



*IOL Occupational Standard*

# ***Outdoor Learning Specialist***

First Edition V1.0

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## 1. Overview

### **Occupational Standard: Outdoor Learning Specialist**

The development of this Occupational Standard has been employer-led in consultation with education and training providers and the Institute for Outdoor Learning. This Occupational Standard outlines the role and scope of an Outdoor Learning Specialist and the essential knowledge, skills and behaviours that are needed to meet the minimum requirements of the sector.

The occupational standard also provides guidance for the development of education and training to meet the standard. Training courses that demonstrate meeting the requirements of this standard can be recognised and accredited by IOL.

The Outdoor Learning Specialist Occupational Standard covers paid and voluntary roles that sit within all areas of the outdoor learning sector.

Typical work environments:

- Outdoor activity or education centres
- Outdoor adventure and activity businesses
- Expedition and tourism providers
- Schools and early years education organisations
- National parks, nature reserves and country parks
- Youth work and youth development organisations
- Outdoor sports awarding and governing bodies
- Further education and higher education institutions

Typical job titles:

- Senior Outdoor Instructor/Coach
- Outdoor Programme Tutor
- Outdoor Educator
- Outdoor Education Teacher
- Senior/Lead/Area Ranger
- Outdoor Development Trainer
- Senior Field Studies Tutor
- Outdoor Learning Course Director

Typical programme outcomes and impacts:

- Educational achievement
- Personal and social development
- Health and wellbeing
- Nature connection
- Outdoor science
- Professional and team development
- Practical skills development

## 2. Scope of the Outdoor Learning Specialist

**The broad purpose of an Outdoor Learning Specialist is the design, planning and delivery of programmes that provide progressive learning and change using outdoor activities and experiences.**

They will apply professional outdoor leadership judgement and use relevant facilitation approaches and theories of learning and development to support the intended outcomes of a programme and encourage participants to achieve their potential.

In smaller organisations Outdoor Learning Specialists are likely to perform all duties related to establishing outcomes, planning, preparing, leading, managing, evaluating and reporting the impact of an outdoor learning programme. In larger organisations their role may specialise in duties related to programme design and delivery, customer relationship management, staffing and team support, evaluation and impact, or safety and risk management for example.

### 2.1 Responsibilities

Outdoor Learning Specialists have the capability to perform the following duties:

- Establish customer expectations and agree required outcomes for a programme
- Design and plan programmes of progressive learning and change
- Determine likely hazards and perform risk – benefit assessments
- Manage the programme staff, transport, technical equipment, catering, budget, etc.
- Lead programmes, apply professional judgement and take responsibility for safety
- Assess and solve problems associated with changing conditions or emergencies
- Manage individual and group wellbeing and support equality and inclusion
- Facilitate learning using instruction, teaching, coaching and mentoring approaches
- Plan, adapt and develop outdoor activity specific teaching resources
- Plan and deliver sustainable programmes and champion the outdoor environment
- Evaluate outputs, outcomes and impacts of an outdoor learning programme
- Establish relationships, lead meetings and communicate with customers
- Use reflective practice to support professional competence and ethics

### 2.2 Population Specialisms

Outdoor Learning Specialists may work with an organisation who specialises in a particular population of individuals or groups, age range, mental and physical ability, community, etc.

An Outdoor Learning Specialist may specialise in just one population or hold a number of population specialisms.

### **2.3 Activity Specialisms**

Employers and other responsible parties should ensure that Outdoor Learning Specialists meeting this occupational standard demonstrate both holistic competence and specific activity technical competence appropriate to their role.

An Outdoor Learning Specialist may specialise in one activity or a number of activities.

### 3. Requirements - Knowledge, Skills and Behaviours

#### 3.1 Holistic Standard, Activity Specialisms and Population Specialisms

The Institute for Outdoor Learning (IOL) recognise that individuals successfully meeting this occupational standard will hold the holistic knowledge, skills and behaviours required to enter the outdoor workforce as an Outdoor Learning Specialist.

