



# AWARD HANDBOOK



2023 Edition 1.1

[dukeofed.com.au](http://dukeofed.com.au)

# Welcome to The Duke of Edinburgh's International Award

This Handbook is the key document for everyone involved in delivering or undertaking The Duke of Edinburgh's International Award (the Award) in Australia. It covers the conditions and minimum requirements of the Award, offers a framework to successfully guide Award Leaders to deliver the Award, and offers a framework for Participants to undertake the activities required to achieve an Award.

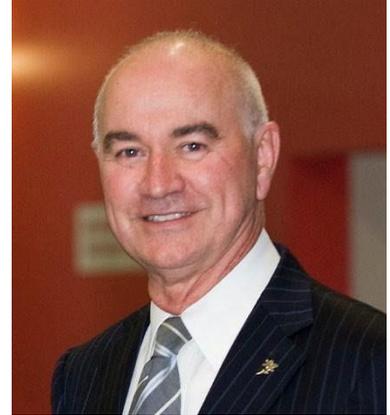
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# Message from the Chairman...



As the Chairman of The Duke of Edinburgh's International Award - Australia, it is an honour to welcome you to the newest edition of the Australian Handbook. This document is an important one as it outlines the rules and the conditions of the Duke of Ed Framework in Australia. This self-development Framework has been used to equip, empower, connect and transform young people in Australia since 1959, changing the lives of over 775,000 Award Participants to date.

Each year over 45,000 young Australians actively have their non-formal education and learning organised and accredited using the Duke of Ed, making us the largest structured youth development Framework in Australia, engaging not only young people, but also a network of over 60,000 adult Volunteers. Our focus continues to be on improving well-being, furthering education pathways and increasing employability.

The Award is truly an individual program where each Participant can challenge themselves to achieve the unthinkable and push their own boundaries. Our Award Holders emerge from using the Framework as confident young citizens with community awareness on both a local and global level.

Today, the Award reaches into many corners of Australian society, from Indigenous and remote and rural communities to metropolitan areas; from prisons to hospitals to new refugee communities; from schools to universities, to disability groups; and from voluntary organisations to corporations. The Award is truly a leading Framework of non-formal education and learning available to all young Australians.

While there is always much to celebrate, there is also a serious side to our work. Ensuring the Award is run competently and safely is critical, which is why this Handbook is so important. I urge you to read this thoroughly and continually refer to the conditions as set out in the Handbook. Please refer any questions you may have to your Award Operating Authority.

Without our Award Leaders and our extraordinary network of Volunteers, there is no Duke of Ed. We recognise you and I acknowledge the depth of commitment and support we receive from each and every one of you.

A handwritten signature in blue ink that reads "Gary Nairn". The signature is fluid and cursive, with the first letters of the first and last names being larger and more prominent.

**The Hon. Gary Nairn AO**  
**Chairman**

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# Glossary

The following definitions apply to the terms used in this Handbook.

**Adventurous Journey** – One of the mandatory Sections of the Award, which requires Participants to undertake a team journey in a challenging and unfamiliar environment, with an agreed Team Goal and in a small team of 4 – 7. It is completed for all three levels (Bronze, Silver, and Gold) and comprises three main components: Preparation and Training; Practice Journey; and Qualifying Journey.

**Ambassador** – A supporter of The Duke of Edinburgh’s International Award in Australia who assists with funds and advocates on behalf of the Award.

**Assessor** – A suitably skilled, experienced, and/or qualified adult Volunteer, appointed by the Award Centre, who can assist with and assess a Participant completing an activity for a Section of an Award. Assessors complete a final report to verify that the Participant has achieved the requirements for the relevant Section. In most circumstances, an Assessor should not be a family member. See definition of ‘family’ below for more information. Internationally, an Assessor is also referred to as an Activity Coach.

**Assistant Award Leader** – A Volunteer who assists the Award Coordinator/ Leader. An Assistant Award Leader cannot accept Participants’ registrations or approve Awards. They will typically have a minimum of Level 1 training.

**Award** – One of the abbreviated names given to The Duke of Edinburgh’s International Award and/or the certificate and badge(s) received upon completion of the Bronze, Silver or Gold level.

**Award Centre** – A body (legal entity) such as a school/company/club/organisation that has been granted a Sub-Licence by the National Award Operator or Award Operating Authority to run The Duke of Edinburgh’s International Award in Australia. See also ‘Award Leader’.

**Award Coordinator** – The senior Award Leader in larger Award Centres with two or more Award

Leaders. They are the key contact in an Award Centre and are responsible for setting up and running the Award in that organisation, supporting other Award Leaders, overseeing Award groups, and communicating with the relevant Award Operating Authority and/or National Office. Throughout this Handbook, the term Award Leader is used as a generic term which includes Award Coordinators.

**Award Community** – An online learning management and communication system managed by the IAF.

**Award Framework** – This refers to the four Sections of the Award (plus Gold Residential Project for Gold) and the three levels of the Award.

**Award Handbook** – The key reference publication regarding the conditions and requirements of the Award in Australia, produced and distributed by the National Award Operator (NAO) in Australia.

**Award Holder** – A person who has gained an Award at any level.

**Award Leader** – An adult who, after completing the compulsory training, is appointed by an Award Centre to act as a representative of the Award Centre and who has overall responsibility for the delivery of the Award for that organisation. Throughout this Handbook, the term Award Leader is used as a generic term which includes Award Coordinators.

**Award Leader Training** – Compulsory training that all Award Coordinators/Leaders must complete prior to commencing their role and registering any Participants. It is divided into Levels 1 and 2 and is delivered by the relevant Award Operating Authority or online via the Online Learning Hub. **Level 1** must be completed before undertaking the Award Leader role and **Level 2** is to be completed within 12 months of becoming an Award Leader.

**Award Level** – There are three Award levels – Bronze, Silver, and Gold.

**Award Operating Authority (AOA)** – Sub-licensed by the NAO as the governing, administrative, and support body of the Award in each State/Territory.

Award Operating Authorities are authorised to licence Award Centres within their State/Territory to deliver the Award. Award Operating Authorities also provide support to these Award Centres and are collectively referred to as Divisions.

**Bronze Award** – A Bronze Award can be commenced at 14 years of age\* and requires a minimum six-month commitment (\*see [1.7.3](#)).

**Direct Entrant** – A Participant who starts Silver level without having first completed Bronze or who starts Gold level without having first completed Silver.

**Division** – A State or Territory body sub-licensed to manage and deliver the Duke of Ed Framework. A Division Licence may be held by a Government department or a company/association established for the purpose of delivering the Award. Most Divisions are formally known as a Licenced Award Operating Authority (AOA).

**Duke of Ed** – An abbreviation for The Duke of Edinburgh's International Award.

**Family** – The NAO defines family members as including first-, second-, and third-degree relatives. First-degree relatives include the Participant's parents, step-parents, guardians, full siblings, or children. Second-degree relatives include the Participant's grandparents, grandchildren, aunts, uncles, nephews, nieces, or half-siblings. Third-degree relatives include the Participant's first cousins, great-grandparents, great-grandchildren, and immediate in-laws (mother-in-law, father-in-law, brother-in-law, or sister-in-law).

Family members should not be a Participant's Assessor or Supervisor, but exemptions may be granted by the Award Leader on behalf of the Award Centre or by the AOA after considering the nature and degree of the relationship of the family member with the Award Participant and also any special needs relationship, e.g. special medical or care provision.

**Goals** – Setting individual or team goals is an inherent feature of using the Duke of Ed Framework. A SMART goal is used to help guide goal setting. SMART is an acronym standing for **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely. A SMART goal incorporates all these criteria to help focus efforts and increase the

chances of achieving goals.

**Gold Award** – The highest level of the Award, available only to those who meet older age requirements and can make a minimum 12-month commitment.

**Gold Residential Project** – A fifth Section only required at the Gold level. This requires 5 days and 4 nights away from the Participant's usual place of residence, undertaking a shared purposeful activity with people who are not their regular companions.

**Incident** – An event, occurrence, or circumstance that may give rise to a claim for compensation for personal injury or property damage.

**International Award Foundation (IAF)** – The Duke of Edinburgh's International Award Foundation is a registered UK charity whose mission is to promote the Award, provide young people with access to the Award, and preserve the quality and integrity of the Award worldwide. The IAF owns the Award and licences all other entities who manage or deliver the Award.

**Licence** – The Duke of Edinburgh's International Award Foundation licenses the running of the Award in Australia to the National Award Operator, The Duke of Edinburgh's International Award – Australia (ACN 114 267 195). The Duke of Edinburgh's International Award – Australia then sub-licences Award Operating Authorities (Divisions) using a tiered Licence agreement which enables the Division to licence Award Centres.

**Major Section** – Required for each Award level when a Participant has not completed the previous Award level. This includes all Bronze Participants, Silver Participants who have not completed a Bronze Award, and Gold Participants who have not completed a Silver Award. A Major Section is undertaken for an additional length of time which depends on the Award level. A Participant can choose their Major Section from the Physical Recreation, Skills, or Voluntary Service Sections.

**Mentor** – A Volunteer appointed by the Award Centre, typically by the Award Leader, to directly support and encourage one or more Participants should an Award Leader need extra assistance. The mentor is typically not highly trained in the Framework and may also be an Assessor for one of

the Sections. Award Holders are often a target group to act as mentors for younger Participants. The mentor's role is to make regular contact, show interest, and assist with troubleshooting or with locating potential Assessors. Also refer to 'Assistant Leader'.

Some Award Centres with large numbers or remote Participants use mentors to support sub-groups within their organisation, club, or school.

**Minimum Time Requirements** – The minimum length of time needed to achieve an Award, which varies based on the Award level and, at either the Silver or Gold level, whether or not the Participant is a direct entry.

**Mode of Travel** – Method of transport used by Participants in their Adventurous Journey. Examples include hiking, canoeing, and cycling.

**National Award Operator (NAO)** – The body authorised to run The Duke of Edinburgh's International Award on a national basis in a country. Only one NAO is licenced in each country or territory.

**National Training Panel (NTP)** – A group of NAO-approved trainers with delegated authority to conduct and support training within a Division or nationally.

**Open Award Centre (OAC)** – An Award Centre which does not have access restrictions such as needing to be a student or a member. An Open Award Centre operates across a broader geographic area, e.g. a city/region/state. This differs from most Award Centres, which are approved to manage the Award for a specific organisation, e.g. a school, club, or community group. An OAC must be licenced with either an Award Operating Authority or the NAO as a National OAC.

**Online Record Book (ORB)** – An online platform to record a Participant's Award activities and associated files (e.g. documents, photo records). Also acts as an online management tool for Award Operating Authorities, Award Leaders, and Assessors.

**Participant** – A young person who has been accepted to participate in a Bronze, Silver, or Gold

Award through the registration process.

**Physical Recreation** – One of the mandatory Sections of the Award, requiring Participants to improve their physical fitness and well-being, and to get active. Completed for all three levels (Bronze, Silver, and Gold).

**Practice Journey** – At all Award levels, it is a requirement of the Award that Participants undertake at least one Practice Journey as part of their Adventurous Journey Section. The aim is to provide Participants with sufficient experience to enable them to plan and undertake their independent Qualifying Journey safely and confidently.

**Qualifying Journey** – At all Award levels, it is a requirement of the Award that Participants undertake a Qualifying Journey as the final component of their Adventurous Journey. This is where Participants put the skills learnt in the Practice Journey to good use. Participants must complete their Practice Journey before their Qualifying Journey.

**Record Book (Paper Book)** – Used prior to the ORB to record Participant's Award activities, progress, and completion. If Participants are unable to use the ORB due to internet access issues or special needs, then Participants, Award Leaders, Assessors, and Award Operating Authorities may use offline paper records to manage the progress and approval of an Award.

**Regular Activity** – Consistent effort by Participants logged towards the Physical Recreation, Skills, or Voluntary Service Sections of an Award. These three Sections are also often referred to as the regular Sections. Notwithstanding the definition in this Handbook, the Award Leader has the discretion to allow activities that are best completed in larger blocks of time. If there are gaps in the regular activity due to, e.g. holidays or exams, the Participant will need to make up for these gaps to fulfil their minimum time requirements.

