

**Level 2 Award Leader Training – Trainer Resource Pack**

January 2017, Revised April 2019

The following material (developed for SA) provides an outline of the content for a Level 2 Award Leader training workshop.

This training follows the Level 1 (knowledge based) training which will be typically completed online. The Level 2 training must be completed within 12 months (preferably within 3 months of completed Level 1) of the Award Leaders appointment for the Award Leader, to be allowed to continue to run the Award, especially regarding approving Awards.

This training is required to be interactive and requires discussion rather than instruction. Topics or scenarios are used as well as seeking and utilising the Award Leader’s experience and questions. Training may be face to face, teleconferencing or webinar. If using **webinar** it is strongly recommended that groups are between 3 and 6 ALs and the training is undertaken using a minimum of 3 x 1 hour sessions.

The content is as outlined in the **NAA Training Policy 4.1**, but this has been expanded to provide a guide of specific discussion topics as a guide to enable consistency around Australia for all Award Leader training.

**CONTENT**

1. Structure and Governance: Licenses, policy, handbook: roles & responsibilities
2. Online Record Book trouble shooting
3. Administration and record keeping (including assessors, volunteers, activity providers)
4. Risk Management: Award and your Award Unit’s requirements
5. Adventurous Journey management
6. Promoting and communicating the Award – using logo, descriptors
7. Alumni – Overview
8. Linking the Award with school and other organisation’s curriculum

**TRAINER INSTRUCTIONS**

1. The training format best suited to the content is facilitation and not instruction
2. This recognises that Award Leaders are coming to the training with some or substantial knowledge and experience,
3. Introduce the topics and seek feedback re: questions and comments
4. The first 4 topics are largely refresher and comprehension testing on the Level 1 training. They can be completed within approx. 30 mins.
5. Discussion to be focused on majority group needs. Recognise individual learning by booking in a separate follow up session.
6. If not able to complete the training, book in a follow up tele-conference or webinar based session to finalise.
7. There is a follow up set of scenarios (Attachment 2) to require as part of an assessment process. This will require a 15 -20 mins follow up call with each of the Award Leaders.
8. Do not issue Training Certificate until both parts are completed.
9. **Structure and Governance:** Licences, policy, handbook: roles & responsibilities
10. Discuss what are the “must do” for the Award
11. A review of knowledge
12. Award Handbook
13. 10 Guiding Principles (handbook 1.5) and 4 Operating Principles
14. The Award Framework
15. Section Requirements
16. What are the Award’s National Policies and where to find these.

<https://dukeofed.com.au/resource/governance-policy/>

1. Working with the 13 year commencement age (Handbook 1.7.3.1)
2. Confirm Licence & Handbook Knowledge – Award Unit & Award Leader
3. Award Unit
4. Award Leader
5. Participant Registration
6. Award Approval
7. Activity Approval
8. Code of Conduct
9. Insurance: Award Unit’s and Award national policy
10. QA and Licence Compliance
11. What it is and how often might an Award Unit be part of the audit cycle? (Policy 3.9 National Licence Monitoring & QA)?
12. New Award Units and new Award Leaders/Award Coordinators support and review

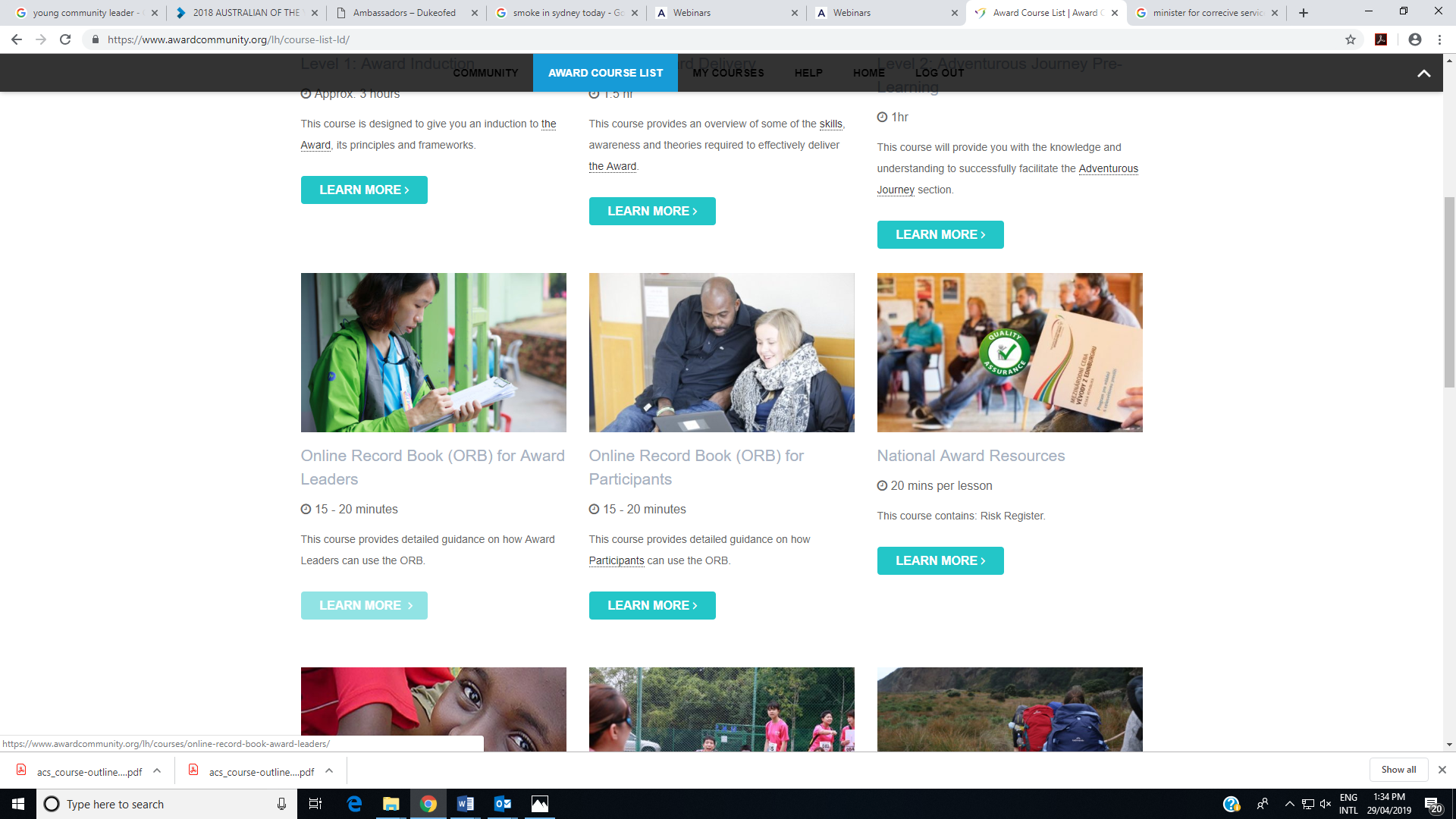
Onboard and minimum initial contact and support management by State/Territory Award Offices

(refer to Attachment 5 as a sample)

1. Training and briefing leaders and volunteers
2. Confirm policy requirements are understood
3. Discuss available material/resources
4. Level I Award Leader training is compulsory before allowed to register a Participant
5. Four levels of Award Leader Accreditation
6. **Online Record Book Trouble Shooting**
7. NAA’s Help Desk: EST 8.00am – 6.00pm. **1300 438 537 or Email** [orb@dukeofed.com.au](mailto:orb@dukeofed.com.au)

Possible discussion topics:

1. The regularity requirement & managing breaks
2. Award Leader capacity to make changes
3. Not seeing what the Participant sees (current version – to be corrected in 2017 version)
4. Uploading files by Participant, including Assessor reports
5. Password resets – due to being forgotten
6. Registration: Acceptance of Participants in a timely manner
7. Contributing factors: not reading or comprehending instructions
8. Error reporting and requesting new features and improvements
9. Online Training Modules



1. **Administration and Record Keeping** (including assessors, volunteers, activity providers)
2. **Participant Records** – other than what is on ORB

There should be nothing else required in terms of recoding systems for Participants!