The specific competence of each individual will be conditional on their activity specialisms and population specialisms, and the level and duration of their education, training and experience.

**Outdoor Learning Specialists should be able to demonstrate the following knowledge, skills and behaviours.**

- Employing organisations and education and training providers should ensure an individual's education, training and experience is appropriate to the context in which they are working or volunteering.
- Education and training should meet accepted good practice or recognised awarding and governing body standards for the role (see section 4).

#### 3.2 Establish customer expectations and agree required outcomes for a programme

<b>Knowledge and Understanding</b> <i>The Outdoor Learning Specialist knows and understands:</i>	<b>Skills</b> <i>The Outdoor Learning Specialist is able to:</i>
K1: Methods to identify and analyse the wants, needs and expectations of participants, customers, and stakeholders.	S1: Use questions, observations, discussions, surveys and active listening to identify the programme needs and expectations of customers, participants and stakeholders.

### 3.3 Design and plan programmes of progressive learning and change

<p>K2: How to use a 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>S2: Plan a purposeful sequence of outdoor learning activities and experiences matched to an agreed Theory of Change.</p> <p>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.</p>
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<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>S4: Make programme design and delivery decisions based on the pedagogy/andragogy of the chosen approaches to outdoor learning used by their organisation.</p>
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### 3.4 Determine likely hazards and perform risk - benefit assessments

<p>K8: The ethics, theories, legal position and methods of making and recording risk-benefit assessments for outdoor learning experiences.</p>	<p>S5: Produce risk-benefit assessments for outdoor learning programmes.</p>
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### 3.5 Manage the programme staff, transport, technical equipment, catering, budget, etc.

<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>K10: Approaches for motivating, supervising, coaching and mentoring staff allocated for a programme.</p>	<p>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.</p>
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### 3.6 Lead programmes, apply professional judgement and take responsibility for safety

<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>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.</p> <p>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.</p> <p>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.</p>
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### 3.7 Assess and solve problems associated with changing conditions or emergencies

<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>S10 Deal with a dynamic change in group, equipment, or environmental conditions using an appropriate problem solving, recovery, rescue or emergency response.</p>
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### 3.8 Manage individual and group wellbeing and support equality and inclusion

<p>K18: Methods to identify and overcome barriers to equality, diversity and inclusion within programmes, the organisation and the wider sector.</p>	<p>S11: Create the conditions for participant engagement and achievement whilst supporting equality and diversity and inclusion.</p>
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### 3.9 Facilitate learning using instruction, teaching, coaching and mentoring approaches

<p>K14: The benefits of instruction, teaching, coaching and mentoring approaches and their application in facilitating outdoor learning.</p> <p>K15: Methods to differentiate learning in order to respond to different learning preferences, group dynamics and interpersonal communication, emotional and cultural intelligences.</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> <p>K17: Feedback methods that support participants to achieve intended outcomes and development goals.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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### 3.10 Plan, adapt and develop outdoor activity specific teaching resources

<p>K19: Digital technologies to support instruction, teaching, coaching and learning in the outdoors and how they benefit self and participants.</p>	<p>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.</p>
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### 3.11 Plan and deliver sustainable programmes and champion the outdoor environment

<p>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.</p>	<p>S16: Plan and lead programmes and activities that are sustainable, minimise impact and connect participants with their environment.</p> <p>S17: Care for, conserve and enhance the environment in which they work.</p>
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### 3.12 Evaluate outputs, outcomes and impacts of an outdoor learning programme

<p>K21: Methods to gather and analyse feedback and evidence data on outputs, outcomes and impacts of an outdoor learning programme.</p>	<p>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</p> <p>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.</p>
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### 3.13 Establish relationships, lead meetings and communicate with customers