**Section** – The Award includes four mandatory Sections – Skills, Physical Recreation, Voluntary Service, and Adventurous Journey. At Gold level a fifth Section, the Gold Residential Project, is also mandatory.

**Silver Award** – A Silver Award can be commenced at 15 years of age and requires a minimum 6-month commitment (see [Section 1.7.2](#) for further detail regarding time commitments).

**Skills** – One of the mandatory Sections of the Award, requiring Participants to unleash personal talents and broaden their personal interests and skills. Completed for all three levels (Bronze, Silver, and Gold).

**Substantial** – While some activity may take place within school, university, custodial, or work hours, a minimum of 50% of the activity counting towards the Award must occur outside of these scheduled/ compulsory times. This can be assessed on an activity (Section) basis or for a Participant’s Award overall, taking into consideration the needs and capacity of each Participant.

**Supervisor** – The Supervisor is a suitably qualified and/or experienced Volunteer (including staff of commercial service providers) who supervises Practice and/or Qualifying Adventurous Journeys.

**Team Goal** – Refer to the definition of ‘Goal’.

**Voluntary Service** – One of the mandatory Sections of the Award requiring Participants to connect with the community and give useful service to others. Completed for all three levels (Bronze, Silver, and Gold).

**Volunteer** – For the purposes of the Award, ‘Volunteer’ means anyone over the age of 18 who assists with the Award program, either in a paid or unpaid capacity. This includes all Award Coordinators, Award Leaders, Assessors, and Supervisors.

**Volunteer Code of Conduct** – A list of rules and regulations to be agreed to and signed by all Volunteers involved with the Award. This includes Award Coordinators, Award Leaders, Assessors, and Supervisors.

# **Chapter 1- The Duke of Edinburgh's International Award**

- 1.1 What is The Duke of Edinburgh's International Award?**
- 1.2 Reach**
- 1.3 Vision**
- 1.4 Purpose**
- 1.5 Commitment**
- 1.6 Principles**
- 1.7 Award Requirements**
- 1.8 Getting Started and Undertaking an Award**
- 1.9 Summary**

# Chapter 1 - The Duke of Edinburgh's International Award

## 1.1. What is The Duke of Edinburgh's International Award?

The Duke of Edinburgh's International Award (the Award/the Duke of Ed) is a positive and rewarding challenge of self-discovery. By selecting and undertaking four core activities (Sections) within the Award Framework and regularly working towards individual goals,<sup>1</sup> Participants aged 14 – 24 are equipped and empowered to achieve their personal best, take ownership of their own goals and life choices, and become actively engaged with their community and the workforce.

The Duke of Ed Framework is one of individual challenge. It presents young people with a program of voluntary activities that encourage personal discovery and growth, self-reliance, perseverance, responsibility, and community service. Each person undertaking the Award Framework learns a skill, becomes more physically active, volunteers in their community, and undertakes a team adventure. For the Gold Award, they also undertake a purposeful activity in a residential setting in the company of others who are not their usual companions.

Open to all young people aged 14 – 24 ([See 1.7.3](#) - Age Requirements for more detail), the Award is offered in over 130 countries worldwide and is available at Bronze, Silver, and Gold levels, each progressively longer and more challenging. Each of these levels consist of four core Sections:

- Physical Recreation
- Skills
- Voluntary Service
- Adventurous Journey.

The Gold Award includes an additional required Section, the Gold Residential Project.

Participation is entirely voluntary and is structured so that Participants can design their own unique program centred around their interests and passions, also taking into account the priorities of their host Award Centre.

## 1.2. Reach

In Australia over 45,000 young people engage in the program annually, supported by a network of over 60,000 adult Volunteers. The Award is run in cities and in rural and remote areas, through government and non-government schools, universities, and a wide range of organisations, including Indigenous communities, new refugee support programs, sports clubs, employers, prisons and youth detention centres, and community organisations like Surf Life Saving, disability groups, and other youth programs.

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<sup>1</sup> For the Adventurous Journey, a team goal is set.

### 1.3. Vision

That all young people in Australia are empowered to explore their potential and achieve success through access to and participation in the Duke of Ed.

### 1.4. Purpose

To provide, promote and preserve a framework of Award participation that equips, engages, and empowers all young people in Australia to explore their potential.

### 1.5. Commitment

Young people, regardless of their location or circumstance, are the central focus of all our endeavours.

### 1.6. Principles

#### 1.6.1. Guiding Principles

These principles are design features and explain why the Duke of Ed has such a positive impact.

##### 1. Individual

Participants design their own program, which they tailor to suit their personal circumstances, choices, and locations. They start at whichever level of the Award suits them best and they can take as long as they wish, within age limits, to achieve their Award. The design process is typically undertaken with their Award Leader.

##### 2. Non-competitive

Doing an Award is a personal challenge and not a competition against others. Every Participant's program is tailored to reflect their individual starting point, abilities, and interests.

##### 3. Achievable

With the right guidance and inspiration, an Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background, or location.

##### 4. Voluntary

While the Award may be offered within school, university, work, or custodial hours, or as extra-curricular activity, individuals freely choose to participate in the Award and must commit a substantial amount of their free time to undertaking their Award activities.<sup>2</sup>

##### 5. Development

Using the Duke of Ed Framework fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence, and become more aware of their environment and community, transforming them into responsible young adults. Through the encouragement and individual mentoring provided by their assisting Volunteers, they have the chance to discover their potential.

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<sup>2</sup> Like all Award activities, Participants must not receive payment or sponsorship that reflects a commercial gain for any of the activities being undertaken for the Award. [See also 1.8.1.](#)

#### **6. Balanced**

The Duke of Ed provides a balanced framework of activity to develop the individual's mind, body, and community spirit via engagement in a range of at least four different challenges.

#### **7. Progressive**

The Duke of Ed is about setting goals and working towards these. At each level of engagement, the Duke of Ed requires progressively more time, commitment, and responsibility from Participants.

#### **8. Inspirational**

The Duke of Ed inspires Participants to exceed their expectations. They are encouraged to set their own challenges and goals before starting an activity, then aim for those goals and show improvement to achieve an Duke of Ed.

#### **9. Persistence**

The Duke of Ed requires persistence and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their program requirements.

#### **10. Enjoyable and Rewarding**

Participants and Award Leaders will find using the Duke of Ed Framework enjoyable, fulfilling, and rewarding. The logging of activity, reflection on achievements, guidance and feedback from assisting Volunteers, progressive recognition, and final Duke of Ed achievement make the Duke of Ed experience very rewarding.

In summary, for a Participant to gain a Duke of Ed Award, they must show commitment, progress, and improvement in each of their Sections.

### **1.6.2. Fundamental Principles**

1. The criterion for gaining a Duke of Ed Award is individual improvement through persistence and achievement, taking into account the Participant's initial capabilities and without any element of competition between Participants.
2. Participation is entirely voluntary and the individual Participant has a choice in the selection of activity options within the four Sections, or the five Sections at Gold level.
3. There is no discrimination against participation on grounds of gender, race, religion, or political affiliation.

### 1.6.3. Operational Principles

#### 1. Age

Participants must be aged 14 – 24 years old to undertake the Duke of Ed. [See 1.7.3](#) for further detail regarding age requirements.

#### 2. Structure

The structure of the Duke of Ed Framework consists of four mandatory Sections – Voluntary Service, Adventurous Journey, Skills, and Physical Recreation. At Gold level, Participants are also required to undertake a fifth Section, the Gold Residential Project.

#### 3. Levels

There are three levels of Duke of Ed and they are age-specific. [See 1.7.3](#) for further detail regarding age requirements.

#### 4. Minimum Time

The minimum period of participation for direct entrants to have their activities accredited under the Duke of Ed Framework is 6 months for Bronze, 12 months for Silver, and 18 months for a Gold Award. [See 1.7.3](#) for further detail regarding age requirements.

## 1.7. Duke of Ed Requirements

### 1.7.1. The Duke of Ed Framework

There are three levels to the Duke of Ed Framework:

- Bronze**
- Silver**
- Gold**

Each of these levels consists of four mandatory Sections:

- Voluntary Service**
- Physical Recreation**
- Skills**
- Adventurous Journey**

The Gold Award has an additional requirement, a **Gold Residential Project**.

SECTION	WHAT IT'S ABOUT FOR PARTICIPANTS
Voluntary Service	Connecting with the community by giving useful service to others in any area of interest in the community, such as youth work, the environment, or charity work.
Physical Recreation	Improving physical fitness, improving well-being and getting active. This could be through a team sport, individual pursuit, or simply getting out there and being physically active.
Skills	Unleashing talents and broadening personal interests and skills. Anything from refereeing to digital production to learning a musical instrument to jewellery making. Generally non-physical in nature.
Adventurous Journey	This Section is all about discovering a sense of adventure and requires an overnight journey with an agreed purpose in a challenging and unfamiliar environment to be undertaken in a small team (4 – 7 people).
There is also an additional Section for Gold only	
Gold Residential Project	This Section only for Gold Participants offers a unique experience that truly broadens horizons, challenges outlooks, and extends comfort zones. Participants undertake a purposeful experience away from their usual place of residence with people who are not their usual companions.

For each Section, Participants must select an activity that fits within the Section guidelines and undertake it for the minimum required time for their Duke of Ed Award level. For example, a Participant may choose swimming for Physical Recreation, guitar for Skills, assisting at a charity shop for Voluntary Service, and a hiking expedition for their Adventurous Journey.

A **Major Section** is required for each Duke of Ed Award level where a Participant has not completed a previous Duke of Ed Award level. This includes all Bronze Participants, all Silver Participants who have not completed a Bronze Award, and all Gold Award Participants who have not completed a Silver Award. The Major Section is undertaken for an additional length of time which depends on the Duke of Ed Award level. A Participant can choose their Major Section from the Physical Recreation, Skills, or Voluntary Service Sections.

See the details below.

### 1.7.2. Time Requirements

SECTION	BRONZE	SILVER	GOLD
Skills	3 months	6 months	12 months
Physical Recreation	3 months	6 months	12 months
Voluntary Service	3 months	6 months	12 months
Major Section	All Participants must complete an additional 3 months in either Physical Recreation, Skills, or Voluntary Service.	Participants who have not achieved a Bronze Award must complete an additional 6 months in either Physical Recreation, Skills, or Voluntary Service.	Participants who have not achieved a Silver Award must complete an additional 6 months in either Physical Recreation, Skills, or Voluntary Service.
Adventurous Journey	2 days + 1 night	3 days + 2 nights	4 days + 3 nights
Note: The Adventurous Journey Section comprises three parts – preparation and training, at least one Practice Journey, and the Qualifying Journey – with increasing minimum expedition time requirements for each Duke of Ed Award level.			
Gold Residential Project	N/A	N/A	5 days + 4 nights

**At each level of engagement, the Duke of Ed demands progressively more time, commitment, and responsibility from the Participant.**

## Time Requirements Explained

- 1) The Duke of Ed Time Requirements are minimum time requirements and are expressed in whole months during which there must be regular time commitment.
  - (a) Regular time commitment is based on a minimum of one (1) hour per week. However, the Award Leader has discretion to allow activities that are best completed in larger blocks of time, e.g. two (2) hours per two-week period, three (3) hours per three-week period, or four (4) hours per four-week period. Larger blocks of time would typically be most appropriate for Participants living with mobility restrictions or for activities requiring access to facilities not readily available on a weekly basis. Examples might include monthly volunteering on an environment project or fortnightly visits to an aged care facility to entertain residents.
  - (b) Participants are encouraged to continue their activities beyond the minimum time requirements.
  - (c) If a Participant is required to take a break in their activities – e.g. due to illness, school holidays, or exams – they may still count their previous activities toward their Duke of Ed Award. Breaks are allowed so long as the Participant shows regular commitment over the whole number of months specified for the Duke of Ed Award level they have chosen. The Award Leader may elect to extend the overall duration of a particular Section. For example, if a Participant has to have a 2-month break from undertaking an activity for the Silver Award, when they resume they may be required to complete this section over an 8-month period, i.e. the original 6 months plus a 2-month extension.
  - (d) The minimum length of time for undertaking activities logged under the Duke of Ed Framework must be completed as a condition of completing the Duke of Ed.
  - (e) Achieving a Duke of Ed Award in a shorter time span by working more intensely is not permitted.
  
