



Gain recognition as a Professional in Outdoor Learning

One route to accessing Associate Fellow, Fellow and Senior Fellowship of the IOL is via gaining recognition as a professional in outdoor learning.

Professional recognition:

- | | |
|--|---|
| ☒ <i>Benchmarks your knowledge, skills and education at a level matched to other professions</i> | ☒ <i>Achieves a gateway for accessing Fellowship of the IOL</i> |
| ☒ <i>Demonstrates your level of experience to customers and employers, and the value you bring</i> | ☒ <i>Helps improve the strength of our representation and voice inside and outside the sector</i> |

Professional recognition is in addition to individual specialisms and qualifications, e.g. instruction/coaching awards, IOL Accreditations, association memberships, teaching and/or management qualifications, etc.

Associate Professionals in Outdoor Learning

have at least one years' experience delivering outdoor learning plus relevant qualifications at RQF/CQFW Level 3 / SQCF Level 6 or higher or have completed their RPIOL award.

Professionals in Outdoor Learning

have at least five years' experience in a position of responsibility for outdoor learning plus relevant qualifications at RQF/CQFW Level 5 / SQCF Level 8 or higher or have completed their APIOL award or can evidence equivalent learning experience.

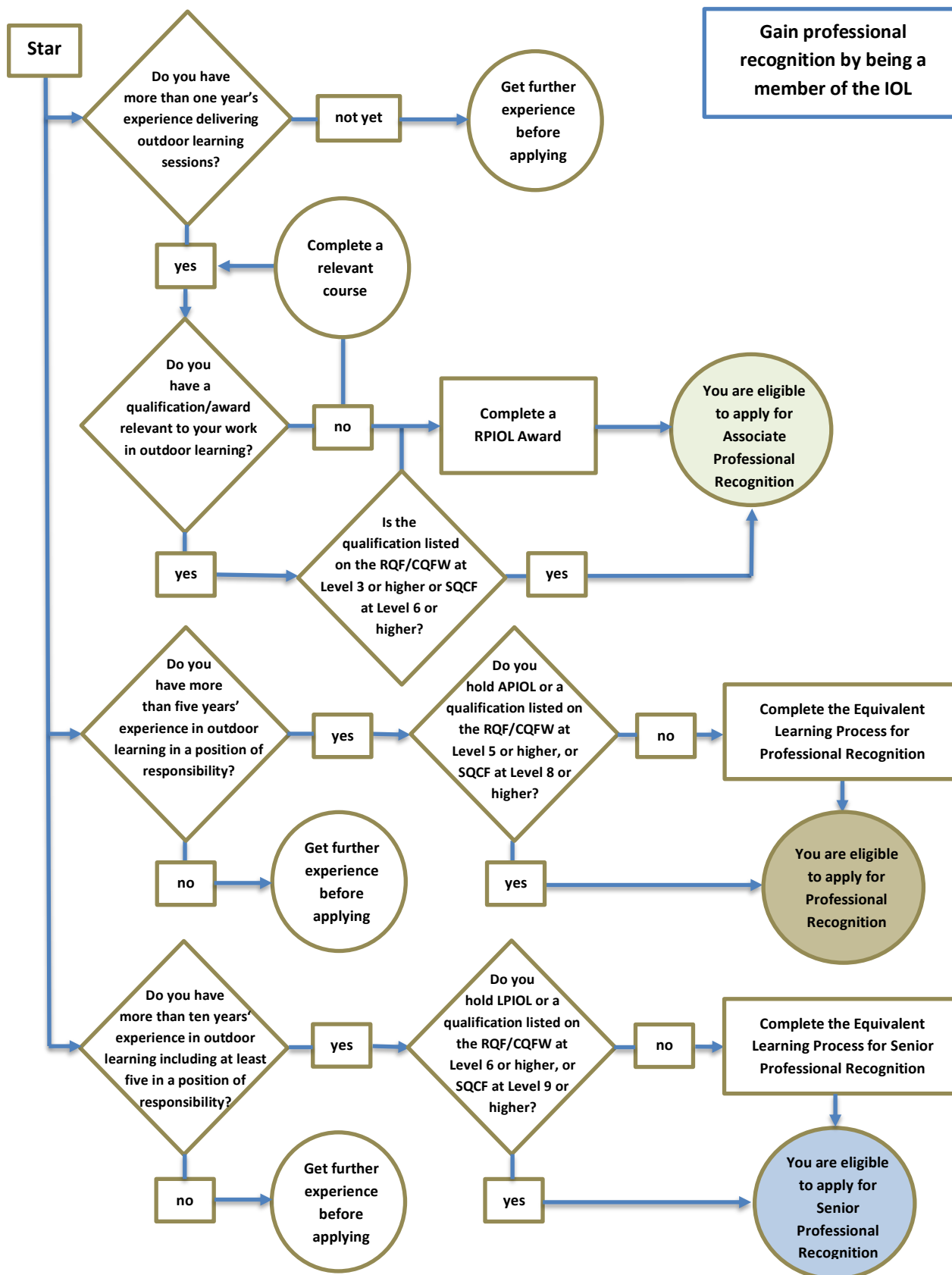
Senior Professionals in Outdoor Learning