<p>K22: Methods to build and maintain effective relationships with a wide range of participants, volunteers, stakeholders and colleagues</p> <p>K23: How to positively promote the work of the organisation</p> <p>K24: Principles of good customer service, including the types, needs and expectations of internal and external customers and ways to manage conflict.</p> <p>K25: How to lead meetings, structure and deliver effective instructions, presentations, written reports.</p>	<p>S20: Engage and communicate confidently, clearly and considerately with individuals, small groups and larger groups.</p> <p>S21: Lead meetings, deliver presentations and write short reports.</p>
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### 3.14 Use reflective practice to support professional competence and ethics

<p>K26: Ethics and the value of reflective practice for professional development.</p> <p>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</p>	<p>S22: Use reflective practice in their work.</p> <p>S23: Recognise own values, beliefs, strengths, areas of development and set future goals in line with own and the organisations objectives.</p>
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### 3.15 Behaviours

<p><i>An Outdoor Learning Specialist:</i></p>
<p>B1: Acts in a way that builds and maintains positive relationships with colleagues, participants and stakeholders.</p> <p>B2: Champions the wellbeing and health and safety of participants and stakeholders.</p> <p>B3: Encourages participants to achieve their potential in the activity, experience or programme</p> <p>B4: Acts in a professional and ethical manner and portrays a positive approach to work.</p> <p>B5: Champions, actively respects and protects the outdoor environment in which they work</p>

## 4. Education and Training Guidance

IOL encourages employers, education and training providers to utilise a range of training and assessment models to assist learners to meet this occupational standard.

### 4.1 Duration and level of education and training

The duration and level of education and training required to be competent as an outdoor learning specialist will strongly depend on the pre-existing knowledge and skills of each individual.

The knowledge, skills and behaviours in this occupational standard are described at RQF/CQFW Level 5 / SQCF Level 8.

There is no minimum number of training and education hours set within this occupational standard.

- The typical time expected for a recently qualified Outdoor Activity Instructor to achieve the required knowledge, skills and behaviours of an Outdoor Learning Specialist is 24 months.

### 4.2 Initial Assessment

IOL does not set any entry requirements however education and training providers should identify and make adequate provision for:

- The existing experience and competence of learners. Learners with consolidated experience of the knowledge, skills and behaviours defined in the IOL Occupational Standard for an Outdoor Activity Instructor are likely to be most suited to education and training courses designed to meet this standard.
- Confirming education and training aligned to this occupational standard is relevant and appropriate for each learner.
- Support and guidance learners may need whilst working towards the requirements of this occupational standard.

### 4.3 Meeting accepted good practice

All education and training provided should meet accepted good practice and/or recognised awarding and governing body standards.

Employers, education and training providers are encouraged to use the sector recognised awards and qualifications as part of education and training courses to meet this occupational standard. This increases transferability of learners between organisations both inside and outside the sector.

Sources of guidance on good practice include, but are not limited to:

- Institute for Outdoor Learning
- UK Coaching
- National Governing Bodies of Sports (NGBs)
- National Awarding Bodies offering Regulated Qualifications
- Adventure Activities Licencing Authority (AALA)
- Chartered Institute for Sport and Physical Activity (CIMSPA)
- Society for the Environment (SocEnv)
- Geographical Association (GA)
- Society for Education and Training (SET)
- Chartered College of Teaching (CCT)

#### **4.4 Mandatory qualifications or awards**

To ensure the occupational standard is relevant for a wide breadth of employers across the sector there are two mandatory qualifications for occupational competence.

- Level 2 Award in Safeguarding appropriate to their workplace
- Level 3 Outdoor First Aid Award appropriate to their workplace

#### **4.5 Relevance to outdoor learning**

Many of the knowledge, skills and behaviours detailed in section 3 can be applied to a range of indoor and outdoor activities and experiences. Employers, education and training providers should ensure that course content is specifically tailored to context of outdoor learning.

#### **4.6 Supervision during education and training**

The responsibility for participant safety and outcomes during education and training sessions should be managed by the designated trainer/teacher/lecturer.