1. **Archiving of ORB information:**
   1. Records are archived by an Award Leader manually.

Can be recovered via Help Desk a Support Case (including: Participant Name; Email Address; Award Level and Award Unit)

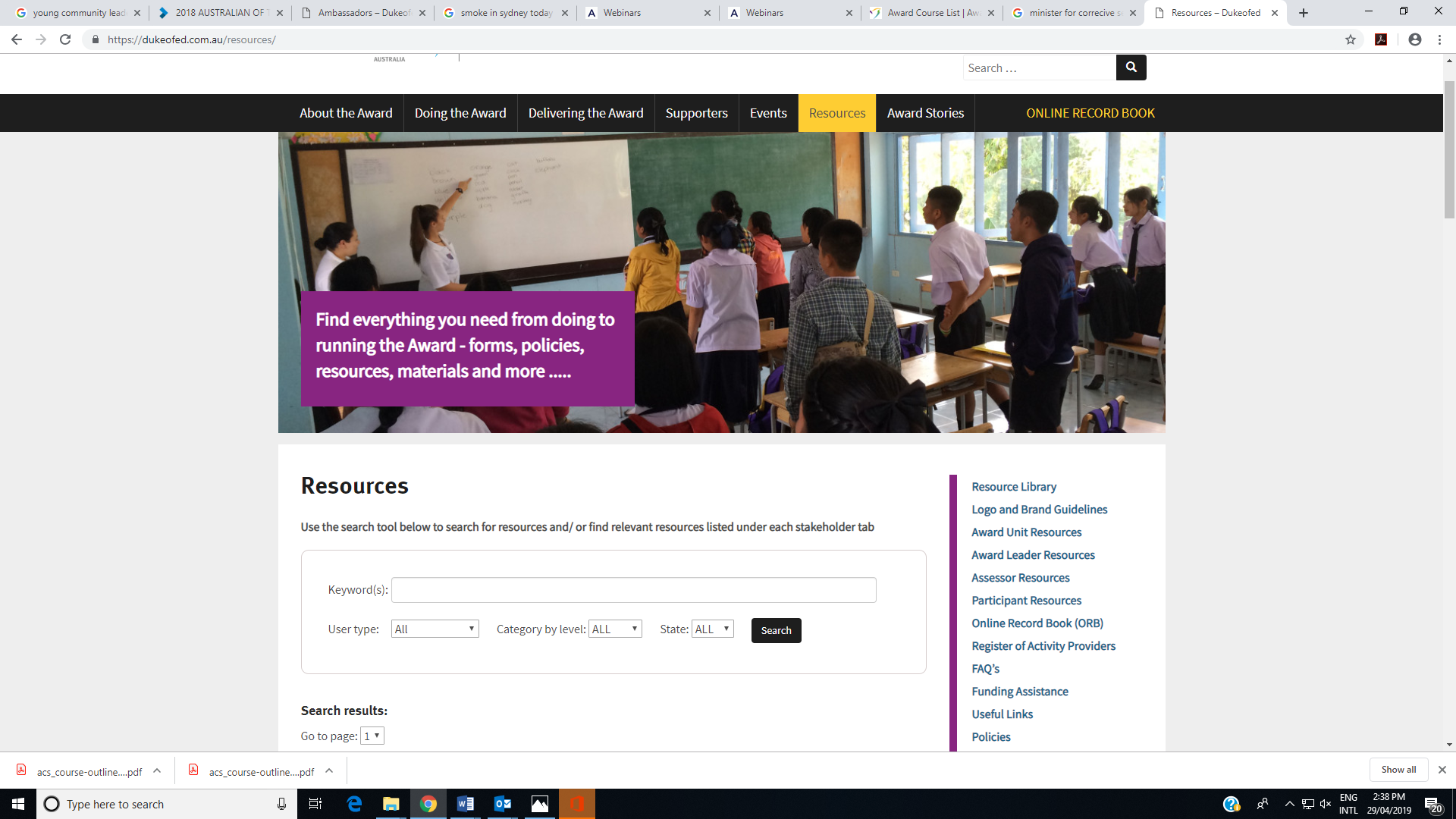
1. **Assessor Records** –
   1. Register required of all assessors and volunteers

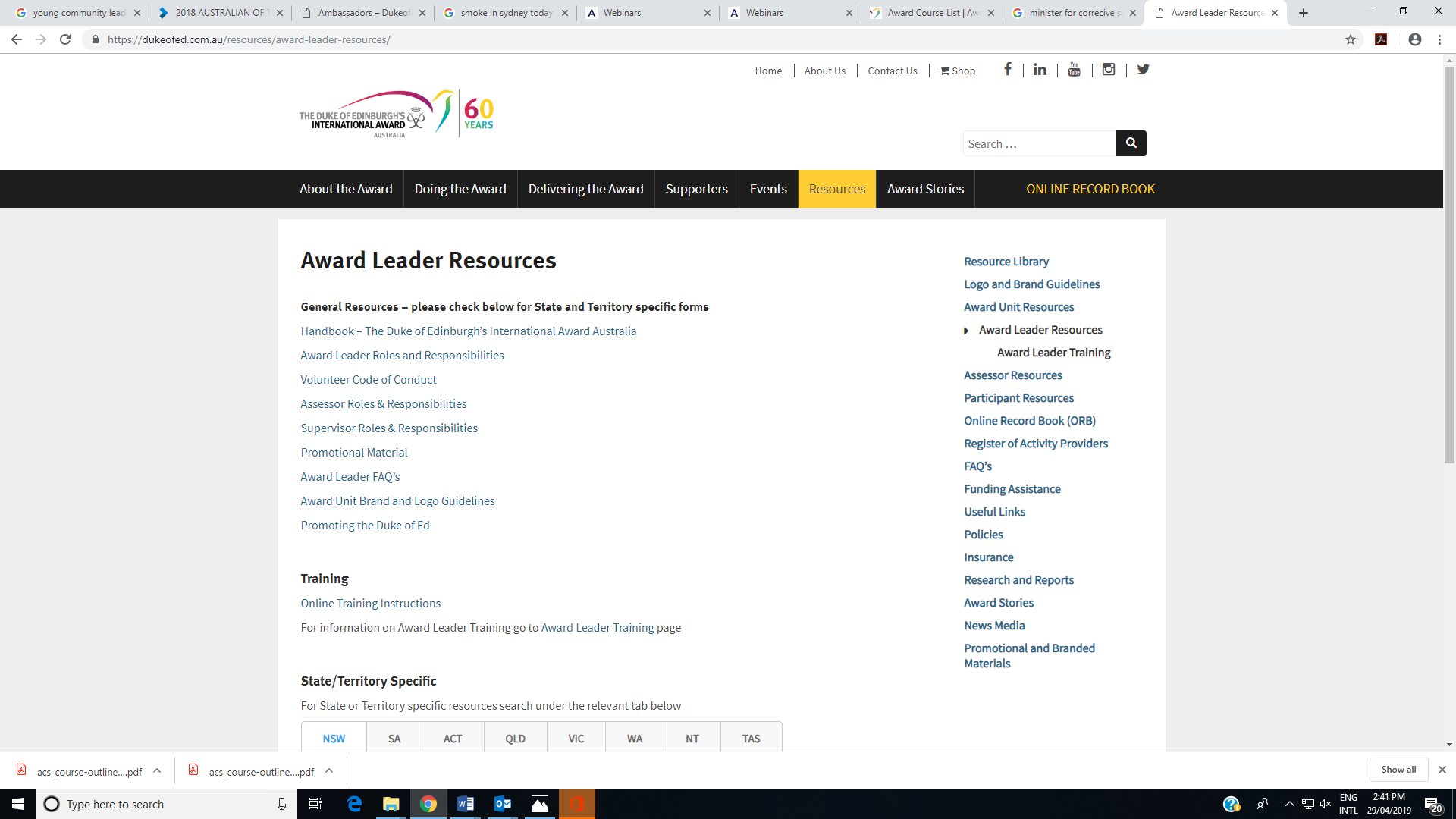
(discuss new Online Registration platform to be introduced 2019)

