assessor training materials
- guidance document for employers and apprentices on the process/timescales for the interview as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Independent assessors must individually grade each assessment method, according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

To gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

To achieve an overall EPA 'distinction', apprentices must achieve distinction in all the assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1: Customer proposal report, presentation and questioning	Assessment method 2: Observation with questions	Assessment method 3: Professional discussion (underpinned by a logbook of evidence)	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Any grade = fail, pass, distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

If the apprentice fails the customer proposal report, presentation and questioning assessment method, they will be required to amend the customer proposal report and presentation in line with the independent assessor's feedback. The apprentice will be given 3 weeks to rework and submit the amended customer proposal report and presentation. The independent assessor will have 2 weeks to review the customer proposal report and presentation and the apprentice will have 5 days' notice of the presentation date.

All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest

	<ul style="list-style-type: none"> • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard

	<ul style="list-style-type: none"> • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPAO (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last 2 years or significant experience of the occupation/sector
- appoint independent assessors who are members of relevant professional bodies such as Institute for Outdoor Learning, Society for Education and Training, etc.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - Hold a recognised assessment qualification that addresses the assessment of both skills, knowledge and behaviours in the workplace at level 5
 - Undertake and record planned and relevant Continuous Professional Development. A minimum of 24 hours per annum is expected covering both vocational and assessment competence
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- Use of technology – for example video conferencing where applicable
- Location – for example use of employer premises
- Making maximum use of each typical 7.5 hour working day
- Observation of naturally occurring evidence in the workplace

Professional body recognition

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for registration as an Associate Professional in Outdoor Learning with the Institute for Outdoor Learning.

The experience gained and responsibility held by the apprentice on completion of the apprenticeship standard will either wholly or partially satisfy the requirements for registration with the professional body. For more details on the requirements and application process, please contact the professional body directly.

Mapping of knowledge, skills and behaviours (KSBs)

End-point assessment method 1: Customer proposal report, presentation and questioning

Knowledge
<p>K2 How to use Theory of Change to design outdoor learning programmes or services that contribute to desired long-term impact, including organising and aligning intended outcomes with meaningful/realistic learning opportunities utilising outdoor activities and experiences.</p>
<p>K3 Legislation, codes of practice, ethics and accepted good practice related to the safe delivery of learning experiences in the outdoor and indoor environments in which they work.</p>
<p>K4 Recognised approaches to outdoor learning appropriate to their workplace including their history, pedagogy/andragogy and application when designing, planning and delivering outdoor learning programmes</p>
<p>K5 The background and application of relevant theories of human and social development; models of psychology; and neuroscience appropriate to their work.</p>
<p>K6 The physical and emotional capacity, motivation drivers, developmental needs and rights of the population group they work with.</p>
<p>K7 The evidence base for the effectiveness of the outdoor learning provided in their workplace and the relevant evaluation and research data.</p>
<p>K8 The ethics, theories, legal position and methods of making and recording risk–benefit assessments for outdoor learning experiences.</p>
<p>K9 Workplace policies and procedures relevant to leading an outdoor learning programme including the planning process, safety systems, budgetary control, and reporting.</p>
<p>K11 Theories and models for leading groups in the outdoors.</p>
<p>K12 Relevant research and theory on decision making and judgement in the outdoor setting informed by approaches to reflection in-action, reflection on-action-in-context, and reflection on-action.</p>
<p>K13 How to recognise and respond to a dynamic change in environmental, individual, or group conditions using an appropriate problem solving, recovery, rescue or emergency response.</p>
<p>K14 The benefits of instruction, teaching, coaching and mentoring approaches and their application in facilitating outdoor learning.</p>
<p>K16 Principles of assessment as learning, rules of assessment evidence and assessment methods suitable for the range of activities and intended outcomes of the outdoor programmes delivered.</p>

K25 How to lead meetings, structure and deliver effective instructions, presentations, written reports.