1. Where observation, peer-instruction and team teaching are used as a primary method of off-the-job learning/training the learning focus must be clearly set, monitored and reviewed by the trainer/teacher/lecturer.
2. The learner should NOT hold overall responsibility for safety and outcomes during these training sessions.

#### **4.7 Practical experience**

Education and training to meet this standard should ensure learners gain experience of working within the outdoor sector and performing the duties of an outdoor learning specialist. Practical experience should include:

1. Experience planning and leading outdoor learning programmes for customers/clients and holding responsibility for safety and learning.

2. Experience and understanding of working in the outdoor sector. This might include awareness of the range of employers and organisations in their area, work in other departments within a business, etc.

## **4.8 Assessment of learning**

Assessments of competence against this occupational standard, should include formative assessment of specific knowledge and skills areas, and holistic assessment of an outdoor learning specialist's knowledge, skills and behaviours.

### **4.8.1 Holistic assessments**

Holistic assessments should include the following methods: customer proposal report and presentation, observation of delivery and professional discussion.

Holistic assessments should be carried out by:

- a) An independent assessor, or
- b) An assessor who is operating as part of a college or other educational or training organisation in providing the assessment and subject to meeting formal assessor requirements, Internal Quality Assurance (IQA) and External Quality Assurance (EQA) processes and monitoring.

### **4.8.2 Assessor competence**

All assessors should:

1. Have current and sufficient knowledge and understanding of the knowledge, skills and behaviours they are assessing.
2. Have experience of working within the outdoor learning sector that provides up-to-date knowledge and understanding of operational models, training and good practice for the occupation.
3. Be occupationally competent in the assessment of skills, knowledge and behaviours. Examples of recognised assessment qualifications:
  1. Level 3 Certificate in Assessing Vocational Achievement (CAVA), or A1, or D32/33, or
  2. Qualified Teacher Status (QTLS or QTS) plus at least 12 months' experience of responsibility for the workplace competence assessment of outdoor instructors, leaders or teachers
4. Undertake and record planned and relevant Continuous Professional Development. A minimum of 24 hours per annum is expected covering both vocational and assessment competence.

It is recognised that assessors may be required to observe learners in remote or hazardous situations (e.g. mountain, river or sea). In such situations the assessor must have the personal competence to ensure their own safety in the environment independent of the learner's scope of responsibility.

### 4.8.3 Assessment Grading Decisions

The following table is provided as a guide for those making holistic assessment decisions at pass or distinction levels.

A PASS CANDIDATE	A DISTINCTION CANDIDATE
<p><b>Customer needs</b> Describes a range of methods to identify and analyse the programme needs and expectations of customers, participants and stakeholders. (K1, S1)</p>	
<p><b>Programme planning</b> 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) 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) 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><b>Programme planning</b> Critiques the suitability and completeness of the theory of change and programme plan for the intended participants. (K2, S2) 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><b>Technology</b> 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><b>Technology</b> 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>
<p><b>Organisation and risk management</b> 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><b>Organisation and risk management</b> 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>

<p><b>Managing programmes</b> 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><b>Outdoor leadership</b> 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) Assesses situations as they occur and responds with professional judgement and decision making 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><b>Outdoor leadership</b> 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) 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><b>Decision making</b> 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 or the group; and emergency situations. (K11, K12, K13)</p>	<p><b>Decision making</b> 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><b>Facilitating learning</b> Creates an equal and inclusive learning experience that supports participant engagement and achievement. (K18, S11) 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) 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><b>Facilitating learning</b> Evaluates the relevance of their chosen approaches to facilitating learning and how their approach impacts on participant engagement, achievement and inclusion. (S11, S12) 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>
<p><b>Environment</b> Explains the attributes and qualities of the outdoor environment they work in and the</p>	

