

*Education/training course alignment template*

*IOL Occupational Standard*

# ***Outdoor Activity Instructor***

***This form enables an existing education/training course to be mapped against the requirements of the Outdoor Activity Instructor Occupational Standard and identify areas of alignment***

Education/training course mapped:	
Completed By	
Completed On	

Once the education/training course has been mapped against this document, arrange a review meeting with the IOL Professional Standards Manager to discuss areas of alignment.

Reviewed By	
Reviewed On	

***Education/training courses aligned with an Occupational Standard demonstrate they offer a “work-ready” qualification or award.***

***Aligned education/training courses can be promoted by IOL online and in social media and listed in Section 5 of the Occupational Standard***

Warwick Mill Business Centre, Warwick Bridge, Carlisle, Cumbria, CA4 8RR

[www.outdoor-learning.org](http://www.outdoor-learning.org) [institute@outdoor-learning.org](mailto:institute@outdoor-learning.org)

T 01228 564580 F 01228 564581

Registered charity number 1149420



## 1. Introduction

IOL is the professional development body for the UK's outdoor learning sector, committed to supporting, developing and ensuring professionals and organisations are acknowledged for contributing valuable cultural, community and educational assets for the UK.

We are the guardians of a single professional and apprenticeship standards framework for our sector and are driving the development of relevant and high-quality education and training for the outdoor-learning workforce. This enables new starters, career developers and employers to easily assess the appropriate qualifications that meet the agreed minimum standards within key roles.

**Education/training courses aligned with an Occupational Standard demonstrate they offer a “work-ready” qualification or award.**

1. Occupational standards are developed in consultation across the UK and are “employer-led” and “education/training informed”. They are living documents that define what knowledge and skills an individual must understand and demonstrate to undertake a particular role.
2. **All educational institutions, awarding organisations and governing bodies are asked to review their offer and complete the mapping process to show their awards / qualifications are aligned with a relevant occupational standard.**
3. We work closely with the Chartered Institute for the Management of Sport and Physical Activity ([CIMSPA](#)) and take a common approach to holding occupational standards for the UK's sport, physical activity and outdoors sectors.
4. [Occupational Standards](#) focus on holistic roles within the sector and are complemented by [Activity Specialisms](#) (e.g. canoe coaching, rock climbing instruction, dinghy sailing instruction, etc.) and [Population Specialisms](#) (e.g. working with children 0-5 years, working with inactive people, etc.).



## 2. Eligibility and Fees

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.

**Aligned education/training courses can be promoted by IOL online and in social media and listed in Section 5 of the relevant Occupational Standard.**

- **There is no fee for IOL Partners** (e.g. Awarding and Governing Bodies) to map an existing course against the requirements of an IOL Occupational Standard.
- **IOL Organisational Members** completing the Course Accreditation process are asked to map their education/training course against the requirements of the relevant Occupational Standard.

***Please refer to the Occupational Standard as you complete this mapping process***  
<https://www.outdoor-learning.org/Jobs/The-Outdoor-Professional/Occupational-Standards>

### 3. Aligned Knowledge, Skills and Behaviours

**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.**

#### 3.1 Specific Activity Competence

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 Activity Instructor.

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.

- Education and training should meet accepted good practice or recognised awarding and governing body standards for the role (see section 4).
- Education/training will typically be delivered at RQF Level 3.

#### 3.2 Preparing for sessions

<b>Knowledge and Understanding</b> <i>The Outdoor Activity Instructor knows and understands:</i>	<b><i>Aligned?</i></b>
K1. <b>How to collate and use information about the participants in order to run the session</b> such as group size, age, mental and physical ability, and relevant medical information.	

<b>K2. How to meet desired outcomes of the session</b> e.g. recreation and enjoyment, increasing self-confidence, learning about a local habitat.	
<b>K3. The approved options for adapting a session to accommodate predictable environmental changes.</b>	
<b>K4. The organisation's procedures and standards relevant to the session being delivered.</b>	
<b>K5. Activity venue locations and access arrangements.</b>	
<b>Skills</b> <i>The Outdoor Activity Instructor is able to:</i>	<b>Aligned?</b>
<b>S1. Find information on the activity type and timings;</b> outcome requirements; participant age; medical information; equipment and resourcing allocation; venue; weather conditions.	
<b>S2. Prepare sessions to achieve the required outcomes</b> e.g. enjoyment, thrill seeking, personal or team challenges, acquisition of new knowledge or skills.	
<b>S3. Select methods to meet all participant needs</b> e.g. visual impairment, mental and physical ability.	
<b>S4. Select methods to respond to potential changes in the environment</b> e.g. wind increasing in a sailing session or rain making conditions slippery underfoot.	
<b>S5. Collect appropriate equipment and resources.</b>	
<b>S6. Ensure the venue is set-up and ready to be used.</b>	

