



Institute for **Outdoor Learning**

IOL Accredited Resource Application GUIDANCE NOTES

A quality mark for resources that can support effective outdoor learning.



These notes are written to support you in completing your application.

We are looking for evidence that you have a well thought out and designed resource that can support effective outdoor learning.

Any forms submitted incomplete will be returned to you for resubmission.

Please get in touch with us if anything is unclear to you or you would like guidance on what is required - louise@outdoor-learning.org or 01228 564580.

If you require further support from IOL in resource design, delivery, assessment or application to outdoor learning, paid consultancy can be provided.

We look forward to receiving your application.

IOL Professional Standards Team

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Registered charity number 1149420

General Guidance on Completing your Application

Please keep all answers brief and specific to the information requested. We would like you to show how you meet the accreditation criteria in your answers, not include general statements or text written for another purpose. We will return applications that do not meet this guideline.

Please be concise and precise in your writing.

There is a maximum of 400 words expected for any answer.

You must complete ALL sections of the application form.

Specific Guidance

The following guidance covers areas in which we are looking for specific information.

1.1.1 Who was responsible for the design and development of the resource?

In addition to the resource designer(s)/author(s), please also describe key influences or sources of inspiration and ideas that the resource is based on.

1.1.2 Who holds the intellectual property for this resource?

In confirming that you hold the intellectual property rights to the resource you also confirm that it is not covered by someone else's copyright, patent or trademark, etc.

<https://www.gov.uk/intellectual-property-an-overview>

1.2.1 Name of resource

Please use a title that is clear and descriptive of the resource

1.2.2 Aim of the resource

Please describe the overall purpose of the resource – a concise description of what the does or offers users.

e.g. "Helps identify plants and flowers found in wet meadows"

"A scheme to recognise learners achievements gaining ancient technology skills and knowledge"

1.2.3 Key benefits of the resource for supporting outdoor learning

Clear benefits help users and managers understand the value of a particular resource. Please give a maximum of 5 key benefits.

Please write in the format of learning outcomes – what can be achieved by using the resource - a measurable statement.

e.g. “be able to recognise a particular plant or flower in its natural habitat and know the traditional and current uses for it.”

For contrast, a poorly written benefit is “to learn about native plants” as it doesn’t specify what sort of learning will be gained, which native plants, and what users will know or be able to do as a result of using the resource.

For more information search for “Bloom’s Taxonomy of Learning Objectives” online or read G. Petty Teaching Today 2nd Edition (1998).

Resources: <http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf> and <https://tips.uark.edu/using-blooms-taxonomy/> and <https://www.treasurers.org/ACTmedia/Command%20words%20explained.pdf> and <http://otl.du.edu/blog/beyond-bloom-expanding-our-ideas-about-learning-objectives/>

1.2.4 Is the resource primarily designed to meet the syllabus of a qualification or award?

Only answer YES if the resource has been created to map directly to a named qualification or award. The benefits listed in 1.2.3 should directly link to the syllabus of the named qualification or award.

1.2.5 Which outdoor learning qualifications or awards can this resource support?

There are many accepted outdoor qualifications and awards. Many you will find listed here: <https://www.outdoor-learning.org/jobs/Training-Education-Guide>

Please list those the resource is clearly able to support.

1.3.1 Which of these impact or benefit areas will the resource help users attain?

The impact or benefit areas are also described here: <https://www.outdoor-learning.org/Good-Practice/Research-Publications/About-Outdoor-Learning>

1.3.2 Which (if any) of these outdoor activity / subject areas does the resource relate to?

Examples of outdoor activity / subject areas can be found here:

<https://www.outdoor-learning.org/jobs/Working-in-Outdoor-Learning>

1.3.3 Resource format

Please select the closest match.

IOL is not seeking to accredit published books that are available for general purchase. We are willing to consider accrediting guides and resources relevant for outdoor learning professionals that have a clear link to high quality outdoor learning principles.

1.3.5 Primary or intended audience

We will evaluate the usability of your resource with reference to your intended audience.

Please circle all the age ranges that apply.

Please indicate the learning level(s) of the resource referencing the Qualifications and Credit Framework (QCF).

<http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html> and in more detail at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf

Please give an indication of the number of unique users of the resource you expect in the year.

1.3.6 How is the resource typically expected to be used in outdoor learning?

We will use this information in promotion of the resource online and in social media.

2.1.1 Needs analysis

Please demonstrate that you have identified a niche or a need for this resource within the outdoor learning sector.

2.1.3 Involving the Outdoor Learning field in your course design

We are looking for clear evidence of involvement from employers, educators or training organisations in the sector in shaping your resource.

2.2 Supports high quality outdoor learning

Give brief descriptions of how the resource can support high quality outdoor learning principles identified in this document: <https://www.outdoor-learning.org/Good-Practice/Good-Practice/High-Quality-Outdoor-Learning>

We expect a resource will have specific relevance to one or few of the principles. All the 10 principles below need to be covered.

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| 2.2.1 | Enjoyment: <i>enjoy participating and reflecting in outdoor activities and adopt a positive attitude to challenge and adventure</i> |
| 2.2.2 | Confidence and character: <i>enhancing their overall well-being by gaining personal confidence and developing character and resilience through taking on challenges and achieving success</i> |

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| 2.2.3 | Health and wellbeing: <i>developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others</i> |
| 2.2.4 | Social and emotional awareness: <i>are becoming alive to the natural local and global environment and understand the importance of conservation and sustainable development</i> |
| 2.2.5 | Environmental awareness: <i>acquiring and developing a range of skills in outdoor activities, fieldwork, exploration, journeys and expeditions</i> |
| 2.2.6 | Activity skills: <i>demonstrating increased initiative and innovation, enthusiasm, curiosity, self-reliance, responsibility, perseverance, tenacity and commitment</i> |
| 2.2.7 | Personal qualities: <i>developing and extending their key skills of communication, problem-solving, creativity, critical thinking, leadership and co-operation</i> |
| 2.2.8 | Skills for life: <i>learning to appreciate the benefits of physical activity and the lifelong value of participation in healthy leisure activities and reflection</i> |
| 2.2.9 | Increased motivation and appetite for learning: <i>displaying an increased motivation and appetite for self-directed learning that is contributing to raised levels of attainment in other aspects of their development, as well as becoming concerned, responsible and fulfilled citizens</i> |
| 2.2.10 | Broadened horizons: <i>broadening their horizons and becoming open to a wider range of employment opportunities and life chances</i> |

2.3.1 IOL Statements of Good Practice

For areas where IOL has formally defined good practice guidance (e.g. Bushcraft Competency or Outdoor First Aid) please reference this if relevant to your resource.

2.3.2 Other Relevant Standards or Guidance

Examples may include guidance or criteria from organisations such as NGB's, AHOEC, OEAP, AALA, etc.

4.3.1 Client Testimonials

Testimonials should confirm that you are able to deliver well-received resources and customer service.

4.3.2 Existing Accreditations, Approvals Or Endorsements

Some examples that might be included: AALA, Beacon, LOtC, OFSTED, QCA, etc.

4.4 Motivation and drive

Completing this section will help us continue to develop a relevant course accreditation scheme for the sector.