<p>effects of changes due to climate, social history and local weather. (K20)</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><b>Evaluation</b></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 organisational improvement. (K21, S18, S19)</p>	<p><b>Evaluation</b></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>
<p><b>Effective relationships</b></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><b>Effective relationships</b></p> <p>Analyses barriers to effective relationships and how they are overcome. (K22)</p>
<p><b>Communication</b></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>	
<p><b>Professional practice</b></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><b>Professional practice</b></p> <p>Articulates an ethical dilemma with a participant or stakeholder and evaluates the pros and cons of different courses of action. (K26)</p>



## 5. Recognised qualifications and awards

This IOL Occupational Standard defines the essential knowledge, skills and behaviours that are needed to meet the minimum requirements of employers across the sector.

**Occupational competence can be demonstrated by:**

- **Achieving a qualification or award aligned to this occupational standard.**
- **Completing “in-house” training aligned to this occupational standard.**
- **Showing current and reliable skills, knowledge and behaviours as described in this occupational standard.**

The specific competence of each individual will be conditional on their activity specialisms and population specialisms, and the level and duration of their education, training and experience.

### 5.1 Alignment to this occupational standard

All educational institutions, awarding organisations and governing bodies are asked to review their offer and complete the mapping process to show their regulated awards / qualifications are aligned with a relevant occupational standard.

To ensure high standards of quality assurance, alignment is only available to:

- **Regulated Qualifications and Awards** – meeting the requirements of Ofqual (England), SQA Accreditation (Scotland), CCEA Accreditation (Northern Ireland), Qualifications Wales (Wales), Quality Assurance Agency (QAA), Office for Students (OfS), etc.
- **IOL Accredited Courses** – successfully meeting the IOL Quality Assurance requirements demonstrating the course is well designed, outcomes are clear and assessable, content is aligned to relevant standards, teaching staff are competent and supported, and delivery is appropriate for outdoor learning professionals.

**Alignment confirms that a qualification or award covers the knowledge skills and behaviours described in this occupational standard.**

- **Alignment does not assess the breadth and depth of any qualification or award beyond the knowledge, skills and behaviours described.**
- **Employing organisations and education and training providers should ensure that education, training and experience gained through an aligned qualification or award has the breadth and depth appropriate to their context.**

Email IOL to request a copy of the mapping document.

### 5.1.1 Fully aligned regulated qualifications and awards

The following regulated qualifications / awards have demonstrated that their content and delivery is aligned with the knowledge, skills, behaviours and education requirements described in this occupational standard.

Qualification or Award	Duration	Format	Further requirements to be an Associate Professional in Outdoor Learning
Outdoor Learning Specialist Apprenticeship (ST0945) (Level 5)	24 months in employment	Work based education and training (minimum 90 days) and on-the-job experience (more than 360 days).	No further requirements

### 5.1.2 Partly aligned regulated qualifications and awards

The following qualifications / awards have demonstrated that their content and delivery is aligned with the knowledge, skills, behaviours and education requirements described in this occupational standard **except** where noted.

Course Title and Provider	Duration	Format	Further requirements to meet this occupational standard

### 5.1.3 Aligned IOL Accredited Courses from employers or training providers

Training and employing organisations that have completed the IOL Course Accreditation process to demonstrate their training course content and delivery is aligned with this occupational standard.

Course Title and Provider	Duration	Format	Further requirements to be an Associate Professional in Outdoor Learning

## 6. IOL Membership Eligibility

Recognition as an Associate Professional in Outdoor Learning is available to individuals who:

- 1) **Can demonstrate occupational competence** meeting the knowledge, skill and behaviour requirements as described in the outdoor activity instructor occupational standard.