have at least ten years' experience in a position of responsibility for outdoor learning plus either LPIOL or relevant qualifications at RQF/CQFW Level 6 / SQCF Level 9 or higher or have completed their LPIOL award or can evidence equivalent learning experience.

To apply you need to be a current member of the Institute for Outdoor Learning (IOL).

Once you have been granted your professional recognition status, subject to ongoing IOL membership your respective Fellowship status will be automatic.

Professional Recognition





Benchmarks

Professional recognition benchmarks a level of education, responsibility and experience working in any area of outdoor learning.

Having professional recognition clearly benchmarked against other established professions will strengthen our lobbying and representation activity with UK and Home Nation Governments.

It also brings expectations and responsibilities including a commitment to safe, ethical practice, CPD and being up-to-date and connected to current good practice.

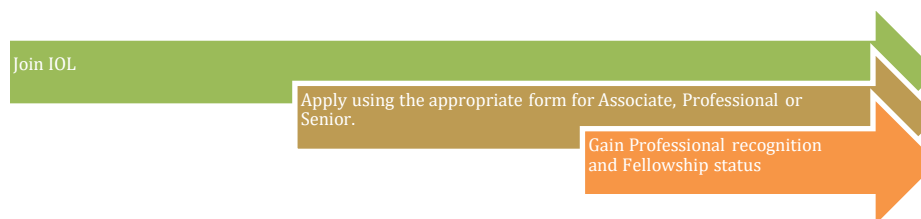
Associate Professional Recognition	Professional Recognition	Senior Professional Recognition
Responsibility for leading safe and engaging outdoor learning sessions in order to achieve intended outcomes.	Responsibility for shaping effective outdoor learning in any setting by exercising autonomy and judgement within medium / long term parameters.	Can evidence how their Values influence their practice and their leadership against five Mindset Criteria (MC1-MC5) .
One years' outdoor learning work experience	Five years' outdoor learning work experience	Ten years' outdoor learning work experience evidenced against five Experience Indicators (EI1 -EI5)
Statement of support confirming experience in instructing / leading / coaching in any outdoor activity.	Statement of support confirming experience as an outdoor learning specialist, manager, advisor, workforce teacher / trainer, or researcher.	Two statements of support confirming your experience, senior professional mindset and if relevant your evidence for equivalent learning.



Relevant qualifications or RPIOL	Relevant learning at degree level or APIOL or equivalent learning process	Relevant learning at degree level or LPIOL or equivalent learning process
Regulated qualification at RQF/CQFW Level 3 / SQCF Level 6 or higher e.g. Outdoor Activity Instructor Apprenticeship, Mountain Leader Award, Forest School Leader, etc. RPIOL Award demonstrating experience.	Regulated qualification at RQF/CQFW Level 5 / SQCF Level 8 or higher (or equivalent) e.g. Relevant Degree, Diploma in Management, etc. or APIOL Award or equivalent learning process.	Regulated qualification at RQF/CQFW Level 6 / SQCF Level 9 or higher (or equivalent) e.g. Relevant Degree, Post Graduate Certificate, Masters etc. or LPIOL Award or equivalent learning process against the five Learning Descriptors (LD1 – LD5).

Recognition Process

Attaining professional recognition will further demonstrate your commitment to professional practice and your own continued professional development.



Applications will be reviewed by the IOL against the published requirements.
If required, additional information will be requested from applicants before a decision is reached.



Submission Formats

The IOL welcomes submission in different formats.

Written submissions should be PDF or Word (.docx) format

Presentations should be in PowerPoint (.pptx) format

Voice over presentation should be in PowerPoint and saved as an .mp4 file format.