* 1. Discuss content and options eg; spreadsheet and also ensuring Award Unit’s policy requirements are being met. (Note: State Award Office has a template)

1. **AJ Supervisor** and other volunteer records
   1. Often left out of Award Unit’s approval process. Needs to be part of Assessor/volunteer register
   2. Discuss who approves and appoints AJ Supervisor. Relationship with AJ Assessor
2. **Managing Whole of Year Registration**
   1. Voluntary vs mandated. Having a credible opt out
   2. Managing a narrow selection of activity options and assessors
3. **Website Resources**

<https://dukeofed.com.au/resources/>





1. **Risk Management: Award and your Award Unit’s requirements**
2. Award Unit policy determines risk management.
3. Award’s requirements are inclusive (age, organisations, cohort of youth) and therefore typically lighter than the Award Unit’s requirements
4. The Award Units needs to recognise variations between States/Territories associated with specific activity (eg related to Adventurous Journeys), working with children. These may be Statewide or imposed by a Department eg Department of Education

**Key Discussion Question:**

Are you aware of any barriers to delivering the Award in your school/organisation due to your risk management policy?

1. **Adventurous Journey Management**
2. First and foremost it is a teambuilding and group work section
3. Aim and Ethos: 3 key must do or must have:
   1. Journey
   2. Unfamiliar and challenging environment
   3. Group/team work
4. 14 Requirements (Handbook 6.4)
5. Refer to and work through the Attachment 3
6. Award Leaders do not have to be AJ experts or assessors but need to know the Aim and Ethos of the AJ section and the 14 requirements.
7. External/Third party providers
   1. Meets Award Unit’s requirements, eg. Risk Management
   2. Approved by Award Unit
   3. Award’s Registered Activity Provider Register via website

* Not approved
* Providing single system/central checking of provider’s qualifications and Award familiarity

1. **Promoting and communicating the Award – Using the Logo, Brand Descriptors**

Reference: Policy 1.6, Use of Name and Logo

Policy 2.10, National Document Register

Policy 3.9 National Licence Monitoring & QA

1. What is the Award’s intellectual property and how is it protected, as per licence signed
2. The Award Framework
3. Name
4. Logo
5. Colours
6. Document Register – as a requirement for all documents with Award name and/or logo.
7. Award Unit Brand & Logo Guidelines
   1. Refer to “Award Unit – Brand & Logo Guidelines” handout – Attachment 4.
8. Parent Information: Ensure there is clarity regarding school/organisation’s requirements vs the Award’s requirements.
9. Language used to describe the Award
   1. Award descriptors
   2. Old terminology
   3. Abbreviations
10. Brand and brand monitoring by State Award Offices and National Office for International licence purposes.
    1. Award’s reputation and impact

Refer to research and to Employer, Tertiary, Sport Strategic Triangle

* 1. Web monitoring
  2. Correction requests made to Award Units and activity/service providers
  3. Non compliance (5 steps of warning and licence suspended) Policy 3.9 National Licence Monitoring & QA

1. Role of Award Leader

Handbook reference 2.2.1

*27. Ensuring that any documents, collateral, website pages or other items that utilise The Duke of Ed logo meet all requirements of the Brand Identity Guidelines (available from the National Award Authority).*

*28. Ensuring that all new materials that utilise The Duke of Ed logo and contains interpretive content\* regarding The Duke of Ed is approved by the National Award Authority prior to being circulated. A copy of all such materials will be retained by the National Award Authority for reference purposes.*

**7. Alumni – Overview**

1. Who can be an Alumni:
2. All Awardees
3. Recognised after 18 years of age
4. Can opt out
5. Using your Award Unit’s Alumni to assist run the Award
6. Using Silver of Gold Awardees to assist with Bronze or Silver Participants
7. How National Office communicate and use Alumni
8. Single national Alumni register/data base
9. Part of Brand building – Completing the Award provided opportunities to extend and challenge yourself. Post Award being an Alumni offers similar opportunities
10. More information via Award website / Alumni
11. International Award Foundation (IAF) developing single international data base for Alumni
12. **Linking The Award With School And Other Organisation’s Curriculum**
13. Mapping the Award to your organisation’s priorities and values

Refer to Attachment 6 as an example

1. How much can an Award Unit make compulsory?
2. Cannot be compulsory to undertake
3. Must have credible opt out option
4. Award Unit can require an activity to be specific eg. A YMCA centre can require the service section be done through the YMCA
5. Can the Award Unit determine which will be the major section?
6. Yes, where there is good cause. Eg. A sports club, say netball, requiring netball to be used as Physical recreation major

Key considerations in answering the above questions:

1. Guiding Principle no. iv.

*(iv) Voluntary Whilst the Award may be offered within school, university, work time, custody or extra-curricular activity, individuals chose to do a program and must commit a substantial amount of their free time to undertake their activities.*

1. *1.6 Participation is entirely voluntary and is structured so Participants can design their own unique program centered around their interests and passions.*
2. *1.7 Getting Started*

*Remember, the choice to do The Duke of Ed is entirely voluntary and every Award is different. Each Participant chooses what activities they want to take part in for each Section. It is a very personal program that offers young people a structure to fulfill their passions and ambitions in a way that suits them. Apart from the requirements for each Section, and the safety training requirements for the Adventurous Journey Section, the activities a Participant chooses to undertake is entirely up to them. They have the freedom to progress through The Duke of Ed according to their personal needs and abilities*

1. Role of Award Leader

2.2.1, Item B17

*Pre-approval and final sign-off of all activities, including all components of the Adventurous Journey.*

1. Doing and Achieving an Award. 1.8.3

*Decide on your activities for each Section. Discuss with your Award Leader.*

1. **Other**

The following topics often need further clarification from Award Leaders.

Use these to probe for any questions

1. **Award Approval and Presentations**

Policy, 4.6 Award Approval and Presentations

1. Award Unit for Bronze and Silver (if Award Leader/Award Unit is delegated by State Award Office)
2. Award Unit and verified State Award Office for Gold
3. Gold Badge presented by Award Unit and Certificate at Vice Regal Function organised by State Award office
4. **Volunteer Recognition**

Policy 3.10 Volunteer Recognition

1. Certificates
2. Plaques
3. Long Service Medal
4. Distinguished Service Medal
5. **Report Generation via ORB**
   1. Award Unit Status and Summary Report
   2. Other standard reports
6. **Participant Fees and Financial Assistance**
7. Policy 2.2 National Fee Structure & RRP
8. Policy 2.3 Participant Assistance (Subsidy)
9. Fund raising by Award Units – key message is not to promote it as authourised by the Award but rather under the name of the AU but to assist Duke of Ed Participants.