- 2) Activity time served prior to being accepted as a Participant by the Award Leader cannot be included in the minimum participation time requirements.

### 1.7.3. Age Requirements

Each Participant must be of the required minimum age for each Duke of Ed Award level and must undertake the minimum required time commitment for each Section to achieve their chosen Duke of Ed Award.

A Participant does not have to achieve the Bronze and/or Silver Award before undertaking the Gold level, but they must be at least 16 years of age for direct entry into it.

	<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
Minimum age to start	14 years <sup>1</sup>	15 years <sup>2</sup> (for direct entrants, refer to items 2 and 3 below)	16 <sup>3</sup> years (for direct entrants or continuing from Bronze)
Maximum age to start	24 years & 6 months	24 years (direct entrants)	23 years & 6 months (direct entrants)
Minimum duration to complete an Award level (without exception)	6 months	6 months (continuers) 12 months (direct entrants)	12 months (continuers) 18 months (direct entrants)
Maximum age to complete an Award level (without exception)	Before 25th birthday <sup>4</sup>	Before 25th birthday <sup>4</sup>	Before 25th birthday <sup>4</sup>

### Age Requirements Explained

1. At Bronze level, if a person is aged 13 but is part of a school year /peer cohort where the majority are 14 years or older, then that young person can start their Bronze Award with the rest of the group with the approval of the Award Leader.
2. If a young person is a direct entrant at Silver level, they must be 15 years old to commence the Duke of Ed. A young person may commence Silver level before they are 15 years old with the approval of the Award Leader, if they have completed their Bronze Award.
3. If a young person is a direct entrant at Gold level, they must be at least 16 years old to commence the Duke of Ed.
4. A young person may commence using the Gold Award Framework before they are 16 years old if they have completed their Silver Award.
5. No activity undertaken before a Participant's qualifying age, as listed above, may be counted towards a Duke of Ed Award.
6. Completion before the 25<sup>th</sup> birthday means completing and logging all activity for each of the Sections. Final submission and sign-off (including Assessor sign-off) after the 25<sup>th</sup> birthday is allowed where delays are outside the Participant's control.
7. Completion of an activity towards a Duke of Ed Award after the 25<sup>th</sup> birthday may be approved by the NAO, via the National CEO or their delegate, if the reason for the delay is ill health or circumstances that could not be anticipated by the Participant, but only where 80% of the overall requirements for the level have been completed.
8. Please contact your Award Operating Authority if you have any questions about age ranges for commencing the Duke of Ed.

## 1.8. Getting Started and Undertaking a Duke of Ed Award

### 1.8.1. Before Starting

Activity time undertaken prior to being accepted as a Participant by the Duke of Ed Leader cannot be included in the minimum time requirements for a Section.

While the Duke of Ed may include time spent within school, university, work, or custodial hours or as extra-curricular activity, individuals freely choose to participate in the Duke of Ed and must commit a substantial amount of their free time to undertaking activities that are accredited in the Duke of Ed Framework. [See Glossary](#) for the definition of 'Substantial'.

Participants need to consider the following before registering to undertake the Duke of Ed.

1.	The choice to undertake the Duke of Ed is entirely <b>voluntary</b> and every Duke of Ed program is individual and different. Each Participant chooses, with the guidance of their Award Leader, the activities they want to take part in for each Section.
2.	The Duke of Ed is a very <b>individual program</b> that offers young people a balanced framework and a structure to fulfill their passions and ambitions in a way that suits them. Apart from the requirements for each Section, and the training and safety requirements for the Adventurous Journey Section, the activities a Participant chooses to undertake are entirely up to them, subject to the approval of their Award Leader and fulfillment of any requirements set by their Award Centre. Participants thus have the flexibility and freedom to progress through the Duke of Ed according to their personal needs and abilities.
3.	The Award Leader and Assessors <b>guide and mentor</b> Participants by helping them select activities and set achievable goals, and by offering encouragement along the way.
4.	To gain a Duke of Ed Award, Participants must show <b>commitment, progress, and improvement towards their set goals</b> . Sometimes Participants may commence the Duke of Ed and stop part way through. This is acceptable; it is not a sprint but a marathon. Award Leaders and Assessors are there to encourage Participants to continue, even after a break.
5.	The Duke of Ed is <b>complementary</b> to many other activities that young people may already be undertaking, so long as the activities being accredited under the Duke of Ed Framework: <ol style="list-style-type: none"> <li>1. Are substantially in the Participant's own time, generally outside of compulsory activities undertaken during school, university, custodial, or work hours;</li> <li>2. Reflect regular effort for the Physical Recreation, Skills, and Voluntary Service Sections; and</li> <li>3. Have goals attached to each activity, with a team goal for the Adventurous Journey.</li> </ol>
6.	For Participants to count activities which they are already undertaking towards the Duke of Ed, they must <b>extend</b> on the activity by setting a suitably challenging goal. For example, if a Participant is currently playing netball, they may extend on that activity by setting a goal to improve their goal-shooting or their defensive efforts.
7.	The activities counted towards a Duke of Edinburgh's International Award must be <b>unpaid</b> . It may be acceptable in some circumstances for travel to and from an activity to be subsidised by an organisation or club, but if a Participant benefits financially from participating in an activity, the activity is not to be counted towards a Duke of Ed Award.
8.	Activities are to be completed <b>substantially</b> in the Participant's own time. This means that, while some activity may take place during school, university, or work hours, most of the activity counted towards the Duke of Ed must occur outside of these hours. <a href="#">See Glossary</a> for definition of 'Substantial'.
9.	The <b>Participant Duke of Ed Award Plan</b> can assist in the planning and selection of activities to be accredited under the Duke of Ed to ensure a suitable and balanced program, and to help identify the subject matter experts who can undertake the role of activity Assessor. A copy of this is

available at the back of this Handbook or can be downloaded from Participant resources at <a href="http://dukeofed.com.au">dukeofed.com.au</a>
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## 1.8.2. Participant Registration

Registration to use the Duke of Ed Framework is by mutual agreement between the Participant (young person) and the relevant Award Centre. **Note** that parent/guardian consent is required for Participants under 18 years of age. Appropriate formal consent must be obtained prior to the Participant being accepted by their Leader or any activities being commenced.

Participants can access the Duke of Ed Framework via an Award Centre, which will typically be their school, tertiary institution, or local club. An Open Award Centre is open to any Participant within a broader geographical area. [See 2.1.4](#) for more information or contact your local Award Operating Authority (Division) for OAC locations.

Only once a young person has been registered with an Award Centre and approved by an Award Leader may they commence activities for the purposes of the Duke of Ed (subject to following the process outlined in [1.8.4](#) below). This means no activities undertaken prior to a Duke of Ed Award approval and registration may be counted or credited back for the Duke of Ed Award.

### Registration steps:

1. Register on the Online Record Book (ORB) ([www.dukeofed.com.au](http://www.dukeofed.com.au)), select the relevant Award Centre and which level of the Duke of Ed Award will be undertaken (Bronze, Silver, or Gold).  
**Note** that parent/guardian consent is required for Participants under 18 years of age.
2. Confirm with the Award Leader how payment is to be made, either online through the registration process or directly to the Award Centre.

**Registration fees differ for each Award Operating Authority, so Participants need to contact their Duke of Ed Centre for fee information and Award Centres need to contact their Award Operating Authority for fee and payment information.**

### A Participant is considered to be registered for the Duke of Ed Award only after:

1. **They have completed all registration procedures, including the National Parent/Guardian Consent where applicable.**
2. **Payment of the registration fee is completed.**
3. **They have been formally accepted by their Award Leader.**

Registration and commencement dates for the Duke of Ed cannot be backdated.

**Note** that all Duke of Ed registrations and Duke of Ed Award approvals must be completed using the ORB.

### 1.8.3. Planning and Activity Approvals

The **Participant Award Plan** can assist in the planning and selection of activities to ensure a balanced program and help identify the subject-matter experts who can undertake the role of activity Assessor. A copy of this Plan is available at the back of this Handbook or can be downloaded from Participant resources at [dukeofed.com.au](http://dukeofed.com.au)

#### 1 Discuss and Decide on Activities

- a) Participants should discuss activities with their Award Leaders and decide on the activities to be undertaken for each Section, taking into account any requirements set by the Award Centre.
- b) **Note** that It is not a requirement to decide on all activities for each Section before starting the Duke of Ed. Participants are encouraged to think about and plan what they might do for each Section of their Duke of Ed and then decide to start one Section. Changes can readily be made to proposed activities before commencing and even after commencing, subject to Award Leader approval.
- c) For Participants under 18 years of age, parent/guardian consent is required. Appropriate formal consent must be obtained prior to the Participant being accepted by their Leader and before any activities can be commenced.

#### 2 Determine the Suitability of Activities

The activity selection and approval of activities is managed by the Award Centre and the Participant. If Award Leaders are not sure whether an activity is suitable, the process for determining the suitability of an activity for a Participant is to:

- a) Consider the Participant, their abilities, limitations, family situation, what else they are engaged in etc.;
- b) Consider what other activities they are doing or intend to accredit with the Duke of Ed;
- c) Consider if the activity under discussion is relevant and suitable for that particular Participant (based on the above). For example, a Participant who does little on their own and has low self-esteem may be encouraged to do an individual activity for their Physical Recreation rather than a team sport.

#### 3 Identify Assessors

The Award Leader identifies and approves all Assessors on behalf of the Award Centre before engaging with the Participant. [See also 2.2.2](#). It is common for Award Participants, especially at Silver or Gold levels, to identify and recommend activity Assessors. For the Adventurous Journey, the Award Leader works with the Adventurous Journey Assessor to determine a suitable level of supervision and to appoint the Supervisor(s). Adventurous Journey supervision is typically influenced by the Award Centre's risk management policy and any applicable State/Territory legislation/regulations.

#### 4 Setting Goals

Participants must set a goal for each activity with that activity's approved Assessor and also decide which of their regular activities will be undertaken as their Major Section (if applicable). **Note** that there is a team goal for the Adventurous Journey.

#### 5 Working with Children Checks

A Working with Children check may be required for Award Leaders, Activity Assessors, and Adventurous Journey Supervisors, depending on the applicable State or Territory legislation.

#### 6 Regular Contact and Updates

For each activity, the Assessor is required to maintain regular contact and provide support, advice, and encouragement to the Participant. The frequency of contact will depend on the activity, how much supervision is required, and the needs of the Participant. If the Assessor has any doubts about the

frequency of contact required, the Award Leader is to provide guidance.

#### 7 **Assessor Sign-Off**

Following regular contact, and upon completing the requirements of a Section, the Activity Assessor checks and signs off that:

- a) The required minimum hours have been met;
- b) The required minimum duration (in months) has been met;
- c) The appropriate regularity and degree of effort was applied.

#### 8 **Final Documentation and Checks**

- a) Upon final submission of documentation for Duke of Ed Award completion by a Participant, the Award Leader is required to check that all the requirements of the Duke of Ed have been met by the Participant. This includes any relevant documentation such as activity participation logs and diaries, Adventurous Journey records, supporting documentation and photos, and Assessor reports. All Participants must register online using the ORB and have their Duke of Ed Awards signed off (approved) online via the ORB.
- b) All activity being undertaken for Duke of Ed accreditation must be recorded by the Participant on the ORB, via the Participant App, or by other paper or electronic means agreed with their Award Leader.
- c) If access to the ORB is temporarily unavailable, then Participants may record their activities manually using suitable offline records with the objective of transferring this information across to the ORB before submission for Award Leader approval.