### 3.3 Delivering sessions

<b>Knowledge and Understanding</b> <i>The Outdoor Activity Instructor knows and understands:</i>	<b>Aligned?</b>
<b>K6. The relevant operational procedures related to session delivery</b> to meet Health & Safety, environmental sustainability, safeguarding and data protection requirements.	
<b>K7. Why an appropriate activity briefing is important,</b> what it needs to include and where to source the relevant information.	
<b>K8. How to guide participants to the venue in a safe and efficient manner.</b>	
<b>K9. Information about the training activity or subject at the required level to deliver the session.</b>	
<b>K10. Basic good practice protocols and techniques for giving instructions and demonstrations</b> e.g. visual, verbal.	
<b>K11. How to identify hazards in the environment they are working and the dynamic changes that may occur</b>	
<b>K12. How to minimise environmental impact and support sustainability</b> e.g. picking up litter, not broadening paths.	
<b>K13. How to respond to problems:</b> A grasp of common problems and issues related to outdoor working in general, and the businesses specific products offering.	

<b>K14. How to respond to and deal with incidents or accidents that may occur during the session.</b>	
<b>Skills</b> <i>The Outdoor Activity Instructor is able to:</i>	<b>Aligned?</b>
<b>S7. Maintain self and group safety when delivering the session. (GUIDANCE: able to apply the required technical and leadership skills for the activity or subject)</b>	
<b>S8. Deliver an effective session briefing with clear instruction and following organisational procedures.</b>	
<b>S9. Perform a competent demonstration of the skills required for the activity or subject at the appropriate level for the session.</b>	
<b>S10. Provide on-going instruction to encourage learning and progression.</b>	
<b>S11. Follow organisational operating procedures to adapt to changes in the environment. E.g. thunderstorm, a wind shift to offshore in a surfing session.</b>	
<b>S12. Select and implement organisational procedures to deal with routine problems. e.g. broken equipment.</b>	
<b>S13. Provide basic First Aid to respond to accidents in a safe, prompt and effective manner. e.g. injured participant</b>	
<b>S14. Initiate organisational procedures to summon support in the case of incidents or accidents.</b>	

### 3.4 Meeting session outcomes

<b>Knowledge and Understanding</b> <i>The Outdoor Activity Instructor knows and understands:</i>	<b>Aligned?</b>
<b>K15. The organisations set approaches for instructing or teaching each activity in order to meet the defined outcomes of each session. (GUIDANCE: set approaches may be in form of a framework, format, structure, process or guiding principles).</b>	
<b>K16. Simple techniques to ensure engagement and participation by all e.g. energisers, sharing responsibilities, appropriate pace.</b>	
<b>K17. How to use open questions and observation to check understanding and progression of learning.</b>	
<b>K18. How to recognise participants that have additional support requirements e.g. nervousness, short attention span, disengagement.</b>	
<b>K19. Simple techniques for dealing with conflict and challenging behaviours.</b>	
<b>K20. Simple techniques and questioning styles to aid review of sessions in meeting required outcomes.</b>	
<b>Skills</b> <i>The Outdoor Activity Instructor is able to:</i>	<b>Aligned?</b>

<b>S15. Use the organisations set approaches for learning delivery</b> ( <i>GUIDANCE: set approaches may be in form of a framework, format, structure, process or guiding principles</i> )	
<b>S16. Support individual and group engagement and participation in the session</b> e.g. energisers, sharing responsibilities, appropriate pace.	
<b>S17. Change the pace of the session to match participants' speed of learning.</b>	
<b>S18. Identify and support the individual participants' needs</b> e.g. give personal attention, active listening, allow additional time, encouragement.	
<b>S19. Apply simple techniques to deal with conflict and challenging behaviour</b> e.g. redirection, increasing responsibility.	
<b>S20. Use simple review techniques to check the achievement of required outcomes</b> e.g. thumbs up; rounds; memorable moments.	

### 3.5 Completing sessions

<b>Knowledge and Understanding</b> <i>The Outdoor Activity Instructor knows and understands:</i>	<b>Aligned?</b>
<b>K21. How the venue should be left and equipment and resources returned</b> – including adherence to any reporting policies.	
<b>Skills</b> <i>The Outdoor Activity Instructor is able to:</i>	<b>Aligned?</b>
<b>S21. Signpost participants to progression routes.</b>	
<b>S22. Complete a session within time</b> , including the restoration of the venue, return of equipment and resources and any logging or recording requirements.	
<b>S23. Use participant feedback and own reflection to suggest improvements</b> to sessions.	

### 3.6 Communication

<b>Knowledge and Understanding</b> <i>The Outdoor Activity Instructor knows and understands:</i>	<b>Aligned?</b>
<b>K22. How the organisation, and profession, should be represented</b> to include knowledge of the breadth and range of the organisations products and operating standards.	
<b>K23. The organisation's expectations on how to engage and communicate</b> with participants, organisers and work colleagues.	
<b>Skills</b> <i>The Outdoor Activity Instructor is able to:</i>	<b>Aligned?</b>
<b>S24. Communicate with customers and colleagues in a clear, concise and effective manner.</b>	



S25. <b>Handle information</b> in a way that conforms to policy and protects data.	
S26. <b>Assist with the development and preparation of resources</b> and support colleagues delivering sessions.	