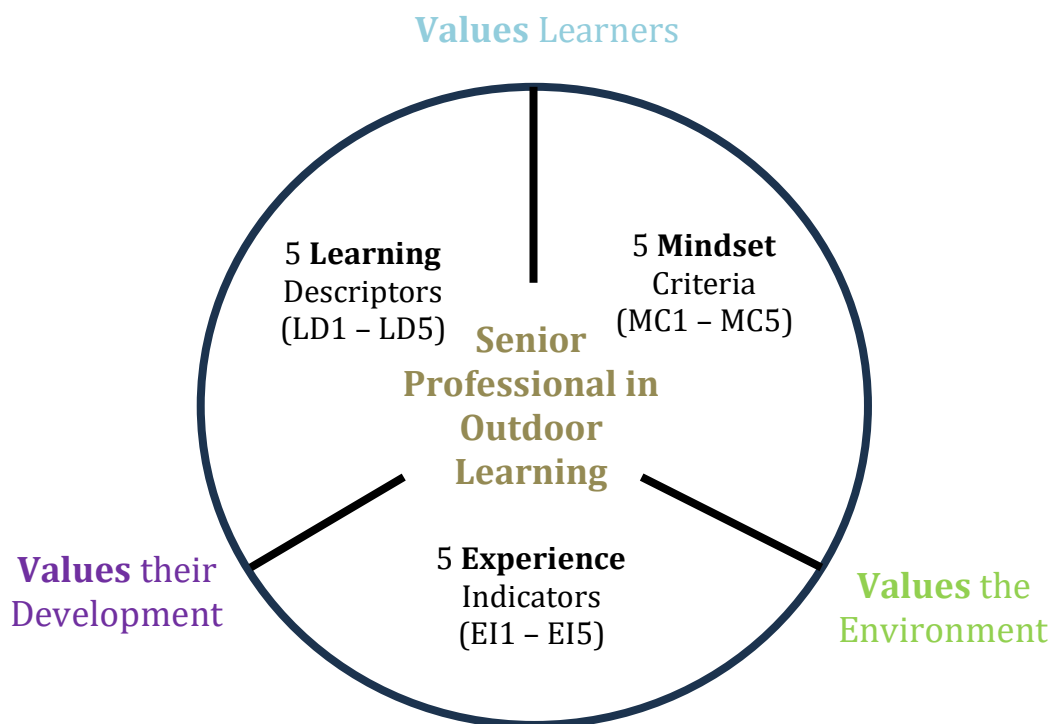
Audio only recordings should be done in PowerPoint and saved as an .mp4 file format.
Audio only recordings should be accompanied with a transcript in Word (.docx) format.



Senior Professional in Outdoor Learning

Recognition as a senior professional in outdoor learning values your experience and will further demonstrate your commitment to professionalism and continued professional development.

- | | |
|---|--|
| ✓ <i>Benchmark your knowledge, skills and education at a level matched to other professions</i> | ✓ <i>Achieves a gateway for accessing Senior Fellowship of the IOL</i> |
| ✓ <i>Demonstrate your level of experience to customers and employers, and the value you bring</i> | ✓ <i>Help improve the strength of our representation and voice inside and outside the sector</i> |



A Senior Professional in Outdoor Learning is someone who can evidence:

- how their **Values** influence their practice.
- their experience against the five **Experience** Indicators (EI1-EI5)
- their knowledge against the five Learning Descriptors (LD1-LD5)
- and their leadership against the five Mindset Criteria (MC1)



Mapped alignment of Experience Indicators (EI), Learning Descriptors (LD) and Mindset Criteria (MC)