For more information about using the ORB, visit [dukeofed.com.au/resources/online-record-book/](http://dukeofed.com.au/resources/online-record-book/). For assistance with any technical or user questions, contact [orb@dukeofed.com.au](mailto:orb@dukeofed.com.au)

### 1.8.4. **Selecting and Undertaking Activities**

For Participants under 18 years of age, parent/guardian consent is required. Appropriate formal consent must be obtained prior to the Participant being accepted by their Leader and before any activities can be commenced. Once all requirements have been satisfied and a Participant is registered, they must:

1. **Commence activities** once registered for the Duke of Ed and when the activity(s) is approved by the Award Leader and an Assessor is approved by the Award Leader.
2. **Regularly undertake activities** – With the guidance and encouragement of the activity Assessors, Participants undertake activities for the required time in pursuit of their goals. Participants also need to undertake their activities **regularly** – at least 1 hour per week, 2 hours per fortnight, or 4 hours per four-week period (block time periods require Award Leader approval; [see 1.7.2](#)).
3. **Upload photos, video, or other documentation to the ORB Activity log** (Library) if appropriate.
4. **Complete the required Adventurous Journey training and preparation** before undertaking the Practice Journey(s) and later the Qualifying Journey.
5. **Log activities regularly**, because otherwise it can be difficult to remember what/when activities were completed.

6. **Keep Assessors and the Award Leader informed and updated on progress.** Similarly, especially for Bronze Participants, Assessors and Award Leaders are to regularly monitor and encourage their Participants.

**Note** that the registration and commencement dates for the Duke of Ed cannot be backdated, nor can activities be backdated. This means activities must be undertaken only after Duke of Ed registration and approval, and not before.

### 1.8.5. Completing a Duke of Ed Award and Award Approval

1. At the end of the Participant's activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording (logging) activity by the Participant and the Assessor's comments represent the experiences and achievements of the Participant for that Section of the Duke of Ed. Remarks should be personalised, positive, and encouraging, always recording successes and achievements, not failures.
2. Upon completion of a Section, the Activity Assessor initially checks and signs off, confirming that:
  - a. Minimum hours have been completed;
  - b. Minimum duration (in months) has been met;
  - c. Regular effort has been applied;
  - d. Progress towards the goal was satisfactory.

Upon completion of each Section of the Duke of Ed and the overall Award level, the Award Centre's Award Leader or Award Coordinator is required to check that all the requirements of the Duke of Ed at that level have been met by the Participant. This includes any relevant documentation, such as activity participation logs and diaries, Adventurous Journey records, supporting documentation and photos, and Assessor reports.

3. Once all Sections are completed, including Assessors' reports and sign-offs, each Section needs to be submitted to the Award Leader via the ORB for approval.
4. Award Centres typically approve Bronze and Silver Awards but only recommend Gold Awards. However, the authority to delegate final approval for all Award levels is retained by the relevant Award Operating Authority. Each Award Centre must check with their relevant Award Operating Authority regarding their Award Centre's approval delegation, which is related to the demonstrated experience of the Award Centre's Award Leaders. For further information, refer to the *National Governance Policy* 4.6, available at [dukeofed.com.au](http://dukeofed.com.au)
5. All Gold Awards, after preliminary approval by the Award Centre, are subject to a further review process and final approval by the Award Operating Authority.
6. Upon completion of a Duke of Ed Award level, Participants will receive a **Duke of Ed Award Certificate, Award Badge, and Digital Badge** (introduced in 2023) as recognition and acknowledgement of their achievement. The Award Certificate and Award Badge design is approved by the National Award Operator. Section Certificates to print and present are also available from the National Award Operator for Award Centres.
7. Bronze and Silver Award ceremonies are organised by each Award Centre. Gold Award ceremonies are organised by each Award Operating Authority. The Gold Badge is sent to the Award Centre at the earliest opportunity and its presentation is arranged by the Award Centre at the earliest opportunity.
8. The Duke of Ed Award ceremonies are a public recognition of the Participant's achievements. They are an integral feature of the Duke of Ed and contribute to the Duke of Ed's positive impact on young people who

complete their Duke of Ed. The ceremony is a significant occasion and Awards are usually presented by a person of high organisational or community standing.

9. Participants are to be encouraged to complete all Sections of the level of the Duke of Ed Award that they are undertaking before progressing to another level. However, if the Award Leader has very good cause for allowing the Participant to commence the next level, then they may commence a Section at the next level, provided that they:
  - a. Have completed that Section (including sign-off by the Award Leader) at their current level;
  - b. Have completed three Sections of their current level;
  - c. Have substantially commenced the Section that has not been completed;
  - d. Have reached the minimum age of entry for the new level;
  - e. Complete the lower level before the higher level is approved for sign-off, or else the higher level will be treated as a direct entry, including the need for one Section to be completed as a Major Section.

Circumstances where Award Leaders might exercise this discretion may include: the Participant may be undertaking an activity that cannot be readily delayed, e.g. Adventurous Journey or Gold Residential Project; the Participant was delayed in completing their current level through no direct fault of their own, e.g. due to illness, weather, or Assessor non-availability.

10. All Duke of Ed Alumni at 18 years of age, are contacted by their Award Operating Authority (Division) or the National Award Office regarding ongoing opportunities to engage with the Duke of Ed. This may include networking opportunities or information about products and services offered by the Duke of Ed and its supporters. Further information is available on the website [dukeofed.com.au](http://dukeofed.com.au)
11. A Duke of Ed Award is not assessed as Pass or Fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank and discuss their concerns with the Participant. The focus should be on regular participation and effort and improvement towards the Participant's goal.

**Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort and evidence of improvement over the minimum time period is cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section in order to resubmit their records for assessment at a later date. With the Adventurous Journey, it may be quite acceptable to not complete the journey exactly as planned due to weather, injury, or other factors if the Participants have met the minimum time and daily average effort requirements.**

## 1.9. Summary

1. Licenced Award Centres, e.g. schools or youth organisations, use the Duke of Ed Framework to accredit non-formal education and learning.
2. The age-range for undertaking the Duke of Ed is 14 – 24 years, **noting** that there is provision for 13-year-olds to start in some circumstances. [See 1.7.3.](#)
3. A Participant must register with an Award Centre.
4. The choice to undertake the Duke of Ed is entirely voluntary.
5. There is a registration fee for using the Duke of Ed which differs for each State and Territory.
6. There are three levels in the Duke of Ed Framework:
  - a. Bronze
  - b. Silver
  - c. Gold.
7. There are four mandatory Sections at each level:
  - a. Voluntary Service
  - b. Skills
  - c. Physical Recreation
  - d. Adventurous Journey
  - e. For Gold there is an additional Section, the Gold Residential Project.
8. Activity selection is to be as individual as possible and practicable.
9. Activity Assessors must be approved by the Award Leader before any activities can be commenced and logged.
10. The minimum length of time for undertaking activities to be accredited under the Duke of Ed Framework is a condition of the Duke of Ed and it is not possible to achieve a Duke of Ed Award in a shorter time-span by working more intensely.
11. The Award Leader's or Assessor's role is to guide and mentor by helping with activity choice, setting achievable goals, and offering support and encouragement along the way.
12. For a Participant to have their non-formal education and learning recognised with a Duke of Ed Award, they must show regular effort, commitment, progress, and improvement which is recorded (logged) on the ORB or by other means agreed with the Award Leader.
13. The Duke of Ed Award pioneered Learner Portfolios and Student Learner wallets, using the four-part Framework to provide and organise credible evidence of non-formal education and learning.

# Chapter 2 – Structure

## 2.1 The Duke of Edinburgh's International Award Structure

## 2.2 Volunteers

## 2.3 Summary



## 2.1 The Duke of Edinburgh's International Award – Structure



### 2.1.1 The National Award Operator (NAO)

The Duke of Edinburgh's International Award – Australia is the National Award Operator (NAO), licenced by The Duke of Edinburgh's International Award Foundation (IAF) to operate The Duke of Edinburgh's International Award in Australia and the Solomon Islands, and it retains the overall responsibility for all aspects of the Duke of Ed's administration, management, and delivery.

The NAO is responsible for:

1. Maintaining Licence requirements, including the Fundamental Principles and Operating Principles of the Award as set out by IAF.
2. Funding and resourcing of the Award, including arrangements with partners such as government, industry, and individuals.
3. Promotion and building awareness of the Duke of Ed.
4. Developing and maintaining nationally applicable policies.
5. Maintaining comprehensive records.
6. Protecting the Duke of Ed's brand and intellectual property, as set out in the Licence with the IAF.
7. Providing the required reporting to the IAF, Award Operating Authorities, and key stakeholders such as partners, supporters, and sponsors.
9. Licensing Award Centres through Licence arrangements with Award Operating Authorities.
10. Developing and implementing an ongoing national strategic plan.
11. Meeting quality assurance, Duke of Ed rules, and legislative compliance requirements.
12. Providing supporting tools, systems, and resources to facilitate the efficiency and effectiveness of Operating Authorities and their Award Centres.

The NAO has entered into a Licence with an organisation or government agency in each Australian State and Territory to deliver the Duke of Ed in that State or Territory. The NAO also licenses National Award Centres and enters into agreements with National Delivery Partners.

### 2.1.2 Award Operating Authorities

The Licence agreement between the NAO and each Award Operating Authority (Division) enables the Award Operating Authorities to manage the delivery of the Award in their particular State or Territory. The NAO can also issue National Award Centre Licences.

The Award Operating Authorities in turn license organisations as Award Centres (single and multi-site, including State Licences) which are responsible for managing the Duke of Ed with Participants.

Under these Licence agreements, the Award Operating Authorities (Divisions) acknowledge their overall responsibility to deliver the program in compliance with the laws of their State or Territory and further undertake to provide the Award Centre with:

1. Information, resources, and promotional materials about the Duke of Ed.
2. Administrative and support services.
3. Award Leader training which complies with National Policy.
4. Ongoing Award Leader professional development and networking opportunities.
5. Access to the *National Handbook*.
6. All the National Policies with which the Award Centre must comply.
7. Participant application and registration information and processes.

8. Ongoing quality assurance monitoring and feedback.
9. Authority to approve Bronze and Silver Awards, following initial training and a supervised period; [see 1.8.5](#).
10. Details of insurance coverage provided by the National Award Operator and details of any changes to that insurance coverage. Refer to [dukeofed.com.au](http://dukeofed.com.au)
11. Gold Award presentations by the Award Operating Authority Patron or similarly eminent person.
12. Licence and compliance monitoring and provision of feedback.

### 2.1.3 Award Centres

1. An Award Centre is an organisation sub-licensed by either the Award Operating Authority or the National Award Office to conduct and deliver the Award in Australia. These Award Centres can be schools, colleges, tertiary institutions, custodial institutions, community organisations, service clubs, sporting or social clubs, companies, or groups of interested parents who form their own registered association to operate the Award. Award Centres must register as organisations on the ORB.
2. Once licenced, Award Centres appoint the Award Leaders and approve all Volunteers, and they can determine how they will provide access to the Award Framework for the maximum number of students, members, or young people, plus they determine any requirements or conditions regarding activity selection. The Award Centre also nominates one of their Award Leaders as its key contact person with the Award Operating Authority (AOA) or National Office. That key contact person is referred to as the Award Coordinator.
3. Award Leaders must be trained to the minimum standards set out in the *National Governance Policy* as approved by the National Board (referred to as Level 1 and Level 2 Award Leader Training) before undertaking their role. Level 1 must be completed before undertaking the Award Leader role and Level 2 is to be completed within 12 months of becoming an Award Leader. [See 2.2.1](#). and the *National Governance Policy* 4.1, available at [dukeofed.com.au](http://dukeofed.com.au)
4. The National Award Operator has also entered into Licences with National Award Centres, organisations whose operations cross state boundaries and where licensing on a State/Territory basis is not a viable option.
5. All Award Centres must ensure that relevant child protection legislative requirements are met by every adult who works with Award Participants under the age of 18 years.

### 2.1.4 Open Award Centres

An Open Award Centre (OAC) is an Award Centre which does not have access restrictions based on membership of, for example, a school or a uniformed youth organisation.

An OAC is typically a community-based organisation which enables Participants who cannot access a school or youth organisation Award Centre to participate in the Duke of Ed, or as an alternative to accessing the Duke of Ed Framework via a local school or club. Participants may also transfer to an OAC to complete their Duke of Ed after finishing their high school education or upon leaving a uniformed youth group.

