

APIOL Award Benchmarks

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.



Thinking, Understanding and Reflective Practice

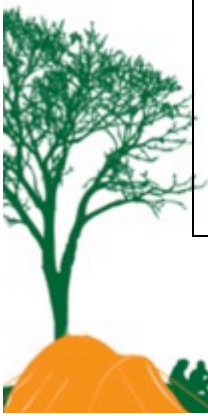
Below Benchmark	Benchmark	Above Benchmark
<ul style="list-style-type: none"> • Focuses only on their own role, and not how on how their role interacts with others' in the workplace • Reacts to situations and questions by looking for rules and procedures rather than by using underlying principles to make decisions • Accepts existing rules, procedures and practices, rather than questioning, examining and finding better ways • Is unaware of the effect of their behaviour on other people • Finds it hard to give examples of how they are seeking to improve their skills or competence in outdoor practice (hard and soft skills) 	<ul style="list-style-type: none"> • Can explain why they do things the way they do, and knows the aim and value of outdoor learning for them • Knows what basic principles of learning and ethics guide them • Can explain the instructional/teaching/facilitating approaches they like to use, and reflects on the effect of their style on groups and colleagues • Can explain how their practice is influenced by what is going on in the outdoor field, and the issues they/the field are facing • Takes an interest in how their role interacts with others', the approach to outdoor learning in their workplace and the 	<ul style="list-style-type: none"> • Can explain how issues in the outdoor field are affected by what is happening in the wider world • Can explain how aspects of their work life influence and contradict each other (e.g. environmental and commercial considerations, personal resourcefulness and safety considerations etc) • Takes a major role in influencing how things get done in their workplace (eg through contributing to or leading management decisions) • Is proactive in anticipating developments in their work and in the field, and in developing new

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<ul style="list-style-type: none"> • Does not readily relate learning from one experience to other situations, and does not apply their learning to improve their practice 	<p>challenges it faces</p> <ul style="list-style-type: none"> • Is prepared to challenge assumptions and find better ways to do their work • Can explain how they aim to fix/improve the causes of situations and behaviour, not just the symptoms • Can explain how their outdoor practice has changed over the years, and what they are learning at present • Makes a contribution to improving good practice at work and/or in the field. 	<p>ways of working to take advantage of/prepare for what may happen in the future</p> <ul style="list-style-type: none"> • Has regular reflective practices to develop their self awareness, concern for others and their outdoor practice.
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Independence of Decision-making

<p>Below Benchmark</p> <ul style="list-style-type: none"> • Has worked almost exclusively in one context, with one sort of client group or in one environment • Has worked almost entirely in controlled environments (i.e. not open country), either when leading groups or developing their own skills • Has worked mainly with programmes designed by other people, and has had little responsibility for decision-making while programmes are running • Has had little 	<p>Benchmark</p> <ul style="list-style-type: none"> • Has worked in more than one context where they have overall responsibility for groups and/or individuals • Has experience in challenging environments in the outdoors • Has had some responsibility for client liaison, needs analysis and programme and/or expedition design • Has had responsibility for implementing programmes and/or expeditions and for carrying the can when 	<p>Above benchmark</p> <ul style="list-style-type: none"> • Has high levels of technical competence in a number of outdoor activities or a very high level of competence in one outdoor activity or learning process. • Has taken responsibility for the training and development of other outdoor practitioners and their career development • Has managed the work of other outdoor practitioners • Has had significant responsibility for curriculum or programme design, for
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<p>responsibility for liaising with clients and/or helping transfer of learning back into home life</p> <ul style="list-style-type: none"> • Has taken responsibility for their own work, but has not had experience of co-ordinating the work of others • Finds it hard to describe what they have learned or how their practice has developed • Has focused almost entirely on their own workplace, with little contact with or contribution to the outdoor field outside their workplace. 	<p>they go wrong</p> <ul style="list-style-type: none"> • Has had some responsibility for the work of other staff (not necessarily in a management role) • Has worked with a number of different client groups • Has reflected on their experience, on what they have learned, and on what guides them now when they work with groups • Has shown some commitment to putting something back into the outdoor field. 	<p>deciding the focus and direction of outdoor provision</p> <ul style="list-style-type: none"> • Has significant personal experience in wild country • Has published research, books or articles on outdoor learning • Has developed significant innovative or imaginative professional practice and/or contributed to the outdoor field at regional or national level • Can discuss issues around values, ethics, challenges, national and international developments and learning methods in outdoor learning.
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