Experience Indicators (EI)		Learning Descriptors (LD)		Mindset Criteria (MC)	
EI1	Delivering value to customers and the profession and role modelling professional practice	LD1	Understands different perspectives, approaches or schools of thought and the theories that underpin them.	MC1	Diverse Perspective - Recognises the diversity of outdoor learning practice. Proficient and knowledgeable practitioner who embraces the diversity of outdoor learning practice.
EI2	Building programmes of learning using outdoor experiences by drawing on relevant research	LD2	Have gained advanced practical, theoretical or technological knowledge and understanding of a subject or area field of work to create ways forward in contexts where there are many interacting factors.	MC2	Innovation – Extend the boundaries of best practice. Extending what is known about outdoor learning, and/or an area of best practice, and making this knowledge and expertise available to the outdoor sector.
EI3	Thinking and operating long term and planning and developing courses of action.	LD3	Can critically analyse, interpret and evaluate complex information, concepts and ideas.	MC3	Reflection - Demonstrate high standards of reflective and ethical practice and motivate others to reflect. Modelling high standards of reflection and ethics in your practice, and building those standards/practices in others.
EI4	Initiating and leading complex tasks and processes and positively influencing the work of colleagues	LD4	Can initiate and lead complex tasks and processes , taking responsibility, where relevant for the work and roles of others and the allocation of substantial resources.	MC4	Development – Build and help the practice of other practitioners. Helping practitioners in the region/sector to raise the level of their practice.
EI5	Shaping effective outdoor learning by exercising autonomy and judgement within broad parameters	LD5	Are able to take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments.	MC5	Shaping & Creating – Make a contribution to building the future of outdoor learning. Bringing people together, managing conflicting interests and mobilising people to move the outdoor learning sector forward.



Application requirements

Responsibility for shaping effective outdoor learning by exercising autonomy and judgement within medium / long term parameters.

Application route:		You will need:
1	LPIOL award holder	• Application Form
2	Statement of experience	• Application Form • Copy of certificate(s) of a suitable qualification or Statement of Equivalent Learning • Statement of Experience listing your outdoor learning roles • Statement of Support that confirms your experience

How to apply

To apply you need to be a current member of the [Institute for Outdoor Learning \(IOL\)](#) and pay the current application fee.



Required for all Senior Professional applications

Senior Professional Application

Senior Professional recognition is open to existing individual members IOL

Applicant name:

Individual member of: IOL

Membership number:

Primary role in Outdoor Learning – please tick ONE

Outdoor Learning Specialist	Facilitators, Practitioners, Teachers, Coaches, etc.	☐
Manager in Outdoor Learning	Leaders, Managers, Directors, etc	☐
Advisor in Outdoor Learning	Outdoor Education Advisors, Consultants, etc.	☐
Workforce / Profession Developer	Trainers, Lecturers, Researchers, etc.	☐

Application Route – please select one

Route 1

or

Route 2

I hold an LPIOL award

IOL will check their records to confirm your award.

I have provided a Statement of Experience

I have provided a Personal Values statement

I have provided Evidence of Learning

I have provided evidence of Senior Professional Mindset

I have provided two statements of support

Statements of support must be completed by an employer, client or colleague working at your level or above, and able to offer a reliable opinion of your knowledge and experience.

Evidence of learning must be of a regulated qualification at RQF/CQFW Level 6 / SQCF Level 9 or higher or a Statement of Equivalent Learning.

I commit to safe, ethical practice and agree to abide by the IOL Code of Professional Conduct

I confirm that I have a total of at least ten years' experience in outdoor learning including at least five years in a position of responsibility for:

- E11 - Shaping effective outdoor learning by exercising autonomy and judgement within broad parameters
- E12 - Building programmes of learning using outdoor experiences by drawing on relevant research
- E13 - Thinking and operating long term and planning and developing courses of action
- E14 - Initiating and leading complex tasks and processes and positively influencing the work of colleagues
- E15 - Delivering value to customers and the profession and role modelling professional practice

Signature:

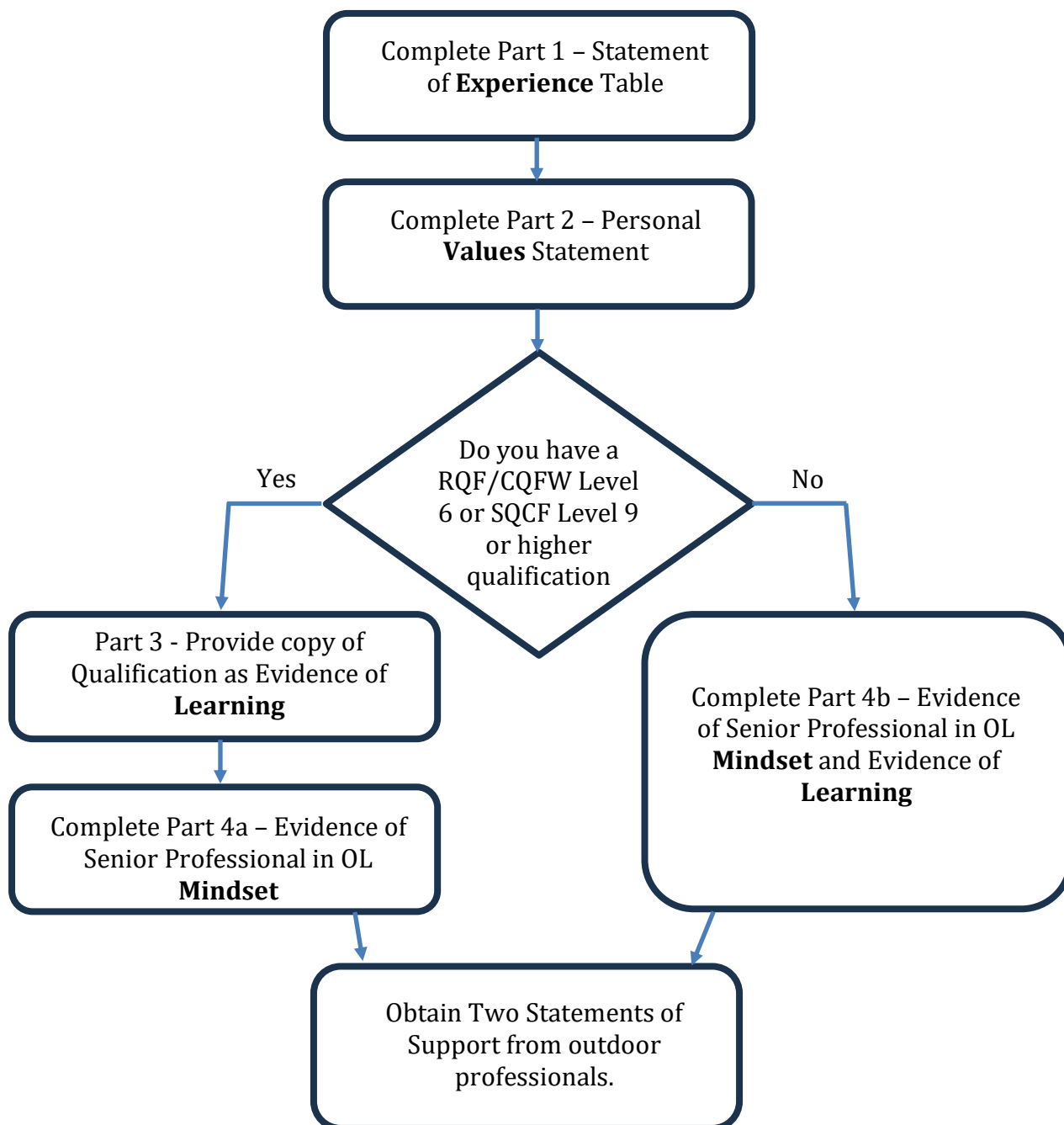
Date:

I consent for my name to be listed on a public register of Senior Professionals in Outdoor Learning

Data is collected for the purposes of administering this application only. [IOL](#) may contact you to verify authenticity but you will not be contacted for marketing or any other purposes.

You will need to complete:

- Part 1 - Statement of **Experience** Table.
- Part 2 – Personal **Values** Statement.
- Part 3 – Evidence of **Learning**.
- Part 4 - Evidence of Senior Professional **Mindset**.
- Part 5 – Two Statements of Support.





Part 1 - Statement of Experience

Statement of experience in support of an application for Senior Professional Recognition

Applicants name:

Statement of experience

Beginning with your most recent role, please complete with details of your primary outdoor learning role(s) covering a total of at least ten years' working in outdoor learning including five in a position of responsibility.

Experience may be from full time, part role or voluntary work in any area of outdoor learning as either a practitioner or academic. Where it is not obvious from the job title, please also describe the key responsibilities in order for us to review your experience to:

E11 - Shaping effective outdoor learning by exercising autonomy and judgement within broad parameters

E12 - Building programmes of learning using outdoor experiences by drawing on relevant research

E13 - Thinking and operating long term and planning and developing courses of action

E14 - Initiating and leading complex tasks and processes and positively influencing the work of colleagues

E15 - Delivering value to customers and the profession and role modelling professional practice.



Complete the Statement of Experience Table indicating which roles indicate evidence of the five Experience Indicators (EU1-EI5)

Date from	Date to	Organisation	Outdoor Learning Role and responsibilities	EI1	EI2	EI3	EI4	EI5
	Current role							

Signature:

Date:

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Part 2 – Personal Values Statement

Personal Values Statement in support of an application for Senior Professional Recognition

Applicants name:

Personal Values Statement

Your Personal Values Statement is an opportunity to evidence the relationship between your values and how these have influenced your work. Evidence:

- What are your values and what principles guide you associated with
 - your Own development
 - your Learners
 - the Environment
- How have your values and principles influenced your work/career choices over the years?
- How do your values and principles align in relation to current issues in the outdoor sector?