**ATTACHMENT 1**

**National Board Policy 4.1**

Extract:

**Level 2 Leader Training** (3-4 hours).

To be completed within 12 months of becoming an Award Leader.

Level 2 training is mainly the interpretive elements of the Award management and delivery. It deals with scenarios and trouble shooting

Level 1 Leader Training or demonstrated competence (recognition of prior learning), for Award Leaders appointed pre July 2014, is a prerequisite.

Minimum content to include:

1. Structure and Governance: Licenses, policy, handbook: roles & responsibilities
2. Online Record Book trouble shooting
3. Administration and record keeping (including assessors, volunteers, activity providers)
4. Risk Management: Award and your Award unit’s requirements
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**ATTACHMENT 2 –**

Sent to Award Leaders post training

Trainer to follow up and discuss Award Leader’s observations

**Award Leader Training - Scenarios**

1. **Age**

Adam is 13 and 5 months but is keen to commence the Award with his friends, especially as there is an AJ being planned in 9 weeks’ time.

*What are your options as the Award Leader?*

[No flexibility. Set by the International Award Foundation (IAF). Only the Trustees can change this]

1. **Stop Start**

Ally has been working on her Silver Award for well over 15 months after completing her bronze in just 7 months. She has had some disruptions at home and has come had several health ailments to contend with. She is keen to wrap it up in the next 5 weeks so she can start her Gold with 4 of her friends, including doing a residential project in remote WA in 2 months.

Ally has completed all her Award other than only 3 months of her skill, which she is doing cup cake decorating and celebration cake making. She has however completed and logged 43 hours which is well above the minimum 26 hours she is required to do.

*What are your options as the Award Leader?*

[2 discussion points in this scenario. Cannot reduce the span of time. Again, the IAF has this as a requirement. Second point is that the Residential project cannot be undertaken with friends, colleagues. Handbook 7.4 (4). “Be in the company of others who are in the majority not their usual companions”.]

1. **Change Activity After Starting**

Matt is a troubled young man who is being assisted with his ADHD as well as more recently having difficulty coping with his dad and mum separating. Matt has used the Award to keep himself busy and in particular has selected activities that have a physical energy aspect to them. He is doing silver as a direct entrant and it’s no surprise that he has selected Physical Recreation as his major.

Matt first started with swimming laps and after 10 weeks he swapped to gym work. He has been doing that for 24 weeks and now has asked to swap to marathon running. As the Award’s design has as a key element perseverance you are concerned about allowing Matt to swap again. His response to you was that he can’t afford the gym fees and therefore he will just drop out of completing the Award.

*What are your options as the Award Leader?*

[A key discussion point is to highlight that before answering an activity question, need to first ask: 1. What can you tell me about the Participant (strengths, limitations etc) and 2. What else are they doing or have they done for the Award. All Award activity questions need to be answered in that context. – Award Handbook 3.4

*Participants do not have to undertake the same activity for the entire required time. It is preferred that a participant picks one suitable activity for each section and sticks with it for the required minimum time. However, there is no purpose served in forcing a Participant to continue with an activity they dislike or if their circumstances have changed. They may choose two activities that can be split over the required time. These may be related activities, e.g. swimming for the first period to build body strength and water confidence and then surfing or canoeing for the second part. Another example is jogging and as a second activity fencing. Regular commitment (1 hour a week or 2 hours a fortnight) must still be shown as well as improvement in both activities undertaken. If two activities are chosen, a Participant may need more than one Assessor.]*

1. **Family Involvement**

Kat is a very outgoing and friendly 16-year-old who although seems very confident lacks self-esteem and has trouble completing things. Her older sister has completed Bronze, Silver and Gold Awards. Her parents feel it’s very important for Kat to at least complete her Silver Award and are keen that she does her Gold. To that end it has become very clear to you that helicopter mum is very much “doing’ the Award for her

*What are your options as the Award Leader?*

[Unless a participant has special, needs, the level of support and engagement by parents needs not to suggest that they are strongly driving the Award participation. This is a matter for the Award Leader to closely monitor and manage Also refer to the Award Handbook section 5.5. referring to family members should not be an Assessor]

1. **Archery**

Jane is a very competent archer including age champion at her local archery club. Her family are high achieving competitive archers. Jan has completed her bronze and Silver Awards and did archery for both. For her Silver she did archery for her physical recreation and also for her skill she did making arrows and flights and bow maintenance. She has again nominated archery for her Gold Award. As her Award leader you have encouraged her to select a new activity but she Jane and her family are adamant that she wants to include archery in her Award.

*What are your options as the Award Leader?*

[As stated in scenario 3, decisions about activity must be in the context of the Participant and what else they have done. The Award’s Guiding Principles via the Handbook 1.5 highlight: *(vi) Balanced The Award provides a balanced framework to develop the individual’s mind, body and community spirit by engaging them in a range of up to five different challenges.*

3.9, 4.9 and 5.9 of the Award Handbook also states. *Please note: The four Sections of the Award provide the framework for a balance of activities, however Award Leaders are encouraged to assist Participants to select a program of activities that is as broadly balanced as possible.]*

1. **Outside the box**

As an Award Unit you have decided that for the Bronze Award your Participants will be given limited selection of activities for each section of the Award. In addition, you have decided that the major activity will be Skills. This decision is in order to maximise the number of young people that can take up the Award especially given the limited volunteer resources. Such an arrangement enables 3 volunteers to support approximately 40-50 Award participants. It also recognises that the Bronze is a great opportunity to have participants become familiar with the Award’s framework, the setting of personal goals, working with an Assessor and the regular participation and logging activity. For Silver and Gold, the activity options are opened up.

Ethan is one of your new Participant’s and his parents, including his Gold Awardee father, are not impressed by the activity constraints imposed by the Award Unit. He has complained in writing and has clearly expressed he will complain to higher authorities, including the national office and expose the sham. There have been questions raised by other parents about this practice as being outside the philosophy of the Award however 95% of parents and Participants are happy with the arrangements.

*What are your options as the Award Leader?*

[The Award Unit/Award Leader has the final say in delivering the Award in their school/organisation. There are no Award requirements being broken in the above scenario]

1. **Glass Ceiling**

The number of Participants that can be managed by an Award Unit is determined by several key factors:

1. *The type of youth cohort. Inclusive or exclusive*
2. *The number of Award levels being offered*
3. *The number of trained Award Leaders*
4. Time and support provided to the Award Leaders by the host organisation
5. If the Adventurous Journey is being managed in house or outsourced
6. The financial assistance available to support registration and activity expenses
7. Access to Activity Assessors

The following tables only refer to the first 3 of the above variables. In your Award Unit, how many Participants could you reasonably assist commence and complete the Award each year?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Award Leader(s)** | **Participants** | | | |
| 1 | **Achievers** | **Mainstream** | **Special Need** | **Can you achieve % Mix: 30-50-20?** |
| * 1. Bronze Only |  |  |  |  |
| * 1. Bronze & Silver |  |  |  |  |
| All Awards |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Award Leader(s)** | **Participants** | | | |
| 2 | * 1. **Achievers** | **Mainstream** | **Special Need** | **Can you achieve % Mix: 30-50-20?** |
| Bronze Only |  |  |  |  |
| Bronze & Silver |  |  |  |  |
| All Awards |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Award Leader(s)** | **Participants** | | | |
| 3 | **Achievers** | **Mainstream** | **Special Need** | **Can you achieve % Mix: 30-50-20?** |
| Bronze Only |  |  |  |  |
| Bronze & Silver |  |  |  |  |
| All Awards |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Award Leader(s)** | **Participants** | | | |
| 5 | **Achievers** | **Mainstream** | **Special Need** | **Can you achieve % Mix: 30-50-20?** |
| Bronze Only |  |  |  |  |
| Bronze & Silver |  |  |  |  |
| All Awards |  |  |  |  |
|  |  |  |  |  |



**ATTACHMENT 3**

**Understanding the Adventurous Journey (AJ) Section**

**Award Handbook & Policy Supporting Notes**

These interpretive notes provide clarity around some aspects of the AJ section of the Award where there is potential for misunderstanding. They are designed to be read in conjunction with the Award Handbook and used to assist in the briefing and training of Award Leaders and AJ Assessors and Supervisors.