Skills

S2 Plan a purposeful sequence of outdoor learning activities and experiences matched to an agreed Theory of Change.

S3 Comply with relevant legislation and codes of practice related to the safe delivery of learning experiences in the outdoor and indoor environments in which they work.

S4 Make programme design and delivery decisions based on the pedagogy/andragogy of the chosen approaches to outdoor learning used by their organisation.

S5 Produce risk-benefit assessments for outdoor learning programmes.

S20 Engage and communicate confidently, clearly and considerately with individuals, small groups and larger groups.

S21 Lead meetings, deliver presentations and write short reports.

End-point Assessment Method 2: Observation with questions

Knowledge

K10 Approaches for motivating, supervising, coaching and mentoring staff allocated for a programme.

K15 Methods to differentiate learning to respond to different learning preferences, group dynamics and interpersonal communication, emotional and cultural intelligences.

K17 Feedback methods that support participants to achieve intended outcomes and development goals

K18 Methods to identify and overcome barriers to equality, diversity and inclusion within programmes, the organisation and the wider sector.

Skills

S6 Supervise, motivate and work alongside the delivery team allocated to an outdoor learning programme, taking into account available resources, participant needs, individual and organisational approach, programme budget, intended outcomes and desired long-term impact.

S7 Lead differentiated outdoor learning activities and experiences to meet the needs and capabilities of individual participants within the group using appropriate resources and techniques.

S8 Instruct others in how to participate in activities correctly and safely and vary the content, tempo and direction of the activities to enable all participants to contribute to and benefit from the experience.

S9 Make decisions informed by data such as by observations, experience, reflection in-action (in the moment), reflection on-action-in-context (during the experience), reflection on-action (post experience) and professional judgement.

S10 Deal with a dynamic change in group, equipment, or environmental conditions using an appropriate problem solving, recovery, rescue or emergency response.

S11 Create the conditions for participant engagement and achievement whilst supporting equality and diversity and inclusion.

S12 Use a relevant approach such as instruction, teaching, coaching and mentoring approaches to assist participants to meet the intended outcomes of a session and programme.

S13 Use relevant approaches to outdoor learning; theories of human and social development; psychological models; and neuroscience to support participants to achieve the intended outcomes of a programme

S14 Use the rules of assessment evidence to determine participant progress towards intended outcomes and provide appropriate feedback in terms of its timing, frequency, content and delivery that promotes further learning.

S16 Plan and lead programmes and activities that are sustainable, minimise impact and connect participants with their environment.

S17 Care for, conserve and enhance the environment in which they work.

Behaviours

B1 Acts in a way that builds and maintains positive relationships with colleagues, customers and stakeholders.

B2 Champions the wellbeing and health and safety of participants and stakeholders.

B3 Encourages participants to achieve their potential in the activity, experience or programme

B4 Acts in a professional and ethical manner and portrays a positive approach to work.

B5 Champions, actively respects and protects the outdoor environment in which they work

End-point Assessment Method 3: Professional Discussion (underpinned by a logbook of evidence)

Knowledge

K1 Methods to identify and analyse the wants, needs and expectations of participants, customers, and stakeholders.

K19 Digital technologies to support instruction, teaching, coaching and learning in the outdoors and how they benefit self and participants.

K20 The geography and ecology of landscapes in which they practice, including but not limited to local, regional and global perspectives on habitat, biodiversity, the effects of climate change, social history, and local effects such as weather and tides.

K21 Methods to gather and analyse feedback and evidence data on outputs, outcomes and impacts of an outdoor learning programme.

K22 Methods to build and maintain effective relationships with a wide range of participants, volunteers, stakeholders and colleagues.

K23 How to positively promote the work of the organisation

K24 Principles of good customer service, including the types, needs and expectations of internal and external customers and ways to manage conflict.

K26 Ethics and the value of reflective practice for professional development.

K27 Contemporary issues and the global challenges faced by Outdoor Learning, including the role and vision of organisations such as the Institute for Outdoor Learning

Skills

S1 Use questions, observations, discussions, surveys and active listening to identify the programme needs and expectations of customers, participants and stakeholders.