## 2.2 Volunteers

**For the purposes of the Duke of Ed, a Volunteer means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Coordinators, Award Leaders, Assessors, and Supervisors.**

The involvement of Volunteers is critical to the success of our program. Their desire to help young people explore their potential through using the Duke of Ed Framework is crucial. Volunteers need to be adequately briefed and/or trained, depending on their level of commitment and involvement.

The inherent flexibility of the program means there is not a 'one size fits all' approach to our Volunteers, but this flexibility also means we need a large number of Volunteers.

**It is a requirement of the Duke of Ed that all Volunteers agree to and sign the *Volunteer Code of Conduct*. A copy of the *Volunteer Code of Conduct* is at the back of this Handbook, but the AOA/Division Office or [dukeofed.com.au](http://dukeofed.com.au) always have the latest versions.**

### 2.2.1 Award Leaders

#### (a) Award Leader Role:

1. Each Award Centre must appoint at least one Award Leader, but preferably two, to ensure continuity and spread of workload and to support diversity of Participants. An Award Leader is a Volunteer who is the main contact for the Award Centre and has overall responsibility for the delivery of the Award in that organisation.
2. In large Award Centres with multiple Award Leaders, an Award Coordinator will also be nominated. This is an Award Leader who is the main point of contact with the Award Operating Authority.
3. Award Leaders play a crucial role in the success of the Award program and without them there would be no Duke of Ed. Their role is to engage young people in the program and encourage and inspire Participants throughout their Award journeys. Award Leaders assist Participants with their registration and activity selection, and provide advice, support, and encouragement.
4. Award Centres typically approve Bronze and Silver Awards but only recommend Gold Awards. However, the authority to delegate final approval for all Duke of Ed levels is retained by the relevant Award Operating Authority. Each Award Centre must check with their relevant Award Operating Authority regarding their Award Centre's approval delegation, which is related to the demonstrated experience of the Award Centre's Award Leaders. For further information, refer to the Award's *National Governance Policy* available at [dukeofed.com.au](http://dukeofed.com.au)
5. Award Leaders must be trained to the minimum standards set out in the *National Governance Policy*, as approved by the National Board (referred to as Level 1 and Level 2 Award Leader Training) prior to undertaking their role. Level 1 must be completed before undertaking the Award Leader role and Level 2 is to be completed within 12 months of becoming an Award Leader. Also [see 2.2.1](#) and the *National Governance Policy* 4.1, available at [dukeofed.com.au](http://dukeofed.com.au)

#### (b) Award Leader Roles and Responsibilities:

1. Understanding of and compliance with child protection legislative requirements in their State/Territory.
2. Agreeing to and signing the *Volunteer Code of Conduct*. Please refer to the AOA/Division Office listed in this Handbook or [dukeofed.com.au](http://dukeofed.com.au) for the latest version.
3. Developing and implementing strategies for attracting a broad range of young people to use the Duke of Ed.

4. Aligning and mapping the Duke of Ed Framework with their organisation's goals and requirements.
5. Advising, guiding, and assisting young people ineffectively using the Duke of Ed Framework.
6. Ensuring that members of all groups within the organisation are considered and catered for wherever possible.
7. Promoting the engagement of young people experiencing a lack of motivation and direction.
8. Providing young people with access to Duke of Ed registration and distributing literature/resources as required.
9. Encouraging Participants to choose and undertake a diverse and challenging range of activities and approving their programs, including each activity selected.
10. Identifying suitable Assessors or assisting Participants to find suitable Assessors and Supervisors and approving them.
11. Checking Assessor, Supervisor, and other Volunteer suitability (i.e. experience and/or qualifications) and approving and keeping a record of this.
12. Arranging or undertaking training and/or briefing of Volunteers, including other Award Leaders, Assessors, and Supervisors.
13. Ensuring all Volunteers (i.e. all Award Leaders, Assessors, and Supervisors) meet child protection legislative requirements of their State/Territory.
14. Ensuring all Volunteers have agreed to and signed the *Volunteer Code of Conduct*.
15. Keeping records of Participants and Volunteers approved by their organisation.
16. Assisting Participants to use the ORB and logging their activities as required.
17. Pre-approval and final sign-off of all activities, including all components of the Adventurous Journey.
18. Award Leaders, on behalf of the Award Centre, typically approve Bronze and Silver Awards and recommend Gold Awards. However, the authority to delegate final approval for all Award levels is retained by the relevant Award Operating Authority. Each Award Centre must check with their relevant Award Operating Authority regarding their Award Centre's approval delegation, which is related to the demonstrated experience of the Award Centre's Award Leaders.  
For further information see the *National Governance Policy 4.6*, available at [dukeofed.com.au](http://dukeofed.com.au)  
Gold Awards are subject to a further review and approval process by an Award Operating Authority.
19. Encouraging Participants to complete their Duke of Ed and progress to the next level where possible.
20. Liaising and, where appropriate, coordinating activities with other Award Centres in their area.
21. Ensuring the Awards achieved are authorised and presented in accordance with the relevant State/Territory policies.
22. Arranging Award presentations as required for Bronze and Silver Badges and Certificates and Gold Award Badges. Gold Award Certificates are presented at ceremonies arranged by the Award Operating Authorities. See [1.8.5, point 7](#).
23. Publicising and promoting the Duke of Ed.
24. Exercising the appropriate duty of care regarding the safety and well-being of Participants.
25. Managing the operation of the Duke of Ed within their Award Centre in accordance with the Licence conditions.
26. Maintaining and upholding the Licence requirements, Principles, and National Policies of the Duke of Ed, as outlined in this Handbook and online.
27. Ensuring the operation of the Duke of Ed meets the requirements of the *International Declaration* and the *Fundamental and Operational Principles*. See [10.3](#).
28. Ensuring that any documents, website pages, or other items that use The Duke of Edinburgh's International Award logo meet all requirements of the *Brand Identity Guidelines*, which is available from the National Award Operator.

29. Ensuring that all new materials that use The Duke of Edinburgh's International Award logo and contain interpretive content\* regarding the Duke of Ed are approved by the relevant State, Territory, or National Award Operator prior to circulation.
30. Undertake the role of Award Leader in a safe work environment. This includes: taking reasonable care of their own health and safety; ensuring that their conduct does not adversely affect the health and safety of others; ensuring that they comply with any reasonable instructions relating to health and safety; and cooperating with any reasonable policy or procedure relating to health and safety that applies to them, their colleagues, their supervisees, or those considered to be in their care.

\* Interpretive content refers to information regarding the Duke of Ed program being reworded to possibly infer a meaning and/or interpretation other than that specified in this *Award Handbook*.

# For the purposes of the Award, 'Volunteer' means anyone over the age of 18 who assists with the Award, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

## 2.2.2 Assessors

### A) Assessor's Role:

1. Assessors are Volunteers# who assist the Participant with their Duke of Ed. For each Section of the Duke of Ed Framework (Physical Recreation, Skills etc.), a Participant will need at least one Assessor with expertise in each of the chosen activities to guide them throughout their use of the Duke of Ed Framework. In some instances, a Participant will require more than one Assessor per Section to ensure that each activity has been completed.
2. An Award Assessor performs a crucial role in the success of the Duke of Ed Framework. They engage with Participants using the Duke of Ed Framework and offer guidance, mentoring, and encouragement while assessing activities for the Section of the Duke of Ed that their expertise relates to.
3. An Assessor must be suitably skilled to assess a Participant's activity, write a short report at the completion of that activity, and sign off the Participant's records to verify that the Participant has achieved the requirements of the Duke of Ed.  
**In most circumstances, an Assessor should not be a family member.** [See Glossary](#) for definition of 'Family' and possible exemptions.
4. An Assessor can assess more than one Participant. They may also be qualified to assess across multiple activities and/or Sections. An Assessor may be required to meet certification or qualification requirements if their activity is bound by a State/Territory or National accreditation requirement. Please note that an Award Leader can also be an Assessor, but it is preferable that Participants have the benefit of interacting with as many adults as possible.
5. Generally, Participants and Award Leaders are jointly responsible for finding Assessors, but it is the responsibility of Award Leaders to check all Assessors, ensure they are suitable, and approve them. In some circumstances, an Award Leader on behalf of their Award Centre may create a pool of approved Assessors for activities previously undertaken by their Participants which are in high demand.

### B) Assessor Responsibilities

1. Be suitably experienced and/or qualified in the activity which they are assessing.
2. Meet the Child Protection Legislation requirements in their State/Territory.
3. Agree to and sign the *Volunteer Code of Conduct* prior to undertaking any assessment. See the

back of this Handbook, or [www.dukeofed.com.au](http://www.dukeofed.com.au) for the latest version.

4. Be approved by the Award Leader and therefore the Award Centre prior to the Participant commencing the activity they are assessing.
5. Understand the requirements for the Section they are assessing, e.g. regularity of effort, appropriate activities, goal setting.
6. Assist the Participant to identify and set achievable goals for the Section they are assessing and to develop a program to reach their goals.
7. Help the Participant to stay focused on the goals they have set.
8. Ensure that the Participant undertakes Section activity substantially in their own time.
9. Keep in regular contact, encourage, and recognise improvements in the Participant's efforts and keep a record of the Participant's progress.
10. Write a report at the completion of the Section activity and sign off the Participant's records to verify that they have achieved the requirements of the Duke of Ed.
11. Undertake their role as an Assessor in a safe work environment. This includes taking reasonable care for their own health and safety; ensuring that their conduct does not adversely affect the health and safety of others; ensuring that they comply with any reasonable instructions relating to health and safety; and cooperating with any reasonable policy or procedure relating to health and safety that applies to them, their colleagues, their supervisees, or those considered to be in their care.

**[Please also refer to Chapter 8 – Risk Management.](#)**

**The Duke of Ed is not assessed as Pass or Fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank and discuss their concerns with the Participant and/or their Award Leader. The focus is on regular participation, effort, and improvement towards the Participant's goal. Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort or of evidence of improvement over the minimum time period is cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section in order to resubmit their records for assessment at a later date.**

### 2.2.3 Supervisors

**[Please also refer to Chapter 6](#) for complete information regarding Adventurous Journeys and Adventurous Journey supervisors and supervision.**

#### **A)      sor's Role**

1. Supervisors are Volunteers<sup>#</sup> who play a critical role in implementing and overseeing the arrangements concerning the safety of Participants when they are undertaking their Adventurous Journeys. The Supervisor can be a different person for each journey, and there can also be more than one Supervisor for each journey. The Adventurous Journey Assessor may also undertake the role of Journey Supervisor if approved by the Award Leader and if they are appropriately trained/experienced/qualified in respect of their Award Centre's policy requirements and any applicable State/Territory legislation/regulations.
2. **In most circumstances, a Supervisor is not to be a family member.** [See Glossary](#) for definition of 'Family' and possible exemptions.
3. **It is the responsibility of the Award Leader on behalf of their Award Centre to approve Supervisors and ensure they are suitable.**
4. Please contact your Award Operating Authority for further information and specific State/Territory requirements regarding undertaking Adventurous Journeys.

# For the purposes of the Award, a “Volunteer” means anyone over the age of 18 who assists with the Award, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

## **B) Responsibilities**

1. experienced or qualified in the field, terrain, and mode of journey in which they are instructing or supervising, e.g. hiking, canoeing etc.
2. appropriate qualifications from a relevant authority if such qualifications are available and/or required in your State/Territory. Supervisors must be highly competent in the activity or mode of journey they are supervising.
3. meet Child Protection Legislation requirements in your State/Territory.
4. read and sign the *Volunteer Code of Conduct* prior to undertaking any supervision. See [www.dukeofed.com.au](http://www.dukeofed.com.au) for the latest version.
5. approved by the Award Leader and therefore the Award Centre prior to an Adventurous Journey commencing.
6. complete Practice and/or Qualifying Journeys for the Adventurous Journey Section of the Duke of Ed.
7. identify and oversee the arrangements concerning the safety of Participants while undertaking Practice and/or Qualifying Journeys, without interfering with the group’s decisions or purpose unless safety is at risk.
8. provide support to the Participant group during Practice Journeys to reinforce and supplement their training and preparation as required.
9. In the event that the Supervisor is not accompanying the group, make contact with Participants at least once each day while they are undertaking their Practice and/or Qualifying Journeys.
10. Provide feedback to the Participants and/or their Assessors regarding any journeys they supervise, including individual and team strengths, weaknesses, and areas of concern which need to be addressed prior to the Participants undertaking their Qualifying Journey or their final assessment being completed.
11. Understand the role of Supervisor in a safe work environment. This includes: taking reasonable care of their own health and safety; ensuring that their conduct does not adversely affect the health and safety of others; ensuring that they comply with any reasonable instructions relating to health and safety; and cooperating with any reasonable policy or procedure relating to health and safety that applies to them, their colleagues, their supervisees, or those considered to be in their care.