Use the following Code of Conduct statements as indicators of the sorts of values you should evidence.

Own development	Engage in reflective practice and continuing professional development (CPD)
	Know and operate within the limits of their current competence
Learners	Keep people safe , physically and psychologically
	Assist people in their development to achieve their potential
	Guide people to agreed outcomes
	Demonstrate equality, diversity, inclusivity and respect for all
The environment	Actively promote care and respect for the environment

Indicative word count for your Personal Values Statement is 450-600 words.



Personal Values Statement – Word Count:

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Part 3 – Evidence of Learning

Applicants name:

Senior Professionals in Outdoor Learning can evidence learning as described by the five Learning Descriptors:

LD1 - Understands different perspectives, approaches or schools of thought **and the theories** that underpin them.

LD2 - Have gained advanced practical, theoretical or technological knowledge and understanding of a subject or area field of work to create ways forward in contexts where there are many interacting factors.

LD3 - Can critically analyse, interpret and evaluate complex information, concepts and ideas.

LD4 - Can initiate and lead complex tasks and processes, taking responsibility, where relevant for the work and roles of others and the allocation of substantial resources.

LD5 - Are able to take responsibility for planning and developing courses of action that are capable of underpinning **substantial changes or developments**.

Senior Professionals in Outdoor Learning can evidence learning by:

- **Either** providing a copy of a suitable qualification
- **Or** for those NOT holding a suitable qualification evidencing Equivalent Learning as well as the Senior Professional in Outdoor Learning Mindset in Part 4 (by completing Part 4b) of the application.

Suitable Qualifications

All regulated qualifications and awards that are directly relevant to your work in outdoor learning and are at RQF/CQFW Level 6 or SQCF Level 9 or higher may be suitable.

Examples include (but are not limited to):

- Bachelor's Degrees in Outdoor Adventure Leadership, Outdoor Adventure Education, Geography, Environmental Science, Management etc.
- Level 6 Certificate/Diploma in Management and Leadership, Level 6 Certificate/Diploma in Effective Coaching and Mentoring etc.
- Post Graduate Certificate in Education, Level 6 Diploma in Education and Training etc.



Part 4 – Evidence of Leadership Mindset

Applicants name:

Senior Professionals in Outdoor Learning will have developed a mindset as defined by the five Mindset Criteria:

MC1 – Diverse Perspective – Recognises the diversity of outdoor learning practice.

Proficient and knowledgeable practitioner who embraces and endorses the diversity of outdoor learning practice.

MC2 - Innovation – Extend the boundaries of best practice. Extending what is known about outdoor learning, and/or an area of best practice, and making this knowledge and expertise available to the outdoor sector.

MC3 - Reflection - Demonstrate high standards of reflective and ethical practice and motivate others to reflect. Modelling high standards of reflection and ethics in your practice and building those standards/practices in others.

MC4 - Development – Build and help the practice of other practitioners, helping practitioners in the region/sector to raise the level of their practice.

MC5 - Shaping & Creating – Contribute to building the future of outdoor learning. Bringing people together, managing conflicting interests and mobilising people to move the outdoor learning sector forward.



For those who have a suitable regulated qualification

Part 4a – Evidence of Leadership Mindset

Part 4a is for those who **have provided a copy of a suitable qualification in Part 3.**

Demonstrate your experience and leadership by outlining a minimum of two (maximum 4) Case Studies that can be used to then evidence the Mindset Criterion. The case studies can be defined as projects that you have been involved with leading (paid or voluntary) or aspects of your paid or voluntary role(s) for which you have had significant levels of responsibility. Then use the case studies to provide two pieces of evidence for each of the five Mindset Criterion (IE: 10 examples) with clear evidence of:

- Your personal responsibility within the project/example
- The range of people you had to influence/work with
- The concrete results of the project/your influence
- How your contribution has influenced the wider outdoor sector



For those who have a suitable regulated qualification

Part 4a – Mindset Criteria Written Submission

Case Study 1 (150-200 words)

Case Study 2 (150-200 words)



For those who do not have a
suitable regulated qualification

Case Study 3 - Optional (150-200 words)

Case Study 4 - Optional (150-200 words)



For those who do not have a suitable regulated qualification

MC1 – Diverse Perspective – Recognises the diversity of outdoor learning practice. Proficient and knowledgeable practitioner who embraces and endorses the diversity of outdoor learning practice.