### 3.7 Professional practice

<b>Knowledge and Understanding</b> <i>The Outdoor Activity Instructor knows and understands:</i>	<b>Aligned?</b>
<b>K24. The profession's policy on equality and diversity.</b>	
K25. <b>Good practice regarding session structure to encourage participation and inclusion</b> while protecting sensitive participant information.	
<b>K26. Sources for continuing development.</b> E.g. IOL Membership.	
<b>Skills</b> <i>The Outdoor Activity Instructor is able to:</i>	<b>Aligned?</b>
S27. <b>Actively encourage whole group participation and promote equality and diversity.</b>	
S28. <b>Undertake activities to further develop</b> knowledge and personal skills.	
<b>S29. Reflect on own performance</b> and make refinements.	

### 3.8 Behaviours

	<b>Aligned?</b>
B1. Show punctuality, diligence, commitment, and appropriate appearance.	
B2. Is enthusiastic for the organisations products and loyal to the employing organisation and brand. ( <i>GUIDANCE: is professional when representing the organisation they are working/volunteering for</i> )	
B3. Actively respects the environment and encourages behaviours in others that preserves it.	
B4. Is encouraging towards participants and supports each person to achieve to their limit.	
B5. Promotes on-going use of the outdoors and onward progression.	
B6. Shows a positive attitude with all colleagues and all customers come rain or shine.	

## 4. Aligning Education and Training Guidance

### 4.1 Duration and level of education and training

*GUIDANCE: The minimum duration for alignment to this standard should be appropriate to the complexity and number of outdoor activities and participant groups covered.*

<b>Format of delivery</b>	
<b>Total Qualification Time</b>	
<b>Guided Learning Hours</b>	

### 4.2 Initial assessment

Must the course provider identify and make adequate provision for:

<b>The existing experience and competence of learners?</b>	
<b>Ensuring the course is relevant and appropriate for each learner?</b>	
<b>Support and guidance learners may need?</b>	

### 4.3 Meeting accepted good practice

<b>Does education and training meet accepted good practice and/or recognised awarding and governing body standards?</b>	
<b>Please explain:</b>	

### 4.5 Relevance to outdoor instruction

Is the course content specifically tailored to the context of outdoor learning by including themes such as:



<b>Physical safety</b> - how to safely operate as an instructor in a range of different physical environments outdoors, particularly when on/in water, at height or in open countryside.	
<b>Changing conditions</b> - how to respond and manage the group when conditions change. Being able to use verbal and non-verbal communication to manage safety when out of line-of-sight (e.g. caving) or very noisy (e.g. in a river)	
<b>Emotional safety</b> - how to ensure the physical and psychological safety of individuals and groups in heightened emotional states, e.g. nervousness, anxiety, fear, uncertainty, withdrawal.	
<b>Meeting individual participants needs</b> - how the running of an activity can be adapted to suit a particular individuals or groups needs. This is more than using different equipment or a different approach, but also how the activities and tasks within a session can be changed whilst still meeting the required outcomes.	
<b>Meeting dual outcomes</b> - ensuring that participants are meeting not just the activity goals (e.g. to abseil down the rock face, or paddle a kayak down a river) but also the desired outcomes for the activity (e.g. to meet and overcome a personal challenge, or to learn how a riverbank habitat changes along its course).	
<b>Managing behaviour</b> - outdoor activity instructors need to be able to manage a range of behaviours (e.g. disinterested, disengaged, disruptive) in order to create engagement and participation.	

#### 4.6 Supervision during education and training sessions conducted with participants

Where observation, peer-instruction and team teaching are used as a method of learning/training is the learning focus clearly set, monitored and reviewed by the trainer/teacher/lecturer?	
Is the learner NOT responsible for overall safety and outcomes during education and training sessions?	

#### 4.7 Practical experience

Is a minimum of 20 hours experience of working within the outdoor sector and performing the duties of an outdoor activity instructor included as part of the overall education and training?	
Does practical experience include: <ol style="list-style-type: none"> <li>1. Experience leading outdoor activity sessions with customers/clients and holding responsibility for safety and outcomes?</li> <li>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.?</li> </ol>	

#### 4.8 Assessment of learning

Do assessments of competence against this occupational standard include:

Formative assessment of specific knowledge and skills areas?	
Holistic assessment of an outdoor activity instructors' knowledge, skills and behaviours?	

##### 4.8.1 Holistic assessments

<p>Do holistic assessments include:</p> <ul style="list-style-type: none"> <li>• Practical session planning</li> <li>• Observation of delivery</li> <li>• Professional discussion</li> </ul>	
<p>Are holistic assessments carried out by:</p> <ul style="list-style-type: none"> <li>a) An independent assessor, or</li> <li>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.</li> </ul>	

##### 4.8.1 Assessor competence

Do assessors have:

Current and sufficient knowledge and understanding of the knowledge, skills and behaviours they are assessing.	
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.	
Occupational competence in the assessment of skills, knowledge and behaviours demonstrated through a recognised assessment qualification or equivalent.	
A record of planned and relevant Continuous Professional Development covering both vocational and assessment competence.	