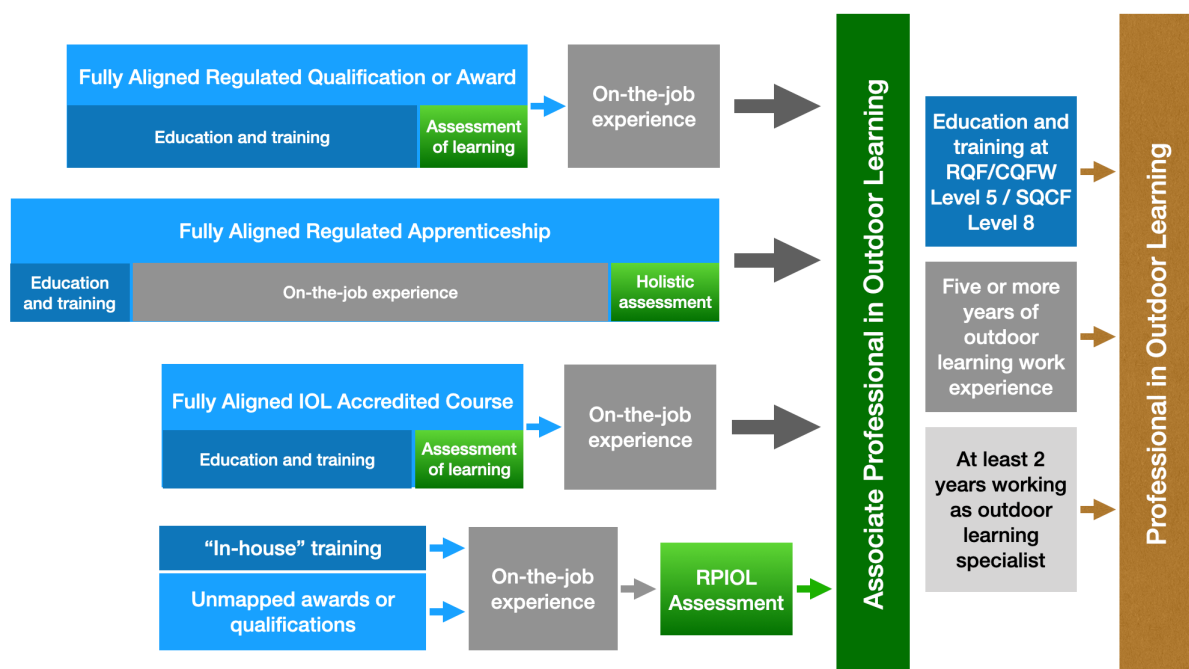
and

- 2) **Have occupational experience as an outdoor activity instructor** of more than one year in the role (approximately 180 days).

Outdoor Learning Specialists with consolidated experience as an Outdoor Activity Instructor will be eligible for direct recognition as an Associate Professional in Outdoor Learning.

Outdoor Learning Specialists with a minimum of five years experience in outdoor learning, including at least two working as an outdoor learning specialist post training, will be eligible for recognition as a Professional in Outdoor Learning.

### 6.1 Routes to Recognition as an Associate Professional in Outdoor Learning



See the IOL website for further details on the requirements and benefits of professional recognition.

## 7. Acknowledgements

This IOL Occupational Standard was initially based on the Outdoor Learning Specialist Apprenticeship Standard developed by employers and IOL and supported by employers throughout the UK home nations (January 2020, December 2020, July 2021 consultations), including:

- DA Training and Consultancy
- North Yorkshire Youth
- Bangor University
- Lindley Education Trust
- Scouts
- Chateau Beaumont
- Heatree Adventure Centre
- Mendip Activity Centre
- Anderton Centre,
- UK Youth
- Glencoe Outdoor Centre
- Mere Mountains
- Field Studies Council
- Bents Green School
- White Wave Outdoor Centre
- Fundays Club
- Hornton School
- Mellow Journeys
- Wiltshire Outdoor Learning Team
- Callington Community College
- Tirabad outdoor centre
- Cumbria University
- Peak District Council
- Calvert Trust
- Black Dog Adventures
- Wiston Lodge
- Brendan Gribben
- Kingswood
- West Highland College UHI
- The Mercian Trust
- Peak District National Park
- Outward Bound
- UK Youth
- Rockley Watersports
- Curious School Of The Wild
- Oxfordshire County Council
- Mendip Outdoor Pursuits
- The Leys School
- Skern Lodge
- Kimbolton School, Cambs.
- South Devon College Adventure Sports
- Plas y Brenin - Mountain Training Trust
- Inspiring Learning
- The Mill Adventure Base (Notts Outdoors)