MC1 – Diverse Perspective - Example 1 – (100-150 words)

MC1 – Diverse Perspective - Example 2 – (100-150 words)



For those who have a suitable regulated qualification

MC2 - Innovation – Extend the boundaries of best practice. Extending what is known about outdoor learning, and/or an area of best practice, and making this knowledge and expertise available to the outdoor sector.

MC2 – Innovation - Example 3 – (100-150 words)

MC2 – Innovation - Example 4 – (100-150 words)



For those who have a suitable
regulated qualification

MC3 - Reflection - Demonstrate high standards of reflective and ethical practice and motivate others to reflect. Modelling high standards of reflection and ethics in your practice and building those standards/practices in others.

MC3 – Reflection - Example 5 – (100-150 words)

MC3 – Reflection - Example 6 – (100-150 words)



For those who have a suitable regulated qualification

MC4 - Development – Build and help the practice of other practitioners, helping practitioners in the region/sector to raise the level of their practice.

MC4 – Development - Example 7 – (100-150 words)

MC4 – Development - Example 8 – (100-150 words)



For those who have a suitable
regulated qualification

MC5 - Shaping & Creating – Contribute to building the future of outdoor learning. Bringing people together, managing conflicting interests and mobilising people to move the outdoor learning sector forward.

MC5 – Shaping & Creating - Example 9 – (100-150 words)

MC5 –Shaping & Creating - Example 10 – (100-150 words)



For those who do not have a suitable regulated qualification

Part 4b – Evidence of Leadership Mindset and Equivalent Learning

Part 4b is for those who **have NOT provided a copy of a suitable qualification** in Part 3 and need to evidence Equivalent Learning.

Demonstrate your experience and leadership by first providing a summary outline of a minimum of two (maximum 4) Case Studies that can be used to then evidence the Mindset Criterion and Learning Descriptors. The case studies can be defined projects that you have been involved with leading (paid or voluntary) or aspects of your paid or voluntary role(s) for which you have had significant levels of responsibility. Then use the case studies to provide two pieces of evidence for each of the five Mindset Criterion (IE: 10 examples) with clear evidence of:

- Your personal responsibility within the project/example
- The range of people you had to influence/work with
- The concrete results of the project/your influence
- How your contribution has influenced the wider outdoor sector

To evidence Equivalent Learning, within each of the 10 examples also demonstrate which relevant knowledge and skills enable you to operate as a Senior Professional in Outdoor Learning. Use the Learning Descriptors (LD1 – LD5 in Part 3) to guide you as to what to evidence.

To assist you please note that the Learning Descriptors are aligned with the Mindset Criteria (EG: LD1 is aligned with MC1; LD2 to MC2 etc).



For those who do not have a
suitable regulated qualification

Part 4b – Learning Descriptors and Mindset Criteria Written Submission

Case Study 1 (150-200 words)

Case Study 2 (150-200 words)



For those who do not have a suitable regulated qualification

Case Study 1 (150-200 words)

Case Study 2 (150-200 words)



For those who do not have a suitable regulated qualification

LD1 - Understands different perspectives, **approaches or schools of thought and the theories that underpin them.**

MC1 – Diverse Perspective – Recognises the diversity of outdoor learning practice. Proficient and knowledgeable practitioner who embraces and endorses the diversity of outdoor learning practice.

LD1 & MC1 – Perspectives & Theories - Example 1 – (150 -200 words)

LD1 & MC1 – Perspectives & Theories - Example 2 – (150 -200 words)



For those who do not have a suitable regulated qualification

LD2 - Have **gained advanced practical, theoretical or technological knowledge** and understanding of a subject or area field of work to create ways forward in contexts where there are many interacting factors.

MC2 - Innovation – Extend the boundaries of best practice. Extending what is known about outdoor learning, and/or an area of best practice, and making this knowledge and expertise available to the outdoor sector.

LD2 & MC2 – Practical or Theoretical Knowledge & Innovation - Example 3 – (150-200 words)

LD2 & MC2 – Practical or Theoretical Knowledge & Innovation - Example 4 – (150-200 words)



For those who do not have a suitable regulated qualification

LD3 - Can **critically analyse, interpret and evaluate** complex information, concepts and ideas.