The Award’s AJ has 14 requirements (as per the Award Handbook) and these need to be read in context of the Purpose of this Section of the Award (see below, especially re developing team work and group skills) in the overall design of what is a very effective and balanced Award framework with its underpinning educational and learning principles.

Managed by well-informed Award Leaders (AL), the Award generates very positive impacts through individually challenging programs for Participants.

These notes apply for both AJs that are an **expedition** (“journey with a purpose”) or an **exploration** (“a purpose with a journey”) and not specifically to Adventurous Projects. Handbook 6.6

1. **Purpose of this Section in the Award**
2. To quote the AJ Section of the Award Handbook (6.2) ……”more than any other Section of The Duke of Ed, the Adventurous Journey is about teamwork and social connection with both team members who will undertake the journey, and also the adults who instruct, supervise and assess the journey”.
3. The purpose of the journey is to provide an environment that fosters team skills. The actual journey is a means to an end. A key purpose of the AJ Section is group work and team building. The journey in a challenging and unfamiliar environment is a means to the end (developing team skills).
4. Therefore, understanding this group/team work feature will enable Award Leaders, AJ Assessors and Supervisors to better understand and apply the AJ conditions and requirements. Specifically:
5. duration vs distance,
6. strict group size numbers,
7. non-interfering supervision (Handbook 6.8) which refers to non-intervening
8. **Award Generated AJ Material**
9. The Award’s material regarding AJs will be restricted to explaining and interpreting this Section’s purpose, conditions and requirements.
10. The Award as an organisation does not purport to have any specific subject matter expertise in any form of journeying. Like all the other Sections of the Award, Award Unit staff (ie Award Leaders) and associated volunteers (ie Assessors and Supervisors) refer to recognised subject matter expert unless they are qualified or through experience are recognised as having expertise in the activity they are implementing, writing or commenting about. All aspects of the delivery of the Award must reflect the policy requirements of the Award Unit (school, youth group etc…)
11. The Award at a National and State/Territory level will not produce material that offers activity or specialist guidance in any form of journeying (outdoors or urban) however it can refer to or distribute current material/guidance produced by the expert or peak bodies in that activity. For example, information on canoeing currently being distributed by the Australian Canoe Federation (ACF) or general outdoor activity information currently produced by the Outdoor Recreation Councilof Australia (ORCA) or the Australian Outdoor Education Council (AOEC), or relevant State/Territory Adventure Activity Standards (AAS) as they may apply.
12. Any material/information produced by an Award Unit to assist their Participants must ensure it is clearly identified as belonging to the Award Unit (AU) for use by Duke of Ed Participants. It must not be written, labelled or presented in a way that creates a perception that it is Duke of Edinburgh’s International Award material (see next point).
13. The use of the Duke of Ed logo (noting that there are various versions) is controlled by a licence agreement and use on public documents is subject to the document being submitted to the National Document Register Administrator and a document code issued upon approval for use (eg the code on this document). The Brand Identity Guidelines issued by the National office are a useful reference to ensure compliance. A document can be submitted for registration in the National Document Register via your State/Territory Award Office or the National Award Office (Handbook 2.2.1. Further information on the use of the logo and version of the logo is available from your State Award Office or the National Award Office. The National Office also monitors web Site to ensure content, images and use of logo and other brand identifiers is in accordance with the Award’s requirements.
14. The approval of all AJs is strictly the responsibility of the Award Unit. Any advice or involvement sought from the Award’s State or Territory Offices is only for the purpose of explaining or confirming the requirements and conditions of the AJ. The State or Territory Award Office is not a source of technical advice or for recommending appropriate journeys.
15. The Award Leader, Assessor(s) and/or Supervisor(s) have the knowledge of the Participants and also the risk management requirements of the relevant organisations and must use this knowledge to determine what constitutes an appropriate “unfamiliar and challenging environment” (Handbook 6.2) and a “clearly defined purpose” (Handbook 6.4(1)).
16. **Group Number**
17. The Award Handbook (6.4.6) makes this very clear - minimum 4 and maximum 7. Noting that when tandem transport is used, eg. canoes or cycles, the group size can be 8.
18. There are no exceptions with this requirement. The Handbook suggests that larger groups can be split into sub-groups. The essential consideration in doing this is that the sub-groups identify themselves as an independent group for purposes of preparation, same journey purpose, decision making, sharing common equipment etc…
19. Several groups can be in an area under a common supervisory arrangement, as long as the supervision meets the risk management requirements of the Award Unit.
20. An example used to illustrate this is the “Figure 8”.

Starting where the two circles intercept, 8 groups (8 x 7 = 42 participants) can be in the same area but still undertaking their journey within their defined group. Using areas where Participants can walk one of two loops means groups leave a starting point (intersection point) clockwise and anticlockwise (4 groups) and then 4 other groups follow at some agreed time period later. Challenging extensions (eg one group walking up a nearby peak or leaving the track and doing some navigation and walking off track) can be included if required for one or more of the groups. Typically, the intersection point is a river or creek with suitable camping areas. Also refer to the Award Handbook (6.10).

As implied above, it may also be appropriate that groups/teams follow each other within an appropriate distance that assists in reinforcing the identity and team work of each group.