S15 Use digital technologies to support the delivery of outdoor learning sessions and enable participants to engage with technology to achieve the intended outcomes of a programme.

S18 Use research data and evaluation of own experience to: plan and lead evidence informed outdoor learning experiences; and communicate the value of an outdoor learning programme.

S19 Use data gathered on outputs, outcomes and impacts of outdoor learning programmes to quality assure programme and organisational improvements in the short, medium and longer term.

S22 Use reflective practice in their work.

S23 Recognise own values, beliefs, strengths, areas of development and set future goals in line with own and the organisations objectives.

Grading descriptors

End-point assessment method 1: Customer proposal report, presentation and questioning

KSBs	Pass	Distinction
K2 K3K4 K5 K6 K7 K8 K9 S2 S3 S4 S5	<p><u>Programme planning</u></p> <p>Explains a theory of change and programme plan describing the sequence of outdoor activities and experiences intended to achieve the required outcomes and impact. (K2, S2)</p> <p>Plans and designs a programme to meet the customer requirements and ensure that they comply with legislation and policies, address the needs of participants, apply relevant theories, evaluation and research data, and the approach to outdoor learning used in their workplace. (K3, S3, K4, S4, K5, K6, K7)</p> <p><u>Organisation and risk management</u></p> <p>Summarises how their programme plan complies with workplace policies and procedures and justifies the approach taken to creating risk-benefit assessments that demonstrate how any significant risks to the health and safety of those involved can be managed. (K8, K9, S5)</p>	<p><u>Programme planning</u></p> <p>Critiques the suitability and completeness of the theory of change and programme plan for the intended participants. (K2, S2)</p> <p>Critiques how relevant theories, evidence and approaches taken within their workplace are effective in meeting the needs of participants, customers and stakeholders. (K5, K6, K7)</p> <p><u>Organisation and risk management</u></p> <p>Evaluates the impact of workplace policies and procedures on the creation of risk-benefit assessments that reduce risks whilst also enabling the intended benefits to be achieved. (K8, K9)</p>
K11 K12 K13 K14 K16	<p><u>Decision making</u></p> <p>Explains their planned approach to leading the participant group in the outdoors and how they will use reflective processes when making decisions and responding to: situational demands; dynamic changes in environmental conditions</p>	<p><u>Decision making</u></p> <p>Justifies their approach to decision making and judgement in the outdoors and the benefits and limitations of their proposed instruction, teaching, coaching and mentoring approaches. (K12, K14)</p>

	<p>or the group; and emergency situations. (K11, K12, K13)</p> <p><u>Planning for learning</u></p> <p>Summarises the chosen instruction, teaching, coaching and mentoring approaches and the assessment evidence and methods that will be used to facilitate participants progress towards achieving the outcomes. (K14, K16)</p>	
<p>K25</p> <p>S20,</p> <p>S21</p>	<p><u>Communication</u></p> <p>Leads meetings, delivers presentations and communicates clearly, confidently and concisely in written and verbal forms appropriate to the audience. (K25, S20, S21)</p>	

End-point Assessment Method 2: Observation with questions

KSBs	Pass	Distinction
<p>K10</p> <p>S6</p>	<p>Managing programmes</p> <p>Demonstrates motivating and directing allocated staff to deliver a programme that meets the customer and participants needs, required outcomes, and workplace policies and procedures. (S6, K10)</p>	
<p>K15</p> <p>S7, S8,</p> <p>S9,</p> <p>S10,</p> <p>S16,</p> <p>S17</p> <p>B1, B2,</p> <p>B4, B5</p>	<p>Outdoor leadership</p> <p>Leads activities and experiences outdoors that champion participant safety and wellbeing and use varied content, tempo, direction and differentiated learning to enable all participants to contribute to and benefit from the activity and experience. (K15, S7, S8, B2)</p> <p>Assesses situations as they occur and responds with professional judgement and decision making</p>	<p>Outdoor leadership</p> <p>Shows a personalised approach to leadership and instruction to meet the physical, mental and emotional safety and wellbeing needs of individual participants and the group. (K15, S7, S8)</p> <p>Evaluates their chosen approach to decision making and judgement in the session and alternatives that could have been taken to respond to a dynamic change in group, equipment, or environmental conditions. (S9)</p>