For the purposes of the Duke of Ed, a “Volunteer” means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

**Please also see Chapter 8 – Risk Management for detailed information regarding insurance, child protection, and incident reporting.**

## 2.3 Summary

1. The Duke of Edinburgh's International Award – Australia (NAO) is licenced by the International Award Foundation to operate The Duke of Edinburgh's International Award in Australia.
2. Each State and Territory is licenced by the NAO to manage and deliver the Award in their State/Territory.
3. Award Centres are sub-licenced to deliver the Duke of Ed in their organisation by the Award Operating Authority. These Award Centres nominate a key point of contact to manage and deliver the Duke of Ed, called an Award Leader or Award Coordinator.
4. Every Participant using the Duke of Ed must engage with suitably experienced/qualified Volunteers to monitor and assess their activity/Section as they complete it.
5. For the purposes of the Duke of Ed, a Volunteer is anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.
6. All Volunteers (Award Leaders, Assessors, and Supervisors) have specific roles and responsibilities, but common to all these roles and responsibilities are the requirements to:
  - a. Agree to and sign the *Volunteer Code of Conduct*;
  - b. Meet Child Protection Legislation requirements for their State/Territory; and
  - c. Meet Work Health and Safety legislative requirements.

# Chapter 3 – Physical Recreation

- 3.1 Aim
- 3.2 Ethos
- 3.3 Benefits
- 3.4 Requirements
- 3.5 Assessment
- 3.6 Recording of Activity
- 3.7 Steps for Participants
- 3.8 Ideas
- 3.9 Differentiating Between the Sections – Information and Examples
- 3.10 Physical Recreation –Summary



# Chapter 3 – Physical Recreation

## 3.1 Aim

To improve physical fitness and mental well-being and get active.

## 3.2 Ethos

The Physical Recreation Section of the Duke of Ed Framework offers young people the opportunity to participate in physical activity in a variety of ways. This can be training alone, undertaking non-competitive or competitive activity, participating in team sports, extending engagement in a current physical activity or sport, or undertaking a supervised fitness or training program.

No matter a young person’s physical or mental ability or inclination, as long as they have the determination this Section offers the opportunity to develop healthy fitness habits that will hopefully continue long after one or more Duke of Ed levels has been achieved.

## 3.3 Benefits

Taking part in any physical activity has many benefits for Participants. The activity should be enjoyable and the goals set realistic, so that at the end of the Section Participants feel a real sense of achievement.

General benefits of the Physical Recreation section	Specific outcomes
<ul style="list-style-type: none"> <li>● Developing a healthy lifestyle</li> <li>● Improving fitness</li> <li>● Increasing self-esteem</li> <li>● Interacting socially, especially in a teamsport, but also through meeting people with interest in a similar individual sport</li> <li>● Enhancing self-discipline, perseverance, and self-motivation</li> <li>● Experiencing a sense of achievement</li> <li>● Raising awareness of the variety of opportunities available in the area</li> <li>● Encouraging teamwork, if the activity is a team sport</li> <li>● Enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>● Confidence</li> <li>● Resilience and determination</li> <li>● Relationships and leadership</li> <li>● Creativity and adaptability</li> <li>● Personal and social well-being</li> </ul>

## 3.4 Requirements

For this Section, Participants must:

1.	Undertake a physical activity regularly (see information below) where they <b>‘get physically active’</b> (i.e. exert a sustained level of energy and physical activity) for the required minimum length of time, depending on the Duke of Ed level. The level of physical activity will be determined by the physical ability and well-being of the Participant.
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2.	Meet the <b>minimum time requirements</b> for the Duke of Ed Award level chosen.
3.	Show <b>regular commitment</b> , progress, and improvement in their chosen activity.
4.	Understand that regular time commitment means at least one (1) hour per week. <a href="#">See 1.7.2</a> – Time Requirements Explained.
5.	Undertake activities substantially <b>in their own time</b> . This means that, while some activity may take place in school, university, custodial, or work hours, most of it should occur outside of these scheduled times. <b>Note</b> that Award Leaders should take into consideration all of the Participant’s activities being logged as part of their Duke of Ed and not determine “substantial” based on any single activity alone. <a href="#">See Glossary</a> for definition of ‘Substantial’.

Please note that goals need to be realistic and achievable within an individual’s ability and relevant to the aim of the Section.

Like all Sections of the A Duke of Ed Framework, choosing a physical activity is a personal choice. Each Participant should choose a physical activity that interests them. This could be something new or something they are already doing and want to improve.

Some Participants may feel comfortable ‘going it alone’ and choosing something no one else in their peer group is doing. Others may want to choose an activity that they can do with their friends, with the group dynamic offering the inspiration and motivation needed to get through. The important thing is for Participants to choose something they enjoy, to measure their own personal effort, and to undertake an activity which improves their physical well-being.

It can be helpful for a Participant to link in with a club or follow the program of a particular sport’s national governing body (e.g. achieving a certain level under the auspices of Gymnastics Australia) to provide structure to the activity. Using guidelines can also be helpful in setting meaningful and achievable goals.

Participants do not have to undertake the same activity for the entire required time although they are encouraged to do so, particularly for the Bronze Award. They may choose, for example, two activities like a winter activity and a summer activity that can be split over the required time.

Regular commitment (based on 1 hour a week or 2 hours a fortnight) must still be shown, as well as improvement in the activities undertaken. If two activities are chosen, a Participant may need a different Assessor for each activity to ensure that the Assessor is a subject-matter expert. There is no purpose served in forcing a Participant to continue with an activity they dislike or when their circumstances have changed.

### TIME REQUIREMENTS

Level	Minimum time	If Physical Recreation is chosen as Major Section
Bronze	3 months	6 months
Silver	6 months	12 months if Bronze has not been achieved
Gold	12 months	18 months if Silver has not been achieved

## 3.5 Assessment

[Also see 2.2.2](#) – Assessors.

Assessment is undertaken by a suitably experienced and/or qualified Volunteer<sup>#</sup> who has been nominated by the Award Leader or by the Participant with approval from the Award Leader. **In most circumstances, an Assessor should not be a family member.** [See Glossary](#) for definition of 'Family' and possible exemptions.

Assessors help Participants both to set goals for their chosen activity and to assess whether a Participant has undertaken the required regular effort and strived to achieve the goals. Team sports are to be assessed on how the individual performed and contributed, not on how well the team performed as a whole.

Assessors are responsible for writing the final Assessment Report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and the age/level of independence of the Participant. As a guide, contact between Assessor and Participant every 2 – 4 weeks may be appropriate.

For the Physical Recreation Section, Assessors are often club officials, trainers, or coaches. Each Participant is to be monitored and assessed by their Assessor for:

- a. Effort (minimum hours and duration);
- b. Perseverance (regularity); and
- c. Progress towards the Participant's goal.

A Participant satisfies the requirements of the Physical Recreation Section if the Assessor is satisfied that:

1. The Participant's commitment was substantially in their own time outside of school, university, custodial, or work hours. [See Glossary](#) for definition of 'Substantial';
2. Regular effort has been shown during the period of participation;
3. Progress has been made over and above the baseline of the Participant's initial knowledge and ability, and the Participant has strived to meet their goals;
4. Minimum hours and time requirements have been met.

**The Duke of Ed is not assessed as Pass or Fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank and discuss their concerns with the Participant. The focus is on regular participation and effort and improvement towards the Participant's goal. Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort and evidence of improvement over the minimum time period is cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section to resubmit their records for assessment at a later date.**

<sup>#</sup> For the purposes of the Duke of Ed, a "Volunteer" means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

### 3.6 Recording of Activity

All activity undertaken for Duke of Ed accreditation must be recorded by the Participant in the ORB or by other paper or electronic means agreed by the Award Leader. Where a Participant has chosen to follow a Physical Recreation activity related to school, university, custodial, or workplace sport, the report must indicate that a substantial commitment to the activity was shown over and above these scheduled hours. [See Glossary](#) for definition of 'Substantial'.

At the end of the activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording/logging of activity and the Assessor's comments represent the experiences and achievements of the Participant. Remarks should be personalised, positive, and encouraging. They should always record successes and achievements, not failures.

In the event of a Participant not satisfying the Assessor's requirements for the Duke of Ed, they should be informed of the reason and no entry or Assessor sign-off should be made in the Participant's records until the requirements have been met.

Steps for Participants:

1.	<b>Choose an activity</b> , taking into account any requirements or limitations set by the Award Centre, and have your activity and your Assessor <b>approved by your Award Leader before you start the activity</b> . If there is something that you really want to do but are not sure about, discuss this with the Award Leader, friends, family, and do some research.
2.	With the guidance of the Award Leader, <b>identify suitable Assessor(s)</b> . They must be suitably experienced and/or qualified and be approved by the Award Leader before the Participant can undertake any Duke of Ed activities.
3.	<b>Set challenging and realistic goals</b> , in consultation with the Assessor(s). It is important that these be completed before activities commence so Participants know what they are working towards.
4.	<b>Pursue these goals for the time required</b> for the Award level being undertaken and <b>log hours and activity in the ORB</b> .
5.	Some Participants like to <b>keep a journal</b> . This could be a diary, photos, video, or a blog and much of it could be recorded or saved on the ORB.
6.	<b>Keep in touch with your Assessor</b> so that they can monitor progress and discuss any concerns that may come up regarding achieving goals.
7.	<b>Once the activity for each Section is completed, print/send/forward the assessment page</b> from the ORB, ask the Assessor to complete the final assessment, and then upload it to the ORB.
8.	Remember that Award Leaders and Assessors are there to guide and help Participants with any questions and concerns they have along the way.
9.	<b>Once all Sections are completed and updated in the ORB</b> , submit the Sections to the Award Leader for final assessment and approval.

## 3.7 Activity Ideas

Below are some ideas for the Physical Recreation Section. Remember, this list is a guide only and is not exhaustive. The best measure for deciding whether an activity is suitable is to assess whether the Participant will improve their physical well-being when undertaking it. If in doubt, please contact your Award Operating Authority for advice.

Please note that a Participant may be involved in more than one of these activities as part of the Physical Recreation Section of their Duke of Ed.