1. 3-4 supervisors can manage this arrangement quite readily for most groups but again actual supervision requirements are also bound by the policies of each Award Unit and as applicable Industry Guidelines ( eg Government Schools have clear policies regarding supervision numbers and arrangements).
2. The Award does not have any rule about several groups camping together or not, but again it’s about the overall set of opportunities for team work to be fostered and developed with no external interference (meaning “intervention”) unless a safety issue arises. Setting up camp in a common area, preparing food (noting that cooking is not deemed as part of the hours of purposeful effort), debriefing and reviewing the next day needs to be in the core group (typically first without the Supervisor, especially for a qualifying AJ). Later interaction with other groups and the Supervisor may be undertaken.
3. Also refer to Item 8 in these notes regarding AJ Group Composition.
4. **Duration and Effort…..Not Distance**
5. The Award does not define or suggest distance for any level of the Award or any form of AJ as we are inclusive of all youth regardless of physical ability or opportunity due to location. It’s all about “**purposeful effort**”…. measured in minimum hours (Handbook 6.4.12). The challenge of the journey needs to be related to the Participant’s background, abilities, experience and personal/group goals. Purposeful effort for an Expedition is likely to be entirely the physical journey whereas for an Exploration it will be a mix of journeying (min. one third of the purposeful time) and other exploratory or investigation-related activity. The Award Handbook (6.4 , end notes) does specify that cooking, eating and sleeping are specifically excluded as part of the minimum hours of purposeful activity.
6. The design of the Award has recognised the distinction between effort vs distance and this was a key change made internationally in the late 1970s (noting that the first edition of the Australian Award Handbook did contain distances “as a guide”).
7. As mentioned previously in these notes, the journey in an “unfamiliar and challenging environment” (Handbook 6.2) sets the scene for the team building skills to be developed. Any number of features in the design of the journey can generate the challenges and ensure team building takes place. On the other hand, a group of 7 Participants walking along tracks and involving some compass work but with an adult at the front and rear and fully engaged and ready to step in if an error was made, does nothing for achieving the ethos or purpose of this Section.
8. For example, a group of 14 to15 year old youth with little or no extended time spent in the outdoors, would find walking on clearly defined and signed bush paths and carrying their gear for 2 days quite a challenge.
9. On the other hand, if there was a group of 17-18 year olds doing Bronze and are all highly accomplished sports people who did lots of bush camping with their families, then their 2 day journey would need to be more demanding in terms of the challenges they may face, eg distance, terrain, navigation etc… Participants with phobias such as height, confined spaces, spiders, birds etc… will have additional challenges that also generate team work opportunities, as would a group of mixed fitness, physical and expedition skill abilities.
10. The selected journey needs to have sufficient challenge so as to enable the Participants to encounter many opportunities to apply group work in resolving known issues and unexpected problems.
11. These are some of the reasons why there is no such thing as a standard Bronze journey, Silver journey or Gold journey. Consider - Bronze for whom, Gold for whom?
12. **AJ Preparation and Training**
13. The requirement for Preparation and Training are very clear in the Award Handbook (6.7), however a common question or concern relates to when Preparation, Training, and Practice Journey are all undertaken in succession (adjoining) with the final qualifying journey. The Award’s requirements does not exclude this from being arranged in succession. (Handbook 6.10) A useful question to ask is, “is there a genuine opt out arrangement after the training or practice journey for a Participant who demonstrates that they are not prepared or they cannot manage the type or location of the journeying for the qualifying AJ?”
14. If it is the case that they have a genuine opt out and consideration has been given to the Handbook 6.10 regarding practice and qualifying being “separated by a suitable period of time”, then there is no compliance issue from the Award’s perspective. As with other variations or interpretations, the Award Unit has the right to require that these stages of the AJ are undertaken separately. When such local requirements are communicated an AU or an AL must not indicate that it’s an Award requirement in general but an Award Unit requirement in how they want to run the Award. This applies to all sections of the Award.
15. Another area of possible confusion arises out of a misconception that there are a large number of required skills for an AJ. In the Handbook (6.7) 11 competencies are listed ie the important consideration for Award Leaders and their AJ Assessors/Supervisors is to identify and focus on the skills training and preparation relevant to the form and location of the AJ. Chapter 9 contains a very comprehensive and inclusive list of AJ topic guidelines for consideration, which are on the whole more relevant to bushwalk based AJs which are 85-90% of all AJs. The lists in Chapter 9 are particularly useful for an Award Leaders that may not be familiar with aspects of an AJ.
16. The Award is not explicit on the specific components of the AJ skills competence. For example, the Award does not require skill in using a camp stove as the Award does not require cooked food to be prepared (noting this is a requirement in some countries that deliver the Award, eg the UK re: cold weather climate). Handbook 6.4 (11) refers to “simple self-catering”.

Similarly, the Award requires Participants to keep a journey log (during the journey) and provide a final report (Handbook 6.12). However, as stated in the Award Handbook, the format of the logging and the final Qualifying Journey Report is flexible and it’s up to the Assessor or the Award Leader to determine this in advance with each AJ group.

1. **Mobile Phone**
2. The Award does not have a policy on restricting mobile phones from an AJ group, although the following are some important considerations referred to in the Handbook. Refer to Handbook 6.15.
3. A key consideration is that the phone, as a tool, is not to dilute team building and group activity or group dynamics. The group needs to understand this and hold each other accountable, as must the Supervisor. Some supervisors have elected to carry the phones for the duration of the AJ and the Participants only access them when required for AJ purposes.
4. A mobile phone is a versatile tool and can be useful for a growing number of purposes on an AJ:

* Torch (as a supplement)
* Emergency communication
* Compass (as supplement)
* Recording the journey log
* Camera – still and video
* Navigation assistance (in case of safety matter or for relevant journey environments)

1. The Award Leader and their AJ Assessor need to have established a very clear understanding with the AJ group regarding the protocols of using a mobile phone in a safety or emergency situation as well as any other restrictions.
2. There is also concern raised by Award Leaders, Assessors and Supervisors that the phone is used to contact parents or post on social media and alarm them unnecessarily because the Participant may be tired or uncomfortable or someone in the group has had a very minor injury. Additionally, Participant’s use of mobile phones in case of emergency may hamper response/rescue efforts by Supervisors, and escalate concerns inappropriately if parents/caregivers/friends are contacted.
3. Another concern for Award Leaders to note is the use of the mobile phone to disrupt and dilute group interaction and team building.
4. **Assessment and Supervision**
5. The Award Leader retains ultimate responsibility for approving attendance on an AJ and the AJ itslef (Handbook 6.4.3). The conduct of the AJ itself is however typically under the guidance and advice of an Assessor(s) and Supervisor(s) who have the experience and expertise (and if required relevant qualifications) to undertake the supervision/assessment in that form of journeying and selected location/environment.
6. The Award Leader (on behalf of the Award Unit) approves the Assessor and Supervisor(s) (Handbook 2.2.1 B(10)).
7. If an external AJ provider is being used to assist/organise an AJ, and to assess and/or supervise they must be approved by each Award Unit that utilises their services as a Supervisor or Assessor (this also includes the pre training/instruction if undertaken by a separate person).
8. If an external AJ provider also acts as the AJ group’s approved Assessor the Award Leader must ensure that they have been briefed regarding their additional duties as an Assessor, specifically assessing the post-AJ Report required by Participants and the final Assessor signing off of the Section.
9. **AJ Group Composition**

The Award Handbook outlines the composition of AJ groups but as there are questions regularly raised regarding this. The following information may provide further clarity.

1. Must all group members be Award Participants?

No. The Handbook (6.4.7) refers to “endeavouring” to undertake the AJ with peers. Although the group can be a mix of Participants and non-Participants, they must all prepare for and undertake the practice and qualifying journey as a group and to a similar standard, and be appropriately supervised. There are times when a family member may make up numbers, for example where Participants live in a remote community or someone drops out last minute, subject to the fill in person having the background and experience regarding preparation and the type of journey.

The group does not need to be consistent between practice and qualifying journeys unless that is relevant to the nature and purpose of the planned and approved AJ.

Note:

The Handbook (2.2.2 and 2.2.3) specifies that an Assessor or Supervisor “should not be an immediate family member”.

The Handbook (6.18) specifically refers to family trips or family holidays not being acceptable as AJs.

1. Can groups contain Participants of mixed Award levels?

Yes - noting that the lower Award level Participants would need to do same the minimum hours of purposeful effort as the higher level. For example, there may be a group of 7 Participants on a Practice Journey made up of 4 Silver and 3 Bronze. They can all do the minimum 3 days or the Bronze can drop out after the first two days and the 4 Silver participants continue for the extra day. However, for each of the 3 days the minimum average hours of purposeful effort per day is 7 hours (the Silver requirement) for everyone. Using the same scenario, Silver Participant(s) could do an extra hour during each day (4 in the group like on the 3rd day) or the Silver Participant(s) could only complete 6 hrs on Day 1 and 2 then 9 hrs on the 3rd day (21 hrs in total).