MC3 - Reflection - Demonstrate high standards of reflective and ethical practice and motivate others to reflect. Modelling high standards of reflection and ethics in your practice and building those standards/practices in others.

LD3 & MC3 – Critically Analyse, Evaluate and Reflection - Example 5 – (150-200 words)

LD3 & MC3 – Critically Analyse, Evaluate and Reflection - Example 6 – (150-200 words)



For those who do not have a
suitable regulated qualification

LD4 - Can initiate and lead complex tasks and processes, taking responsibility, where relevant for the work and roles of others and the allocation of substantial resources.

MC4 - Development – Build and help the practice of other practitioners, helping practitioners in the region/sector to raise the level of their practice.

LD4 & MC4 – Tasks, Processes & Development - Example 7 – (150-200 words)

LD4 & MC4 – Tasks, Processes & Development - Example 8 – (150-200 words)



For those who do not have a suitable regulated qualification

LD5 - Are able to **take responsibility** for planning and developing courses of action that are capable of underpinning **substantial changes or developments**.

MC5 - Shaping & Creating – Contribute to building the future of outdoor learning. Bringing people together, managing conflicting interests and mobilising people to move the outdoor learning sector forward.

LD5 & MC5 – Responsibility, Shaping & Creating - Example 9 – (150-200 words)

LD5 & MC5 – Responsibility, Shaping & Creating - Example 10 – (150-200 words)

Part 5 – Statements of support

Provide two Statements of Support from referees that can between them confirm:

- you meet the experience requirements in Part 2
- the accuracy of your 10 examples in Part 4 (4a or 4b)

The referees should be outdoor learning professional colleagues who can reliably support your application for recognition as a Senior Professional in Outdoor Learning.

Senior Professional Recognition

The requirements for Senior Professional Recognition include:

- Evidence at least ten years' experience in outdoor learning including five in a position of responsibility
- Regulated qualification at RQF/CQFW Level 6 or SQCF Level 9 or higher or can evidence equivalent learning
- Statements of support that confirm experience and a senior professional mindset
- A commitment to safe, ethical practice through agreeing to abide by the IOL code of professional conduct.

Confirmation of experience

Senior Professionals in outdoor learning have a total of at least ten years' experience in outdoor learning including five in a position of responsibility plus relevant learning that enables them to:

- 1) **Shape effective outdoor learning** by exercising autonomy and judgement within broad parameters
- 2) **Build programmes of learning** using outdoor experiences by drawing on relevant research
- 3) **Think and operate long term** and plan and develop courses of action
- 4) **Initiate and lead complex tasks and processes** and positively influence the work of colleagues
- 5) **Deliver value to customers and the profession** and role model professional practice

Experience may be full time, part role or volunteer in any area of outdoor learning, as either a practitioner or academic, and include the responsibilities of one or more of:

**Outdoor Learning Specialist
Manager in Outdoor Learning
Advisor in Outdoor Learning
Workforce / Profession Developer**

Facilitators, Practitioners, Teachers, Coaches, etc.
Leaders, Managers, Directors, etc
Outdoor Education Advisors, Consultants, etc.
Trainers, Lecturers, Researchers, etc.



Part 5 – First statement of support

Applicants name:

I can confirm that to the best of my knowledge the applicant named above meets the experience requirements and has a senior professional mindset I can therefore support their application for senior professional recognition.

Supporter name:

An employer, client or colleague working at your level or above and able to offer a reliable opinion of your knowledge and experience

Relationship to applicant:

Email:

Signature:

Date:

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Part 5 – Second statement of support

Applicants name:

I can confirm that to the best of my knowledge the applicant named above meets the experience requirements and has a senior professional mindset I can therefore support their application for senior professional recognition.

Supporter name:

An employer, client or colleague working at your level or above and able to offer a reliable opinion of your knowledge and experience

Relationship to applicant:

Email:

Signature:

Date:

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Review of Senior Professional Applications

Applicant submissions will be reviewed by the Institute for Outdoor Learning against these requirements.

If required, additional information will be requested from applicants before a decision is reached.

Quality Assurance

The quality assurance process for professional recognition will be managed by the IOL Business and Operations Manager.

Grievance – Appeals

If you feel your application has been unfairly assessed, please contact the IOL Business and Operations Manager who will escalate the matter to the IOL Chief Executive who will look into your concerns and respond.