### IDEAS FOR INDIVIDUAL ACTIVITIES

Before undertaking any activities, please refer to The Duke of Edinburgh's International Award insurance policies available at [www.dukeofed.com.au](http://www.dukeofed.com.au)

- Acrobatics/Trapeze
- Aerobics
- Athletics
- Canoeing/Kayaking
- Cycling
- Dance (can be individual)
- Gymnastics
- Martial arts, e.g. karate, aikido, judo, kickboxing, fencing, kendo (insurance restrictions need to be observed)
- Horse riding
- Ice skating
- Indoor rock climbing
- Jogging
- Jumping (high, long, triple)
- Motorsports
- Orienteering
- Personal training programs
- Running
- Skateboarding
- Skiing/snowboarding
- Skipping
- Surfing
- Swimming
- Tennis
- Throwing (hammer, javelin, shotput)
- Walking
- Yoga

### **IDEAS FOR GROUP ACTIVITIES**

- Baseball
- Basketball
- Cricket
- Dancing (all types)
- Football
- Group fitness
- Golf
- Handball
- Hockey
- Ice Hockey
- Lacrosse
- Netball
- Polo
- Rowing
- Sailing
- Soccer
- Softball
- Squash
- Synchronised swimming
- Tennis
- Touch football
- Volleyball
- Water polo

### 3.8 Differentiating between the Sections – Information and Examples

1. Participants are encouraged to select different activities across the four Sections for a balanced program. However, if the same activity is selected for more than one Section, then the same hours cannot be counted for both, and different and clearly defined goals need to be set. For example, if dancing is chosen for both Physical Recreation and Skills, then a minimum of two hours per week is required, with separate goals. See the examples below.
2. Many young people are already participating in regular organised sports and this can count towards their Duke of Ed. This could be a team sport like football, netball, or softball, or an individual sport like swimming, athletics, or tennis. A goal for a team sport might be to improve in a certain position or to get to the season finals. A goal for an individual pursuit might be to improve a personal best time.
3. Some young people may want to team up with a friend and work on their own personal fitness. This could mean jogging a couple of times a week or meeting up at the park to do circuit training. A goal for personal fitness might involve jogging longer distances, being able to complete more exercises etc.
4. A young person may have always wanted to do an activity, such as indoor rock climbing, but never had sufficient motivation to do it. The Duke of Ed offers the Framework to do something new. A goal for a pursuit like this might be to complete a beginner's course or undertake a beginner's activity successfully.
5. Award Leaders are responsible for guiding Participants to choose activities which best reflect their personal abilities and the requirements and the Duke of Ed Framework.  
**Before determining the suitability of an activity for a program or for a Section, the Award Leader needs to:**
  - a) Consider the Participant's personality, strengths, and any special needs or circumstances;
  - b) Consider the other activities they are undertaking or planning to undertake for their Duke of Ed.**If an Award Leader is unsure about an activity, it is important to check with the Award Operating Authority before allowing the Participant to commence the activity.**
6. Sometimes an activity seems to fit in both the Skills and Physical Recreation Sections, and so it is not clear which Section it should count towards. To understand whether an activity is more suitable for Skills or for Physical Recreation, it is important to look at the overall aim and ethos of that Section.

#### EXAMPLES

**These are examples only. Also see 4.9. Some proposed activities may require guidance and consideration by the Award Leader or Award Operating Authority.**

For Physical Recreation, the aim is to improve physical fitness and well-being, and to get active and engage in regular physical activity, whereas for Skills the aim is to broaden non-physical personal interests and skills. Clay shooting or archery are Olympic sports, but may be considered sedentary activities by some Participants. However, these activities often also require body strengthening and general aerobic fitness to be done safely and effectively. Below are some examples where similar activities can have very different aspects and some guidance on how to decide the most suitable Section for an activity.

**Example One:** Football can be used as a Physical Recreation activity or a Skills activity. It would be considered Physical Recreation when active playing is involved and there is a goal

that reflects that regular physical activity, e.g. to improve goal-scoring, complete the regular competition, or undertake specific fitness training related to playing football.

Becoming a qualified referee, umpire, or coach does not meet the requirements of the Physical Recreation Section but may be used for the Skills Section, noting that acquiring the qualification and any essential practical application needs to meet the minimum time/duration requirements of the Section. An evening or weekend coaching course would not meet the minimum time requirements alone, but may do so if the organisation accrediting the coaching requires an additional practical training component that meets the minimum time requirements.

Ongoing coaching of a football team does not meet the requirements of the Physical Recreation Section. Although at times a physical activity, the intent is predominantly to coach or teach others, not improve personal fitness. Likewise, the intent of regular refereeing is to guide the game and enforce the rules, not necessarily to 'get active', but it could be used for the Voluntary Service activity if you are volunteering your time free of charge.

**Example Two:** Learning to drive is classified as a skill because minimal physical activity is required. Motorsports could be included under either Skills or Physical Recreation as many standard motorsport activities do require physical fitness and exertion. The suitability of the activity for the Duke of Ed depends on the Participant's goal and the nature of the activity in the context of the Section selected. If the engagement in motorsports is not in driving but in race/competition management or vehicle preparation/maintenance, then that could be undertaken in the Skills Section.

**Example Three:** Participants may opt to do dance for their Physical Recreation Section. Styles of dance classified as Physical Recreation would include jazz, ballet, hip-hop, salsa, and tango. On the other hand, if a Participant opts for choreography, this could be classified as a skill because the focus of their work is not just the physical activity but the study and design of dance. Likewise, dance theory could also be used in the Skills Section as its focus is on understanding the theory behind dance, not actually dancing.

**Example Four:** Archery could be a Physical Recreation activity where the young person is actively completing the necessary physical conditioning, learning to shoot, improving their accuracy, or competing. On the other hand, if the activity involves learning the skill of making bows and arrows, that could fit in the Skills Section.

**Activities may appear similar, so it is important that the goals are clearly defined, meet the Section's requirements, and are approved by the Award Leader before commencement.**

### 3.9 Physical Recreation – Summary

- i. The purpose of the Physical Recreation Section of the Duke of Ed is to 'improve physical fitness and mental well-being, and get active'.
- ii. The activity should raise the heartbeat.
- iii. Minimum time requirements are:
  - a. Bronze – 3 months
  - b. Silver – 6 months
  - c. Gold – 12 months.

- iv. Participants should set realistic goals and should be monitored and assessed on:
  - a. Effort
  - b. Perseverance
  - c. Progress towards the goal.
- v. All activity must be recorded/logged in the Participant's ORB or in written or other electronic form agreed by their Award Leader.
- vi. The Physical Recreation Section is complete once the Assessor is satisfied that all requirements of the Section have been completed and has submitted their final report.

# Chapter 4 – Skills

4.1 Aim

4.2 Ethos

4.3 Benefits

4.4 Requirements

4.5 Assessment

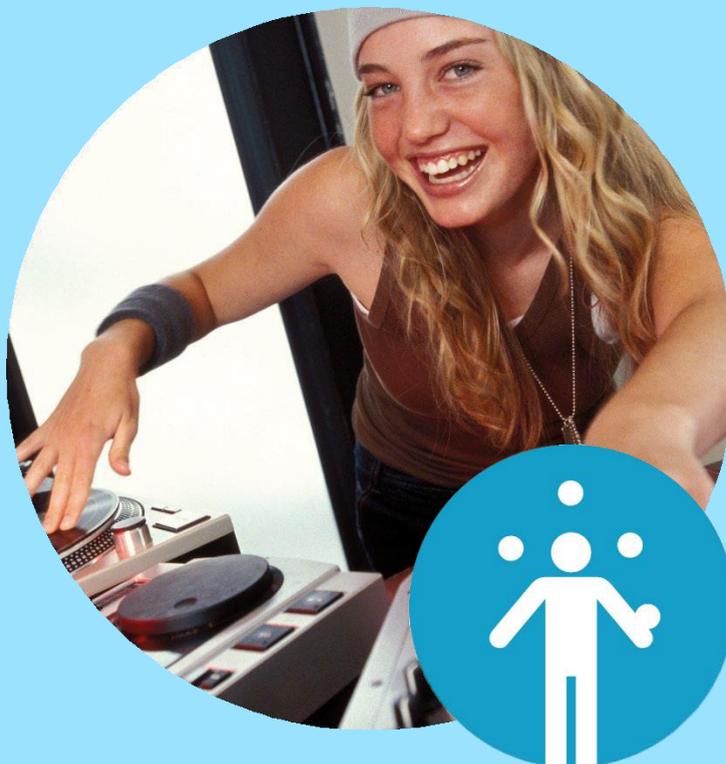
4.6 Recording of Activity

4.7 Steps for Participants

4.8 Ideas

4.9 Differentiating Between the Sections – Information and Examples

4.10 Skills – Summary



# Chapter 4 – Skills

## 4.1 Aim

To broaden the development of personal interests and practical skills.

## 4.2 Ethos

This Section of the Duke of Ed Framework should encourage the development of new interests and practical skills or improve existing ones. These interests are typically not physically demanding and may be hobbies or life skills, vocational skills, or other social, cultural, or individual activities.

With so many hobbies and interests to choose from, the Skills Section of the Duke of Ed allows young people to explore and discover talents in themselves that they may have only ever hoped for or dreamt about.

In some ways, this is the broadest Section of the Duke of Ed, as it offers so many choices based on individual interests and passions, whether artistic, creative, musical, academic, technical, cultural, or otherwise. By trying something entirely new or undertaking an existing activity with renewed purpose, Participants will stimulate new interests or improve on existing ones.

## 4.3 Benefits

Because the Skills Section is so broad, Participants not only have the opportunity to take part in an activity that truly interests them, but can also find themselves developing skills they previously thought were out of their reach. Activities chosen should be enjoyable and the goals set realistic, so that at the end of the Section Participants feel a real sense of achievement.

General benefits of the Skills section	Specific outcomes
<ul style="list-style-type: none"><li>• Discovering new abilities and developing these or improving existing talents.</li><li>• Increasing self-confidence by successfully setting and achieving a goal.</li><li>• Refining awareness of one's own potential.</li><li>• Developing time management and planning skills.</li><li>• Enhancing self-motivation.</li><li>• Interacting socially by meeting new people and interacting with other people, often older, in a meaningful way.</li><li>• Improving employability by learning vocational Skills.</li></ul>	<ul style="list-style-type: none"><li>• Confidence</li><li>• Resilience and determination</li><li>• Relationships and leadership</li><li>• Creativity and adaptability</li><li>• Personal and social well-being</li></ul>

## 4.4 Requirements

For this Section, Participants must:

1.	<b>Regularly undertake an activity</b> which develops or improves on a desired skill, for the length of time required for the Duke of Ed level chosen.
2.	<b>Meet the minimum duration requirements</b> (months) for the Duke of Ed level chosen.
3.	<b>Show regular commitment</b> , progress, and improvement in their chosen activity.
4.	<b>Understand that regular time commitment means</b> at least one (1) hour per week. <a href="#">See 1.7.2</a> – Time Requirements Explained.
5.	<b>Undertake activities substantially in their own time</b> . This means that while some activity may take place during school, university, custodial or work hours, most of it should occur outside of those scheduled hours, <b>noting</b> that Award Leaders should take into consideration all of the Participant’s activities being logged and accredited using the Duke of Ed Framework and not determine ‘substantial’ based on only a single activity. <a href="#">See Glossary</a> for definition of ‘Substantial’.

**Note** that goals should be realistic and achievable within an individual’s ability. Like all Sections of the Duke of Ed Framework, choosing a skill is a personal choice. Each Participant should choose a skill that interests them. This could be something new or something they are already doing and want to improve.

Some Participants may feel comfortable ‘going it alone’ and choosing something no one in their peer group is doing. Others may want to choose an activity that they can do with their friends, with the group dynamic offering the inspiration and motivation needed to get through. The important thing is for Participants to choose something they enjoy, to measure their own personal effort, and to undertake an activity which helps them broaden their abilities and feel a real sense of pride and achievement. As with all activities being accredited under the Duke of Ed, Participants must not receive payment.

Participants do not have to undertake the same activity for the entire required time, although they are encouraged to, particularly for the Bronze Award. 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 when their circumstances have changed. They may choose two activities that can be split over the required time. These may be related activities, e.g. touch typing for the first period and then short-story writing for the second part. Another example is guitar with a second activity of song writing. 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 to ensure that the person signing off is a subject-matter expert.

### TIME REQUIREMENTS

Level	Minimum time	If Skills is chosen as Major Section
Bronze	3 months	6 months
Silver	6 months	12 months if Bronze has not been achieved
Gold	12 months	18 months if Silver has not been achieved

## 4.5 Assessment

[Also see 2.2.2](#) – Assessors.

Assessment is undertaken by a suitably experienced or qualified Volunteer<sup>#</sup> who has been nominated by the Award Leader or identified by the Participant and approved by their Award Leader. **In most circumstances, an Assessor should not be an immediate family member.** [See Glossary](#) for definition of ‘Family’ and possible exemptions.

Assessors help Participants to set goals for their chosen activity and then assess whether a Participant has undertaken the required regular effort and strived to achieve their goals. Team sports are to be assessed on how the individual performed and contributed, not on how well the team as a whole performed.

