



IOL Course Accreditation Application GUIDANCE NOTES

*Accreditation of CPD, training or educational courses designed for
instructors, teachers and leaders of Outdoor Learning*

These notes are written to support you in completing your course accreditation application. **We are looking for evidence that you have a well thought out and planned process for delivering the course aim and learning objectives. 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 - dave@outdoor-learning.org or 01228 564580.

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

We look forward to receiving your application.

The IOL Professional Standards Team



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.

Take the box size as a guide to the level of information we require with a maximum of 400 words for any answer. **Be concise and precise in your writing.** We wish to know if you have the appropriate approaches, policies and procedures in place to ensure a positive learning experience for delegates.

Attachments are only to be given where specifically requested.

You must complete ALL sections of the application form. The following guidance covers areas in which we are looking for specific information.

1 Course Structure and Learning

1.1.1 Course Title and Level

Please use a title that is clear, and descriptive of the aim of the course, followed by the level.

We recognise courses will cover subjects in different levels of depth. Indicate this in course title either using descriptive language or referencing Regulated Qualifications Framework (RQF) Level.

- *E.g. "Introduction to Facilitating Outdoor Learning (Level 2)"*
- *E.g. "Foundation Skills in Facilitating Outdoor Learning (Level 3)"*
- *E.g. "Advanced Facilitation Skills for Accredited Practitioners of Outdoor Learning (Level 5)"*

The levels of a course are defined here:

[What qualification levels mean: Overview - GOV.UK](#)

[SCQF Level Descriptors - Scottish Credit and Qualifications Framework](#)

1.1.2 Course Type

Select ONE of the three options available. This information will be used when we are listing and promoting your course on the IOL website and social media. You can also use it to decide which IOL Accredited Course Badge you wish to use.



1.1.3 Aim of Course

Please describe the overall purpose of the course – a concise description of what the course seeks to achieve for the learners. Aims indicate the general direction that the course will take.

e.g. "To provide learners with the skills, knowledge and understanding to make risk-benefit assessments in an outdoor learning setting"

1.2.1 Course Learning Outcomes

Learning outcomes (or learning objectives) should be written from the learner's perspective and define what learners will achieve at the end of the course.

Learning outcomes are measurable statements.

e.g. "To list the main steps in performing a risk-benefit assessment"

"To demonstrate applying a risk-benefit assessment to a given activity"

For contrast, a poorly written learning outcome is *"To learn about natural shelters"* as it doesn't specify what sort of learning will be delivered and what delegates will know or be able to do because of the training.

Having clear and specific learning outcomes underpins how the teaching or training is delivered, and learning is monitored and assessed. From an employer's point of view learning outcomes helps managers understand the benefits of a particular course for their staff.

Ensure that the command words you use (describe, demonstrate, explain, plan, etc.) are appropriate to the level for the course (see 1.1.1).

If your course is modular in format, please clearly identify which learning outcomes are relevant to each module.

For more information on writing learning outcomes search for *"Bloom's Taxonomy of Learning Objectives"* online or read G. Petty Teaching Today 2nd Edition (1998).

Resources: <https://tips.uark.edu/using-blooms-taxonomy/>

1.2.3 How the course is delivered

You can accredit a course that is delivered in one block (e.g. 3 days), over a period (3 x 1day), or in modular form (5 x 5day modules = 25 days total). If the modules are stand-alone and independent courses, then each will require its own course accreditation.



1.2.5 Scheme of Work (Programme Timetable)

The scheme of work describes how the course content is organised and delivered. This might be a simple programme for a one-day course or a more detailed plan for a modular course lasting several months or more.

- ***This will be reviewed by appropriate subject matter experts to assess whether course participants are likely to be able to achieve the planned outcomes in the time and manner indicated.***

The scheme of work must include details of course aim, timings, content delivered, learning outcomes achieved at a minimum.

If you deliver the same course in more than one format (e.g. an intensive or modular programme) then include a scheme of work for each.

Additionally, the scheme of work may also include details of the teaching activities, resources, assessment methods, and other relevant details.

1.3.1 Assessment for Learning

Assessment for Learning is the process of gathering evidence and deciding where the participants are in their learning.

- Formative (on-going) assessment focuses on where they are, where they need to go and how best to get there.
- Summative (final) assessment focuses on evaluating if they have reached the learning outcomes.

