



A. Understanding the scope and environmental values of outdoor learning

This is about understanding the reasons behind the approach to outdoor learning used where you work and linking it to the work you do. It is also about taking personal action to safeguard the environment and encouraging participants to do the same.

You need to be able to show how you:

1. Encourage participants to appreciate the wonder of the outdoors.
2. Take personal action to safeguard the environment in which you work.
3. How you encourage participants to safeguard the environment.

You need to be able to describe:

1. The approach to outdoor learning used where you work, and how that influences the way you work.
2. How the approach to outdoor learning used where you work contrasts with approaches used in other parts of the field (eg adventure therapy, environmental studies etc).

B. Personal values and professional development

This is about what your key values are, how you reflect on your own practice, seek feedback and new knowledge, and how you use this to develop your practice and share with others.

You need to be able to show how you:

1. Reflect on what participants learn from the sessions you run, seek feedback and use it to develop your work.
2. Take part in CPD activities and use the learning in your work.
3. Share good practice with the outdoor field outside your workplace.

You need to be able to describe:

1. The effect that the outdoors has had on your own personal development.
2. Your own value system and the impact your actions have on others.

C. Professional ethics and conduct

This is about respecting others' values, promoting inclusiveness, making good working relationships and upholding good Professional Conduct.

You need to be able to show how you:

1. Respect participants' values and promote a culture of inclusiveness.
2. Maintain good working relationships with colleagues (and pull your weight!)
3. Consistently uphold IOL's Code of Professional Conduct in your work.

You need to be able to describe:

1. Various types of abuse which may happen in the outdoors (eg physical, emotional, peer pressure, bullying etc) and how to avoid/recognise/report them.

D. Facilitating Learning Experiences

This is about identifying learning outcomes, tailoring activities and approaches to meet needs, enabling reflection and transfer of learning.

You need to be able to show how you:

1. Identify learning outcomes for sessions, tailor activities and facilitation approaches to meet the needs of different groups/individuals.
2. Plan and deliver a learning progression during a session and sequence of sessions.
3. Help participants reflect on their experiences, review learning outcomes and what they have learned, and how they will use their learning.

You need to be able to describe:

1. What you are trying to achieve when you are working with a group/individual.
2. The differing needs of the various client groups with whom you work.
3. How different individuals may have different needs within a group.

E. Competent risk/benefit management of sessions

This is about how you manage risks and benefits during sessions and encourage participants to help to manage their own safety.

You need to be able to show how you:

1. Plan and equip for foreseeable problems
2. Do risk/benefit assessment and management during sessions.
3. Estimate comfort zones, levels of motivation and competence and pitch level of challenge appropriately.
4. Encourage participants to help to manage their own safety.

You need to be able to describe/provide:

1. Evidence of your competence and experience in the activities and environments you use.
2. Your workplace's/business' risk assessment and management approaches.
3. Appropriate action to take in an emergency situation in the environments you use.