In Australia we allow some discretion but require that every effort needs to be made to have an AJ group of peers with similar experience in order to maximise group dynamics and enhance team building opportunities.

A more important consideration is the age mix and the personality of the mixed level groups. All members must have the opportunity to take an active role both in the preparation and ongoing decision making whilst on the journey. Older and more dominating group members may diminish the team building purpose of this Section of the Award.

This consideration also applies to a group doing the same level but with a wide range of ages and abilities. For example, an AJ Provider providing a Silver bushwalk may have 15 year olds, 19 year olds and a 21 year old in a group. This diverse range of ages needs to be carefully managed to ensure a positive experience for all Participants. Most AJ Providers would avoid such a composition as it also brings in the need for added or more imposing supervision onto the over-18 year old Participants, not to mention Child Protection clearance considerations.

1. **Modes of Transport**

The AJ has a requirement (6.4.8) that both the practice and qualifying journeys are of a similar nature and that the journeys must be using the same mode of transport.

When multi modes are used it typically includes walking and another mode, eg. canoeing or cycling.

The question that occasionally arises is when a dual mode is used for the practice but due to a variety of reasons (weather being one) only one mode practiced with is used for the qualifying AJ. What needs to be considered by the Assessor in allowing the change to single mode is if the participants in their practice confidently demonstrated that they can competently and safely undertake the planned qualifying journey (6.4.9 and 6.9).

For example, 14 year old Bronze Participants do a 2 day pack and paddle practice journey and due to a wrist injury by one of the Participants they opt to do their qualifying journey only by foot. In considering this as being suitable, the Assessor and/or the Supervisor in conversation with the Award Leader need to consider if the participants demonstrated enough competence in their walking to confidently indicate they can do the two day planned walk in a terrain similar to the one day walking they did for their practice.

1. **School Camps**

School outdoor education camps can be used to meet the requirements of all or some of the requirements for the AJ Section, typically the instruction/training and the practice journey(s). However, the Award Leader needs to ensure that all Award requirements (Handbook 6.4) are adhered to.

The key concerns/questions regarding Participants who will use/have used school camps towards their AJ Section raised when AJs are reviewed by the Award Office (through quality assurance sampling for Bronze and Silver and when reviewing all Gold Awards) are typically:

1. Appropriate group size (especially not exceeding 7) (Handbook 6.4.7)
2. Sufficient/appropriate Preparation and Training completed prior to departure for Practice Journey (Handbook 6.4.2 and 6.7)
3. Contribution to the decision making (Handbook 6.4.7)
4. Undertaken “substantially” in their own time (Handbook 6.4.13), giving consideration that this is a requirement that considers the Participant’s overall Award’s activities.
5. Minimum time requirements for purposeful effort being met? (Handbook 6.4.12)
6. Appropriate supervision undertaken as relevant for Practice Journeys and Qualifying Journeys
7. Suitable separation/debriefing/preparation if both Practice and Qualifying Journeys are to be undertaken on the same overall “camp” (ie a week away).

Authorised by:

Peter Kaye AM, National CEO

Nov 2018

**ATTACHMENT 4**

**Award Unit - Brand & Logo Guidelines**

The following has been prepared for Australian Award Units by The Duke of Edinburgh’s International Award- Australia office to use to ensure consistent use of branding, logos and terminology when referring to the Duke of Edinburgh’s International Award throughout Australia especially on websites, in publications and general communications about the delivery of the Award.

Please note that under definitions in all State and Territory Award Licences, Award Units are required to adhere to the Use of Name and Logo Policy. Note: this is an expanded version of a similar 1 page document provided to AL’s.

1. **Award Unit Logo**

For Award Units a special logo has been developed to recognise that you are ‘Proud to deliver’ The Duke of Edinburgh’s International Award

Participants and supporters use different logos which can be found at <http://www.dukeofed.com.au/resources/logo-and-brand-guidelines/>

1. **Participant Logo**

****For Award Participants a special logo has been developed to recognise that you are ‘Proud to be doing’ The Duke of Edinburgh’s International Award

1. **Approved name conventions** 
   1. When referring to the framework or program use “The Duke of Edinburgh’s International Award”
   2. When referring to the organisation that administers the Award in Australia use “The Duke of Edinburgh’s International Award Australia”
   3. After the full name of the Award has been used, further use can be abbreviated using “Duke of Ed” or “the Award”
   4. Full name should be used in headings, titles and for formal occasions and documents
2. **Naming Devices and abbreviations not to be used:**

DofE (this is only used by the UK), DOE, DOEA, DOEAS, Dukes, Dukies, DEAS, DEA, DOEIA, Scheme, movement, registered operator (previous terminology now Licensed Award Unit)

1. **Key Messages**

Please refer to the Australian [Award Handbook](http://www.dukeofed.com.au/resource/handbook/) for terminology that is appropriate when referring to the Award. Below are some of the preferred messages/by-lines that may be used when describing the Award. Other messaging may be used but should be approved by your State or Territory office first.

**What we are**: The world’s leading youth achievement award

**What we do:** Develop 14-25 years olds into confident/engaged young people, equipped for life and work

**How we do it**: Challenge young people to complete activities within a balanced self-development framework resulting in confidence, independence, responsibility and focus on community

1. The Duke of Edinburgh’s International Award is the world’s leading youth achievement award.
2. The Duke of Edinburgh’s International Award develops 14-25 years olds into confident/engaged young people, equipped for life and work
3. The Duke of Edinburgh’s International Award develops young Australians who are motivated and engaged citizens, equipped for life and work
4. Achieving an Award recognises individual goal setting, application, and self-improvement through persistence and achievement.
5. The Award challenges young people to complete activities within a balanced self-development framework resulting in confidence, independence, responsibility and focus on community.
6. **Key Terminology**
   1. The Award should be written with a capital ‘A’ when referring to it as a noun – the Award
   2. The Award can be referred to as a program. For consistency in Australia program only has one’ m’
   3. Youth undertaking the Award are referred to as “Participants”
   4. Youth who have completed the Award are referred to as Awardees
   5. Award Leaders are the contact person and mentor to Award Participants for an Award Unit
   6. Award Coordinators are also Award Leaders but are the main nominated award unit contact when there are several award leaders and are responsible for setting up and running the Award in that organisation
   7. Award Units hold a licence to run the Award
   8. Assessors are a suitably skilled, experienced and/or qualified volunteers who assist with and assess an activity being undertaken for a Section of a Participant’s Award
7. **Inappropriate or misleading communications**
8. The Award should not be referred to as just a “Leadership program” (when used on its own)
9. The Award should not be referred to as an “Exclusive program”
10. The Award does not need to be completed whilst at school. The Award is open to all those aged 14-25 and can be completed post school years via the Open Award Centre.
11. The Award is ‘voluntary’ in that it cannot be made a compulsory activity. If a school is keen to have all students doing the Award an opt out element must be offered.
12. The Residential project should not be undertaken with usual companions, school colleagues or friends – see [Award Handbook](http://www.dukeofed.com.au/resource/handbook/) Chapter 7.4 - “the majority should not be their usual companions”
13. An Award is completed, earned, undertaken, achieved - not won. You cannot “Win” an Award.
14. You cannot fail the Award or a section only not complete it.
15. **Images - photo and video representation**
    1. As per the Australian [Award Handbook](http://www.dukeofed.com.au/resource/handbook/) (Chapter 6.4) there must be a minimum of four (4) people in each Adventurous Journey group (with a maximum of seven (7)). Groups larger than 7 need to be split into smaller sub-groups. Please ensure all group photos are consistent with this requirement.
    2. Images are not to show unsafe activities
    3. Images are not to be taken in prohibited or sensitive places, eg indigenous sites
    4. Images should ideally show diversity of youth
    5. Images should show diversity of activities ie all four sections not just the AJ activities!
    6. Award badges may be used and can be accessed at [www.dukeofed.com.au/logos](http://www.dukeofed.com.au/logos)
16. **Social Media**
    1. Please feel free to tag our Facebook page “The Duke of Edinburgh's International Award – Australia” or [@Thedukeofed](https://www.facebook.com/TheDukeofEd/)
    2. And Instagram at [#dukoefedaus](https://www.instagram.com/dukeofedaus/)