Further information and useful resources: [Getting started with Assessment for Learning](#)

1.3.2 Map your Learning Outcomes to the method of Learning Assessment

Please describe how each learning outcome (from 1.2.1) will be assessed during the course. Some examples of assessment methods are observation, discussion, test paper, debate, etc.



1.3.3 Rules of Evidence

What processes do you have to ensure that assessment decisions on the course are based on fair, authentic, valid, current, sufficient and reliable evidence?

See: Horizons Issue 77, Spring 2017: Professional Matters (Archive)

1.3.4 Summative (final) assessment

Please describe your approach - how do you ensure that you have evidence each participant has met all the learning outcomes?

1.4.1 Delivery of Training Content

Please describe the teaching and training methods that will be used for the course. This might include formal presentations, group discussion, demonstrations, practical activities, etc. We are looking for evidence you will meet a range of learning preferences in delivering the content.

1.4.3 Balance Between Theory and Practical Activity

Each course will be different in this respect, however IOL expects there to be a balance that suits the learning outcomes and the target market.

1.4.4 Site Visits

If the course includes specific a site visit, please identify the purpose of the visit and ensure it is linked to specific learning outcomes.

1.5.1 Standard Entry Requirements

Outline what qualifications, skills, knowledge or experience learners need to have to be able to join the course.

1.5.3 Flexible Course Admission

If routes other than standard entry are open for learners to join the course, please describe them here.

1.5.4 Equality and Diversity

Please indicate how you support equality and diversity both whilst delivering the course and within your delivery team.

1.5.5 Adapting To the Needs of Individuals

Please outline your approaches to initial assessment, differentiation, learning support, reasonable adjustments, special considerations, etc. to meet the needs of individual learners.



1.6.1 Learner Numbers

If there is a minimum and maximum number of learners, please indicate.

1.6.2 Administration Procedures

What process will be followed upon receipt of a booking form / details?

1.6.4 Evaluating the quality of teaching and learning

What are the course quality assurance processes you use to monitor and evaluate the delivery of the course? Please give a summary of the process here and attach relevant documents or forms.

If you hold or attend review or standardisation meetings regarding this course, please describe the frequency and purpose.

1.6.5 Review and revision to the course

How do you complete a Quality Assurance cycle and ensure that changes made are considered and appropriate for this course?

1.7.1 Venue / Facilities

Please outline where the course will be delivered and the facilities you will use. If the venue changes each time, please detail the facilities that are essential for the venue to be suitable for the course.

1.7.2 Venue / Site Management

For courses that use the natural world as a venue or site please outline your policies and procedures to ensure sustainability, enhance biodiversity and minimize environmental impact.

1.7.3 Hospitality and Welfare

Please outline your provision for drinks, meals, toilets, hand washing, etc. We want to know how participants basic needs will be met.



2 Relevance to instructors, teachers or leaders of Outdoor Learning

2.1.1 Target Market

We would like you to identify your target market from the following categories:

For the outdoor learning product area, please choose from:

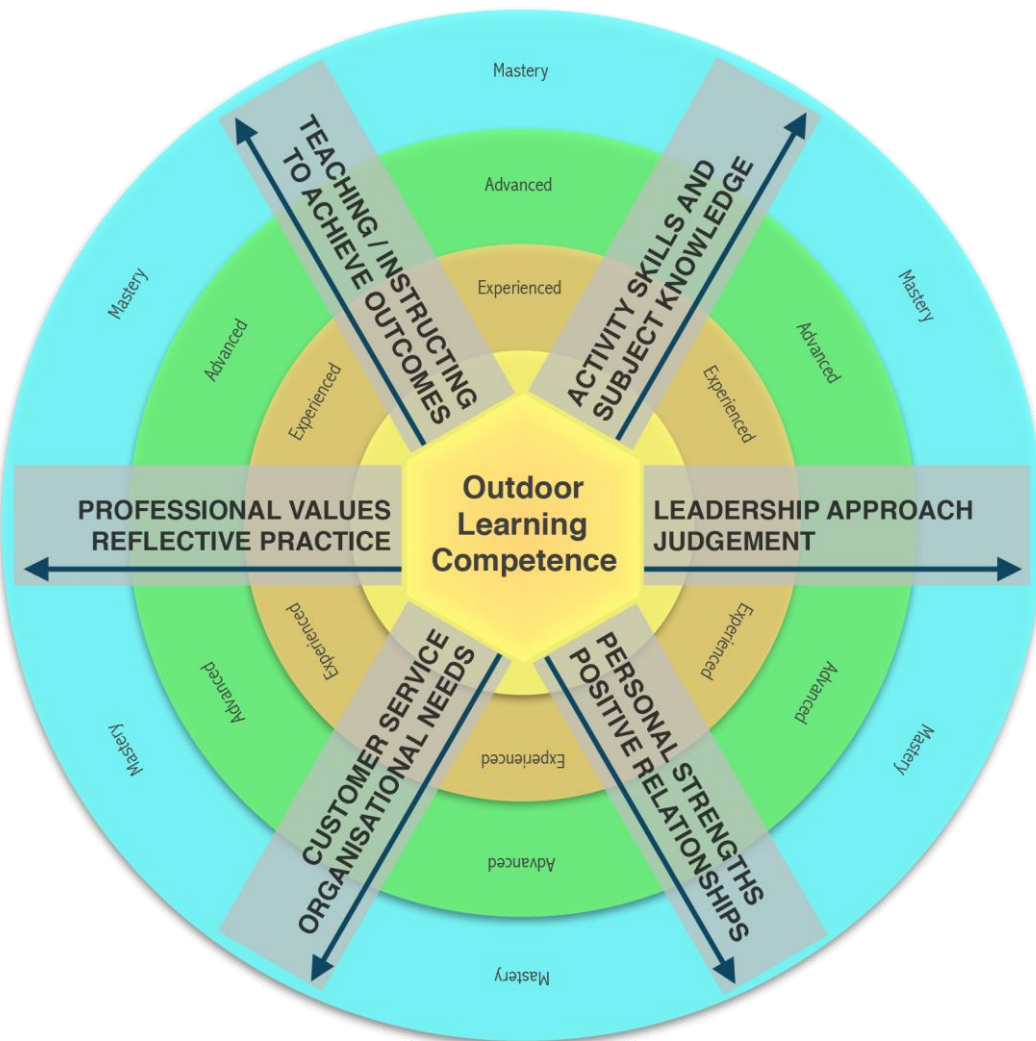
Outdoor Education	Curriculum Based Outcomes - Primary, Secondary Schools, Colleges, Universities
Personal Development	Youth Work, Development Training, Expeditions, Voluntary Organisations (Scouts, Guides, DofE, etc.)
Professional Development	Management Development, Leadership Training, Apprentice, Graduate Inductions, Team Development, Teacher Training
Outdoor Sports and Awards	NGB Awards, Skills and Competence Development, NNAS, John Muir Award, IOL FBCC (Bushcraft)
Adventure Tourism	Family adventures, Survival weekends, Expeditions
Outdoor Therapy	GP Referral, Health, Fitness, Wellbeing, Wilderness Therapy, Adventure Therapy

For the type of outdoor professional, please choose from:

IOL Instructing Practitioner	Someone who delivers outdoor learning in a part-time or sporadic role or has recently begun his or her career in outdoor learning. For example, a student on a HE courses, an apprentice at an outdoor centre or a volunteer with a youth group, etc.
IOL Facilitating Practitioner	Someone who routinely delivers outdoor learning experiences in either a paid or voluntary role. For example, instructor, tutor, teacher, youth worker, senior instructor, training consultant, teacher, OE teacher, etc. They may already hold or be working towards IOL Individual Accreditation (RPIOL/APIOL/LPIOL).
IOL Managing Practitioner	Someone who is in a management or leadership capacity in outdoor learning. For example, centre manager, deputy centre manager, chief instructor, duty manager, school EVC, senior youth worker, head teacher, etc.



For the area of course focus please consider the areas of professional practice that your course will support participants to significantly develop, and choose from the six options in the IOL Development Map:



For the performance or learning level, please choose from:

Introduction / base competence	Consolidating / specialising
For people new to the subject or activity	For people who have experience in the subject or activity

2.1.2 Needs analysis

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



2.1.3 Involving the Outdoor Learning sector in your course design

We are looking for clear evidence of involvement from employers in the sector in shaping the learning outcomes of your course.

2.2.2 Mapping Learning Outcomes to IOL Statements of Good Practice

For areas where IOL has formally defined good practice guidance for the course content please reference this if relevant to your course.

- [Outdoor Mental Health Interventions and Outdoor Therapy](#)
- [Outdoor First Aid Training](#)
- [Equality, Diversity & Inclusion](#)

Please specifically describe which parts of the statement of good practice your course covers, and the depth to which you cover those topics.