	<p>informed by data to deal with dynamic changes and solve problems associated with shifting conditions and needs whilst maintaining a positive professional and ethical approach with colleagues, participants and stakeholders. (S9, S10, B1, B4)</p> <p><u>Environment</u></p> <p>Champions environmental sustainability through practical care and conservation approaches in their instruction and leadership of the activity and experience. Assists participants to connect with and protect the environment. (S16, S17, B5)</p>	
<p>K17, K18 S11, S12, S13, S14 B3</p>	<p><u>Facilitating learning</u></p> <p>Creates an equal and inclusive learning experience that supports participant engagement and achievement. (K18, S11)</p> <p>Uses relevant facilitation approaches and theories of learning and development that supports the intended outcomes of a programme and encourages participants to achieve their potential. (S12, S13, B3)</p> <p>Delivers timely, evidence-based outcome focused feedback that is meaningful to the participants and assists them in progressing towards intended outcomes. (K17, S14)</p>	<p><u>Facilitating learning</u></p> <p>Evaluates the relevance of their chosen approaches to facilitating learning and how their approach impacts on participant engagement, achievement and inclusion. (S11, S12)</p> <p>Justifies the steps that could be taken to achieve greater equality, diversity and inclusion within the organisation and the wider sector and the positive impact that may have. (K18)</p>

End-point Assessment Method 3: Professional Discussion underpinned by a logbook of evidence

KSBs	Pass	Distinction
K1 S1	<p><u>Customer needs</u></p> <p>Describes a range of methods to identify and analyse the programme needs and expectations of customers, participants and stakeholders. (K1, S1)</p>	
K22, K23, K24	<p><u>Effective relationships</u></p> <p>Explains strategies they use for building and maintaining effective relationships, resolving conflicts and ensuring good customer service and promoting the work of the organisation. (K22, K23, K24,)</p>	<p><u>Effective relationships</u></p> <p>Analyses barriers to effective relationships and how they are overcome. (K22)</p>
K19 S15	<p><u>Technology</u></p> <p>Analyses a range of digital technologies that can be used to support the delivery of outdoor learning sessions to achieve the intended outcomes of a programme. (K19, S15)</p>	<p><u>Technology</u></p> <p>Evaluates the impact and interactions of a range of digital technologies and how they have used a combination of these to produce an intended outcome for a programme. (K19, S15)</p>
K20	<p><u>Environment</u></p> <p>Explains the attributes and qualities of the outdoor environment they work in and the effects of changes due to climate, social history and local weather. (K20)</p>	
K21 S18, S19	<p><u>Evaluation</u></p> <p>Summarises the methods they have used to gather and report on the qualitative and quantitative data outputs, outcomes and impacts of an outdoor learning programme. Explains how to apply that data in programme planning and leadership, quality assurance, and</p>	<p><u>Evaluation</u></p> <p>Critically evaluates medium- and long-term options for organisational changes and improvements using data from personal experience, research and evaluation to justify suggestions. (S18, S19)</p>

	organisational improvement. (K21, S18, S19)	
K26, K27 S22, S23	<p><u>Professional practice</u></p> <p>Explains their approach to ethics and reflective practice and what influences their development as a professional. (K26, S22)</p> <p>Explains how their personal values and beliefs compliment or conflict with the issues and challenges faced by the Outdoor Learning sector and their own future goals. (S23, K27)</p>	<p><u>Professional practice</u></p> <p>Articulates an ethical dilemma with a participant or stakeholder and evaluates the pros and cons of different courses of action. (K26)</p>