For more information including accessing logos please refer to our website <http://www.dukeofed.com.au/resources/logo-and-brand-guidelines/>

Or contact our communications team at EMAIL: [comms@dukeofed.com.au](mailto:comms@dukeofed.com.au) PHONE: 1300 438 537

**ATTACHMENT 5. New Award Unit Planning Form – Pre Registration**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Name of Organisation    1. (Name of Award Unit) | | |  |
| 1. Address | | |  |
| 1. Organisation Telephone | | |  |
| 1. Organisation Web Site | | |  |
| 1. Senior Officer (name) | | |  |
| 1. Role | | |  |
| 1. Nominated Contact Person, | Name |  | |
| Role |  | |
| Mobile |  | |
| Email |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Purpose for Introducing the Award |  | | | |
| 1. Nature and level of support |  | | | |
| 1. Features or Highlights   Eg. Major activity selection.  Restricted choices for Bronze  Re: Activity and/or Assessors. |  | | | |
| 1. Target Cohorts | Description | | | Number pa |
|  | | |  |
|  | | |  |
|  | | |  |
| 1. Total Participants Year 1 (projected) |  | | | |
| 1. Total Participants Year 2 (projected) |  | | | |
| 1. Total Participants Year 3 (projected) |  | | | |
| 1. Award Leaders | Role | Names | Duke of Ed Experience: Y/N | |
| Award Coordinator |  |  | |
| Award Leader |  |  | |
|  |  |  | |
| Section Specialists |  |  | |
|  |  |  | |
| 1. Initial Roll Out for Year 1 Plan |  | | | |
| 1. Web Site Features   Possible www copy |  | | | |

**State Award Office Support Arrangements**

|  |  |
| --- | --- |
| 1. Training Arrangements – Level 1 |  |
| 1. Training Arrangements – Level 2 |  |
| 1. Initial On Site Support – Post Reg’n (Months 1-3) – weekly/fortnight |  |
| 1. Mthly Follow up: Call/Online - Mths 3+ |  |
| 1. Help Desk Support/Access |  |
| 1. Particip’t Initial Award Prog. Checking |  |
| 1. Final Award Checking: B, S G |  |
| 1. Year One Evaluation |  |

|  |
| --- |
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**ATTACHMENT 6 – Sample of mapping the Award**

**Beacon Foundation and The Duke of Edinburgh’s International Award**

**A Guide to Completing a Bronze or Silver Award**

Supporting Beacon’s vision: successfully transition from education to meaningful employment

By registering for the Duke of Edinburgh’s International Award students engaged with Beacon can with a little more effort on top of their regular Beacon or school/interests activity, earn a Bronze or Silver Award that adds greater credibility and recognition to their formal education and their Beacon activity.

This summary maps shows how activity can be selected to support Beacon’s outcomes and meet the Duke of Ed requirements. Logging of activity is required for each the Duke of Ed with an average of 1 our per week of effort for each activity over the minimum duration (months). Refer to the Duke of Ed Award Handbook

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Duke of Ed Sections** | **Examples of Activity That Can Be Used To Ensure Alignment with Beacon** | | | Notes |
| **Service[[1]](#footnote-1) - Bronze Award[[2]](#footnote-2)**  6 months – Ave 1 hr pw | Volunteering using a school based project | or | Volunteering through a community organisation for vocational skills | The training must be a min 1 hr per week or two hours per 2 weeks or 4 hours per 4 weeks.  Activity logging must be with a maximum 4 week break  Suggesting Individual activity and goal for Physical Recreation |
| **Service - Silver Award**  12 months – Ave 1 hr pw | Volunteering using a school based project | or | Volunteering through a community organisation for vocational skills |
| **Skills– Bronze Award**  3 months – Ave 1 hr pw | Extend on a current hobby or interest | or | Select from a Beacon set of options |
| **Skills – Silver Award**  6 months – Ave 1 hr pw | Vocational focused skill | or | Select from a Beacon set of options |
| **Physical Recreation – Bronze**  3 months – Ave 1 hr pw | Aerobic Fitness | or | Swimming |
| **Physical Recreation – Silver**  6 months – Ave 1 hr pw | Orienteering | or | Gym Work |
| **Adventurous Journey – Bronze**  Training, Practice and 2 day Final AJ | Beacon or School Arranged Overnight Journey | or | via a Commercial Provider | See over leaf for further information |
| **Adventurous Journey – Silver**  Training, Practice and 3 day Final AJ | Beacon or School Arranged Overnight Journey | or | via a Commercial Provider |

Peter Kaye & Steve Halloran Draft 1- Oct 2016 NAA\_GI\_E\_2016\_81

**FOR DISCUSSION – DRAFT ONLY**

### Using Beacon Supportive Activities for Duke of Ed Recognition

1. Beacon’s Core Community Model has the nicely aligned timing (3 years) for the Duke of Ed
2. The Award’s 3 levels are often completed over 3 years but the majority of youth undertake the base level (Bronze Award) and complete this typically over 9 months.
3. The Award is delivered by trained Award Leaders attached to a Licensed Award Unit.
4. A **Beacon School** may already be a licenced Award Unit
5. A Beacon engaged student must have registered for the Award prior to logging any of their Beacon related activities towards the Award.
6. Time attributed to the Award needs to be substantially the Participant’s own time and not part of required school activity/school time. All activity must be unpaid.
7. Students doing the Duke of Ed can do more than one activity for each section per Level but these activities cannot be done concurrently.
8. All Award participants are free to choose for themselves the activities they include in each section of their Award, provided that certain criteria are met (refer to the Award Handbook found on the Award site [www.dukeofed.com.au](http://www.dukeofed.com.au)) .
9. This flexibility means that students are able to complete their Awards almost entirely through their involvement in Beacon by using a mixture of activities and training done within Beacon, or by complementing their Beacon volunteering and doing activities of their choice outside of their Beacon program.
10. The Award Office provides an extensive (but not exhaustive) list of possible activities (as a guide) via its website **www.dukeofed.com.au**.

### Duke of Ed Adventurous Journeys

1. The key requirement for the Adventurous Journey is to build team and group work skills by journey in an unfamiliar environment with 7hrs of effort/purposeful activity per day. The teams to be in groups of 4-7 and to be as self-sufficient as possible.
2. The typical environment is the bush or national park but the journeying can be in an urban environment eg. for remote/rural based Award Participants.
3. The skills training and the practice AJ must relate to the form of journeying and purpose eg. cycling or canoeing

**For further information:**

Guidelines for Participation in The Duke of Edinburgh’s International Award by Beacon are available [insert link]

The Beacon Foundation Duke of Ed Coordinator is [insert name and contact details.

1. The first Award level completed requires the Award Participant to do one section for double the duration. This has assumed to be Service but may also be Skills. [↑](#footnote-ref-1)
2. The Gold Award level has been excluded for this chart only. Min. age for direct to silver is 15years and direct Gold is 16years. All activity requirements must be complete before 25th birthday. [↑](#footnote-ref-2)