2.2.3 Mapping Learning Outcomes to Other Relevant Standards or Guidance

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

2.3 Mapping Learning Outcomes to IOL Standards

Whilst we want to ensure that the course aim and learning outcomes are yours to define, we also want to support practitioners in identifying ways they can gain or deepen their skills, knowledge and experience.

One way of doing this is to ask providers to map their course learning outcomes to IOL Standards. Select the standard most appropriate for your course:

- [Outdoor Activity Occupational Standards](#)
- [RPIOL Award Criteria](#)
- [APIOL Award Criteria](#)
- [LPIOL Award Criteria](#)

We recognise that some courses will have a tight mapping to specific criterion and other courses will have a much looser or partial connection. We expect that learning outcomes will broadly fall into two categories:

- Learning outcomes that are directly covered
 - *E.g. a course outcome "To demonstrate several options for leading groups on mountain ridges and cliff edges" covers APIOL Criterion 7.4 - Lead/manage a group to control their exposure to risk.*
- Learning outcomes that support one or more criterion
 - *E.g. a course outcome "To describe how geology and geomorphology has shaped the local landscape" supports RPIOL Criterion 4.1 -*



Encourage participants to appreciate the wonder of the outdoors and encourage lifelong engagement for health, wellbeing and other benefits.

This section is compulsory for all courses. It shows how you help participants meet RPIOL criterion 5.3 – “Undertake CPD activities to develop your own knowledge, skills and understanding of outdoor learning” or APIOL criterion 3.3 – “Participate regularly in activities to maintain and develop professional competence”

The IOL Standards can be downloaded from the IOL website.

It is helpful if the course learning outcomes and IOL Criteria are referenced by their number and being written out in full.

3 Facilitating Learning

3.1.2 Staff Monitoring and Support

We are looking for processes that support whoever is teaching or training to maintain their competence, follow procedures and care for their health and wellbeing.

3.2.1 Delivery Staff Competence

It is the responsibility of the delivery staff to bring the course to life for the learners in an engaging and effective manner. We do not wish to see cv’s of the trainers – we would like you to evidence the ways in which they demonstrate relevant competence to deliver the course outcomes.

Whilst delivery staff are likely to have completed a variety of courses, qualifications and awards please only list those that relate to the three areas below.

Subject Area Competence

Evidence of skills, knowledge and experience in the subject to deliver the learning outcomes for the training. Demonstrated by one or more of the following:

- Significant practical and theoretical experience in the subject area
- Relevant qualifications and consolidated experience
- Engaging in CPD events in the subject area Etc.



Teaching / Training Competence

Evidence of competence in teaching / training of adult learners can be demonstrated by one or more of the following:

- Teaching / Training Certificate (AET, PTLLS or similar)
- Diploma or Certificate in Education (CertEd, CTLLS, DTLLS, etc.)
- Teachers Certificate (QTS, QTLS)
- High level NGB Award that includes the training and assessing of practitioners (MIA, etc.)
- Assessing Award (CAVA, A1, D32/33, etc.)
- Accredited Practitioner of the Institute for Outdoor Learning with relevant experience working with adult learners.
- Etc.

Where a person does not hold awards relating to teaching, training or assessing adult learners, please give brief descriptions of how their knowledge, skills and experience covers the following 6 areas:

- *The roles, responsibilities and relationships in education and training*
- *Inclusive teaching and learning approaches*
- *Assessment of learners*
- *Facilitating learning and development for individuals*
- *Facilitating learning and development in groups*
- *Understanding principles and practices of assessment*

Outdoor Learning Sector Knowledge

Evidence of current knowledge of the outdoor learning sector and an understanding of the role(s) of the course learners can be demonstrated by:

- Employed or voluntary roles within the outdoor learning sector
- Recent and on-going engagement with the outdoor learning sector
- Membership of IOL and attendance at regional or national events
- IOL Individual Accreditation (RPIOL/APIOL/LPIOL)
- Etc.

4 Organisational Structure and Values

4.3.1 Client Testimonials

Testimonials should confirm that you are able to deliver ethical, sustainable and well-received courses and customer service. Wherever possible testimonials should be for the course you wish to be accredited.

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.

List of Attachments

The following attachments are requested with your application. Where possible, please send as a .pdf version with your application.

1.1.4	Example certificate awarded on completion of the course
1.2.5	Scheme of work (programme timetable)
1.3.4	Summative (final) assessment forms (if relevant)
1.6.3	General organisation brochure (if relevant) Course brochure / details (prior to booking) Joining instructions (following booking)
1.6.4	Example evaluation forms / reports for the course

