

## ***APIOL Accreditation Criteria***

### **Recognising and encouraging good practice in Outdoor Learning**

**Accredited practitioners of the Institute for Outdoor Learning are experienced facilitators of outdoor learning with a consolidated breadth of experience.**

The APIOL criteria describe good practice for established practitioners of outdoor learning. These are the eight areas of competence needed to become an Accredited Practitioner with IOL.



#### **Understanding the nature and potential of outdoor learning**

- 1.1. Have a reasonable breadth of knowledge about the way in which the field of outdoor learning has developed and an understanding of its current scope.
- 1.2. Be familiar with a range of beliefs, values and philosophies underpinning outdoor learning.
- 1.3. Understand how outdoor learning can be used to help individuals to develop.
- 1.4. Be aware of how outdoor learning can be of value to society.
- 1.5. Describe a clear personal philosophy of outdoor learning.

#### **Promotion of responsible and sensitive use of the outdoor situation**

- 2.1. Describe the special contribution that the outdoors can make to individual learning and development.
- 2.2. Be able to share your enthusiasm for the outdoors with others
- 2.3. Encourage participants to appreciate the wonder of the outdoor environment and their place within it.
- 2.4. Promote the importance of sustainable use of the environment.
- 2.5. Encourage participants to accept personal responsibility to act in an environmentally responsible manner.

#### **Reflective practice and continuous professional development**

- 3.1. Evaluate and reflect on your own practice.
- 3.2. Actively seek feedback and use it to develop your performance.
- 3.3. Participate regularly in activities to maintain and develop professional competence.
- 3.4. Actively apply the learning from your professional development in your work.

## **Values and professional integrity**

- 4.1. Be aware of your own value system and the impact your actions have on others and be prepared to challenge prejudices and assumptions.
- 4.2. Work with others in a way that respects their values and help them to develop those values.
- 4.3. Evaluate your working practices in order to engender a sense of inclusiveness for people from a wide range of background and abilities.
- 4.4. Know and apply best practice in protection of participants from abuse.
- 4.5. Consistently uphold the Institute's Code of Professional Conduct, Statement of Purpose, Managing Diversity Policy and Environmental Sustainability Policy.

## **Design and management of learning experiences**

- 5.1. Use a broad range of activities, in different environments, to achieve learning outcomes for a range of client groups with different needs.
- 5.2. Identify learning outcomes for experiences/programmes with a variety of types of aim, and tailor activities to achieve these.
- 5.3. Identify the needs of individual participants and know how to involve them in planning experiences if appropriate.
- 5.4. Plan, organise and manage the delivery of activities and learning experiences, taking into account legal, safety, access and environmental factors.
- 5.5. Resource and staff activities and learning experiences appropriately.
- 5.6. Plan and deliver a learning progression during a programme/experience.
- 5.7. Evaluate the appropriateness of learning experiences and adapt activities/experiences/programmes accordingly.

## **Learning process, facilitation skills and transfer of learning**

- 6.1. Choose appropriate facilitation approaches to suit the age, ability and background of the group and to achieve different learning objectives.
- 6.2. Create an atmosphere that promotes learning and establishes effective relationships with and between participants.
- 6.3. Manage participants with a range of ability and/or motivation and deal with difficult or negative behaviour.
- 6.4. Estimate comfort zones and adventure thresholds and pitch level of intellectual and physical challenge appropriately.
- 6.5. Recognise and support individual as well as group needs and objectives.
- 6.6. Encourage participants to take responsibility for individual and group learning objectives and experiences.
- 6.7. Enable individuals and groups to reflect on their experiences and to review and apply what they have learned.
- 6.8. Help individuals and groups to transfer what they have learned to a context beyond the learning experience or programme.

## **Competent outdoor practice and risk management**

- 7.1. Provide evidence of competence and experience at an appropriate level in the activities and environments to be used.
- 7.2. Plan and equip for foreseeable problems or variations in weather and conditions.
- 7.3. Do competent 'on the hoof' risk/benefit assessment and management in challenging environments (as well as generic and site specific risk assessment).
- 7.4. Lead/manage a group to control their exposure to risk.
- 7.5. Continuously monitor and lead groups to challenge, but not exceed participants' adventure thresholds, levels of competence, fitness and motivation.
- 7.6. Share information with participants and encourage them to become competent in helping to manage their own safety.
- 7.7. Know how to take appropriate action in an emergency situation.
- 7.8. Promote, in actions and attitudes, a culture of: valuing individuals, risk/benefit management, and care of the environment.

## **Professional responsibilities – leadership, teamwork, client relations and involvement in the outdoor field**

- 8.1. Establish and maintain good working relationships with all team colleagues and managers.
- 8.2. Organise and motivate other staff to deliver the learning outcomes of a programme.
- 8.3. Work as a member of a team with professionals from outside your workplace (e.g. clients, group leaders).
- 8.4. Fulfil professional responsibilities required by others at work.
- 8.5. Be involved in developing the outdoor field outside your work place.