Principle developers of the knowledge, skills and behaviours described in this standard:

- Neal Anderson, IOL
- Roger Hopper, South Devon College
- Loel Collins, Plas Y Brenin
- Mark Lavington, PGL
- Steve Randles, Inspiring Learning
- Jo Harris, Field Studies Council
- Marc Oakley, Outward Bound Trust
- Rhia Pratt, Locomotivation

## 8. Glossary/Definition of terms:

The Outdoor Sector has a large number of terms in common use with the possibility of multiple interpretations or meanings. In order to reduce misunderstanding or confusion, in the context of Occupational Standards the following definitions apply:

**Outdoor Learning:** 'Outdoor learning' is an umbrella term for actively inclusive facilitated approaches that predominately use activities and experiences in the outdoors and lead to learning, increased health and wellbeing, and environmental awareness. It is a broad term that includes discovery, learning about and connecting to the environment, and engaging in outdoor sports, teambuilding and adventure activities.

**Programme:** A linked series of sessions that provide progressive learning and change for participants that meets customer and stakeholder needs. A programme may last several days, several weeks, or several years.

**Session:** The activity or experience an Outdoor Activity Instructor plans and delivers to meet their programme requirements within a particular time period. A session may be 1-2 hours long or last a full day. It will include an individual activity or a series of activities.

**Activity:** An activity is a term used to describe a particular sport, subject, topic or pursuit undertaken by participants within the session.

- **Typical outdoor or adventure activities** include climbing, abseiling, canoeing, mountain biking, orienteering, sailing, coastering, surfing, etc.
- **Typical environmental education or field study activities** include guided walks, flora and fauna identification, forest school, bushcraft, geography, geology, environmental science, rock pooling, etc.
- **Typical individual or team challenge activities** include high and low ropes courses, initiative and problem-solving tasks, etc.

**Session outcomes:** The defined aim or purpose of the session, e.g. increase confidence, improve skills, work in a team, learn about the environment, share fun, etc.

**Participant:** An individual or group of individuals who are taking part in an outdoor learning session.

**Outdoor Activity Instructor:** The person who is in charge of running an outdoor learning session with participants. They are typically referred to as an instructor, leader, teacher, tutor, education officer, etc. in an employer's job title.

- Outdoor Activity Instructors have skills, knowledge and experience in a number of activities of varying length and complexity. The aims, objectives and needs of their

employer will shape the balance between the number of activities and the depth of activity or subject knowledge.

- Outdoor Activity Instructors work with their own group of participants under the supervision of a chief instructor (or equivalent).

**Outdoor Learning Specialist:** The person who is in charge of the design, planning and delivery of programmes that use outdoor activities and experiences to provide progressive learning and change that meets customer and stakeholder needs.

- Programme duration and number of sessions can vary greatly – it may be Monday to Friday based at an outdoor centre, a weekly session over a year or more at a Youth Club, several short interventions over a school year leading to an expedition, several weeks at sea on a sail training voyage, etc.

**Chief instructor:** The person in the business with the responsibility for ensuring competence on the day for that outdoor activity instructor, doing that activity, for those outcomes, with those participants, in those conditions. May also be referred to as Manager, Duty Manager, Technical Expert, Head of Activities, Head of Teaching, etc.

**Activity Office:** The place where the business communicates information to their instructor team about the customer, programme, instructor team, timings, resource allocations, name of chief instructor / duty manager for the day, etc. May also be referred to as programme office, central office, scheduling office, reception, planning room, resource base, briefing room, etc.

## 9. Revisions:

September 2021

V1.0 Issued