

**Leading Practitioner of the Institute for Outdoor Learning  
LPIOL – Criteria - the 4 areas of Best Practice**

<p><b>A. Extend the boundaries of best practice (INNOVATION)</b></p> <p>This is about extending what is known about outdoor learning, and/or an area of best practice, and making this knowledge and expertise available to the outdoor field.</p>	<p><b>B. Demonstrate high standards of continuously evolving reflective and ethical practice (REFLECTION)</b></p> <p>This is about refining and changing your own practice, and showing how personal, outdoor and societal values and ethical principles are demonstrated in your professional practice.</p>
<p><b>C. Build and help the practice of other practitioners (DEVELOPMENT)</b></p> <p>This is about contributing to developing safe practice in and beyond your workplace, and helping other practitioners beyond your workplace to develop their practice.</p>	<p><b>D. Promote the ability of the outdoor learning field to continue to operate and add value. (PROMOTION)</b></p> <p>This is about promoting the growth of outdoor learning beyond your workplace</p>

## LPIOL Criteria with Indicators

### A. Extend the boundaries of best practice (INNOVATION)

This is about extending what is known about outdoor learning, and/or an area of best practice, and making this knowledge and expertise available to the outdoor field.

*Examples of how LP aspirants may fulfil the requirement include:*

- contributing to public understanding of outdoor learning
- making innovative or imaginative contributions to professional practice and its dissemination
- carrying out research and/or write publications
- taking action outside the workplace to disseminate best practice and/or sustainable use of the outdoor environment

*(LP aspirants who need further development may, for example*

- know about recent developments in the field of outdoor learning which affect their workplace, but find it hard to identify consequences for the wider field or for society
- contribute to improving practice in their workplace, but have not disseminated this outside
- be aware of issues around sustainability arising in the outdoor field, but not have taken action)

### B. Demonstrate high standards of continuously evolving reflective and ethical practice (REFLECTION)

This is about refining and changing your own practice, and showing how personal, outdoor and societal values and ethical principles are demonstrated in your professional practice.

*Examples of how LP aspirants may fulfil the requirement:*

- discussing issues around values, ethics, challenges, national and international developments and learning methods in outdoor learning
- explaining how they have reconciled the aspects of their work life which influence and contradict each other
- using reflective practice of their own key experiences to inform others
- using reflective practice to increase participation.

*(LP aspirants who need further development may, for example:*

- know their own core values and prejudices, but find it hard to describe how they have been challenged, and how they have needed to change
- find it hard to relate their own ethical practice to national trends and issues
- undertake consistent professional development activity, but find it hard to describe how they share their experiences and learnings with others)

### **C. Build and help the practice of other practitioners (DEVELOPMENT)**

This is about contributing to developing safe practice in and beyond your workplace, and helping other practitioners beyond your workplace to develop their practice.

*Examples of how LP aspirants may fulfil the requirement:*

- carrying out needs analyses, develop and manage novel programmes
- leading the training and development of other practitioners
- providing expert tuition and/or coaching to others outside own workplace
- disseminating good practice outside the workplace eg by facilitating workshops, making presentations at conferences
- leading the management of safe practice in their work environment
- taking responsibility for motivating and leading other staff to deliver learning experiences

*(LP aspirants who need further development may, for example:*

- adapt programmes for different group needs, do some client liaison and programme design, but not have consistent experience of developing novel programmes
- tutor other staff or make presentations in the workplace, but not beyond it
- co-ordinate the work of other staff, but not have responsibility for leading and motivating them to deliver high quality learning
- describe and critique risk/benefit assessment practices used in their workplace, but not have responsibility for leading safe practice)

### **D. Promote the ability of the outdoor learning field to continue to operate and add value. (PROMOTION)**

This is about promoting the growth of outdoor learning beyond your workplace

*Examples of how LP aspirants may fulfil the requirement:*

- making contributions to government consultations and campaigns
- co-ordinating responses to government initiatives
- organising conferences
- fund-raising successfully to enable capacity building or research
- increasing the profile of outdoor learning through lobbying, journalism or political activity
- serving on committees where this also has a wider remit
- doing proactive work to increase participation.

*(LP aspirants who need further development may, for example:*

- Respond to government consultations personally, but don't need to consider or co-ordinate the views of other groups of practitioners
- Increase the profile of outdoor learning amongst their own customers, but don't disseminate and promote into the local region
- Serve on committees, but which only have a local remit.)