Assessors are responsible for writing the final Assessment Report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and the age/level of independence of the Participant. As a guide, contact between Assessor and Participant every 2 – 4 weeks may be appropriate. For the Skills Section, Assessors are often club officials, trainers, or coaches. Each Participant is to be monitored and assessed by their Assessor for:

1. Effort (minimum hours and duration)
2. Perseverance (regularity)
3. Progress towards the Participant’s goal.

A Participant satisfies the requirements of the Skills Section if the Assessor is satisfied that:

1. The Participant’s commitment was substantially in their own time outside of school, university, custodial, or work hours. See Glossary for definition of ‘Substantial’.
2. Regular effort has been shown during the period of participation.
3. Progress has been made on the baseline of the Participant’s initial knowledge and ability, and the Participant has strived to meet their goals.
4. Minimum hours and time requirements have been met.

**The Duke of Ed is not assessed as Pass or Fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank and discuss their concerns with the Participant. The focus is on regular participation, effort, and improvement towards the Participant’s goal. Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort and evidence of improvement over the minimum time requirements is cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section in order to resubmit their records for assessment at a later date.**

<sup>#</sup>For the purposes of the Duke of Ed, a “Volunteer” means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

## 4.6 Recording of Activity

All activity selected for Duke of Ed accreditation must be recorded by the Participant in their ORB or by other paper or electronic means agreed by the Award Leader. Where a Participant has chosen to follow a Skills activity related to a school, university, custodial, or workplace subject or skill, the report must evidence that a substantial commitment to the activity was shown outside of the school, university, or work hours. [See Glossary](#) for definition of ‘Substantial’.

At the end of the activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording/logging of activity and the Assessor's comments represent the experiences and achievements of the Participant. Remarks should be personalised, positive, and encouraging, and should always record successes and achievements, not failures.

In the event of a Participant not satisfying the Assessor's requirements for the Duke of Ed, the Participant is to be informed of the reason and no entry or Assessor sign-off should be made in the Participant's records until the requirements have been met.

## 4.7 Steps for Participants

1.	<b>Choose an activity</b> , taking into account any requirements or limitations set by the Award Centre, <b>and have your activity and your Assessor approved by your Award Leader before you start the activity</b> . If there is something that you really want to do, but are not sure about, discuss it with your Award Leader, friends, family, and do some research.
2.	<b>With the guidance of the Award Leader, identify suitable Assessors</b> . They must be suitably experienced and/or qualified and be approved by the Award Leader before the Participant can undertake any activities accredited by the Duke of Ed.
3.	<b>Set challenging and realistic goals</b> , in consultation with Assessors. It is important that goals be set before activities commence so Participants know what they are working towards.
4.	<b>Pursue these goals for the required time</b> (depending on the Duke of Ed level being undertaken) and <b>log hours and activity</b> in the ORB.
5.	Some Participants like to keep a journal. This could be a diary, photos, video, or a blog.
6.	<b>Keep in touch with the Assessor</b> so that they can monitor progress and discuss any concerns that may come up regarding achievement of goals.
7.	<b>Once activity for each Section is completed, print/send/forward the assessment page</b> from the ORB, ask the Assessor to complete the final assessment, and upload it onto the ORB.
8.	Remember that Award Leaders and Assessors are there to guide and help Participants with any questions and concerns they have along the way.
9.	Once all Sections are completed and updated in the ORB, <b>submit</b> the Sections to the Award Leader for final assessment and approval.

## 4.8 Ideas

Below are some ideas for the Skills Section. Remember, this list is a guide only and is not exhaustive. The best measure for deciding whether an activity is suitable is to assess whether the Participant can develop within their chosen activity, whether or not they can set achievable goals, and whether the activity will require regular effort. If in doubt, please contact your Award Operating Authority for advice. Skills are typically not physically demanding and may be hobbies, vocational skills, life skills, or social or individual activities.

Please note that many of these activities could be undertaken individually or as part of a group. If part of a group, each Participant must set their own goals and ensure they are challenged at a personal level.

Prior to undertaking any activities, please refer to The Duke of Edinburgh's International Award – Australia insurance policies available at <http://www.dukeofed.com.au/resources/insurance/>

### Arts and design

- Architecture appreciation or building design
- Art history
- Calligraphy
- Choreography
- Dance theory
- Drawing
- Graphic design
- Painting
- Photography
- Sculpture
- Textiles and fashion design

### Crafts

- Basket weaving
- Bookbinding
- Cake decoration
- Candle making
- Card making
- Ceramics
- Clay modelling
- Cookery
- Embroidery
- Flower arranging
- Glass painting
- Glasswork
- Jewellery making
- Knitting
- Lacemaking
- Leatherwork

- Origami
- Quilting
- Sewing
- Scrapbooking
- Rug making
- Soft toy making
- T-shirt painting
- Weaving

### **Communications**

- Audio production
- Braille
- Film and video making
- Film studies
- Foreign languages
- Journalism
- Newsletter and magazine production
- Public speaking and debating
- Reading
- Radio, including hosting and producing radio shows, and audio production
- Sign language
- Website and digital communications production, including blogs, podcasts, production, information architecture, programming, and front-end design
- Writing – creative, journalism, essays

### **Environment and Nature**

- Agriculture/farming
- Aquarium keeping
- Astronomy
- Beekeeping
- Birdwatching
- Conservation
- Dog training and handling
- Forestry
- Gardening
- Horticulture
- Horse care and handling
- Insect study
- Keeping pets
- Weather studies/meteorology

### **Games**

- Backgammon
- Billiards

- Card games (**Note** that gambling is not permitted)
- Chess
- Darts
- Fantasy role-playing games
- Table games
- Pool

### **Hobbies**

- Aircraft recognition
- Brass rubbing
- Coin collecting
- Stamp collecting
- Ship recognition
- Model construction
- Model soldiers

### **Life and Vocational Skills**

- Accounting
- Committee skills
- Coding
- Cooking
- Democracy and political studies
- Drug awareness
- Engineering
- Event planning and organising
- Furniture making
- Furniture restoration
- Hairdressing
- Health awareness
- Home science
- Information technology
- Learning to drive
- Peer education
- Metalwork
- Money management
- Tailoring
- Woodwork
- Vehicle restoration
- Vehicle mechanics, including cars and motorbikes
- Upholstery

### **Music**

- Bellringing (campanology)
- Disc Jockeying (DJing)

- Music appreciation
- Musical theory
- Playing an instrument, including learning, practising, and playing in a band or orchestra
- Singing solo, in a choir, or with a band
- Composing music

#### **Performance**

- Acting
- Baton twirling
- Choreography
- Drama and theatre skills, including improvisation and street performance
- Circus skills, including juggling
- Puppetry

#### **Sports-Related**

- Sports officiating
- Umpiring and refereeing
- Sports journalism
- Sports equipment making and maintenance
- Sportsground maintenance
- Flying (insurance restrictions may apply)
- Gliding (insurance restrictions may apply)

The chosen Skills activity may be one which the young person is also studying at their regular educational institution or workplace, but they must be able to show additional voluntary effort in their own time over and above what they would already be doing.

## 4.9 Differentiating between the Sections - Information and Examples

1. Participants are encouraged to select different activities across the four Sections for a balanced program. However, if the same activity is selected for more than one Section then the same hours cannot be counted and different goals need to be set. For example, if dancing is chosen for both the Physical Recreation Section and the Skills Section, then two hours per week are required with separate goals for each Section.
2. A young person may be learning a musical instrument, such as the drums or keyboard. They may set themselves the challenge of forming a band with some friends and entering a 'Battle of the Bands' or talent competition. This could be an activity where all band members are undertaking the Duke of Ed, focusing on their individual development.
3. Football may be the choice for a Participant for the Physical Recreation Section. If it's a real passion of theirs, they may also choose to learn how to referee for their Skills Section, focusing on the theory component of football refereeing. **Note** that the four Sections of the Duke of Ed provide the framework for a balance of activities, but Award Leaders are also encouraged to assist Participants to select a program of activities as broadly balanced as possible.
4. Reading may not be a strength of a Participant, so they may therefore choose a reading challenge to improve their ability and set a goal of reading a challenging book or books, or participating in a book club. A competent reader who loves reading could also undertake reading in their Skills Section, but set a different challenge, such as tackling novels that are more complex and undertaking a difficult comprehension task for each one.
5. Sometimes an activity seems to fit into both the Skills and Physical Recreation Sections and it is not clear which Section it should count towards. In order to understand whether an activity is more suitable for Skills or Physical Recreation, it is important to look at the overall ethos for each Section.

### **Before determining the suitability of an activity in a program or suitability for a Section each Award Leader needs to:**

- a) Consider the Participant's personality, strengths, and any special needs or circumstances;
- b) Consider the other activities they are undertaking or planning to undertake for their Duke of Ed program.

For Physical Recreation, the aim is to improve physical fitness and well-being, and get active by engaging in regular physical activity, whereas for Skills the aim is to broaden personal interests and non-physical skills. Clay shooting or archery are Olympic sports, but may be considered sedentary activities by some Participants. However, these activities often require body strengthening and general aerobic fitness to perform safely and effectively. Below are some examples where similar activities can have very different aspects and some guidance on how to decide the most suitable Section for your Participant to undertake that activity in.

6. The arts are another area which can easily fit into the Skills Section. A budding graphic designer may choose to improve their skills with a computer program like Photoshop, with the goal of designing a series of posters for their school or community organisation, or a group of Participants may want to make a film, each taking different roles.

## EXAMPLES

These are examples only. Some proposed activities will require guidance from the Award Leader or Award Operating Authority. **Activities may appear similar, so it is important that goals are clearly defined, meet the Section's requirements, and are approved by the Award Leader before commencement.**

**Example One:** Football can be used as a Physical Recreation activity or a Skill activity.

It would be considered Physical Recreation when active playing is involved and there is a goal that reflects that regular physical activity, e.g. where the specific goal may be to improve goal-scoring, complete the regular competition, or undertake specific fitness training related to playing football.

However, becoming a qualified referee, umpire, or coach does not meet the requirements of the Physical Recreation Section, but it may be used for the Skills Section if it meets the minimum time/duration requirements for the Section. An evening or weekend coaching course would not meet the minimum time requirements alone, but could do so if the organisation accrediting the coaching required an additional practical training component that met the minimum duration.

Ongoing coaching of a football team does not meet the requirements of the Physical Recreation Section. Although at times physically active, the intent is to coach or teach others, not improve your own fitness. Likewise, the intent of regular refereeing is to guide the game and enforce the rules, not necessarily to 'get active', so it can be used as a Voluntary Service activity if you are volunteering your time free of charge.

**Example Two:** Learning to drive is classified as a skill because minimal physical activity is required. However, motorsports could be included in either Skills or Physical Recreation because many standard motorsport activities would require physical fitness and exertion. The suitability of the activity depends on the Participant's goal and the nature of the activity in the context of the Section selected. If engagement in motorsports focuses on race/competition management or vehicle preparation/maintenance and not driving, then that could be undertaken for the Skills Section.

**Example Three:** Participants may choose dance for their Physical Recreation Section. Styles of dance that are classified as Physical Recreation would include jazz, ballet, hip-hop, salsa, and tango. On the other hand, if a Participant opts for choreography, this could be classified as Skills as the focus of their work is not just the physical activity but the study and design of dance. Likewise, dance theory could also be used for the Skills Section because its focus is on understanding the theory behind dance, not actually dancing.

**Example Four:** Archery could be a Physical Recreation activity where the young person may be actively completing necessary physical conditioning, learning to shoot, improving their accuracy, or competing. However, learning the skill of making bow and arrows could fit the Skills Section.

## 4.10 Skills –Summary

1. The purpose of the Skills Section of the Duke of Ed is ‘to unleash your talents and broaden your personal interests and skills.’
2. These interests are typically not physically demanding and may be hobbies or life skills, vocational skills, cultural activities, or social or individual activities.
3. Minimum time requirements are:
  - a. Bronze – 3 months
  - b. Silver – 6 months
  - c. Gold – 12 months.
4. Participants should set realistic goals and should be monitored and assessed on:
  - a. Effort
  - b. Perseverance
  - c. Progress towards the Participant’s goal.
5. All activity must be recorded/logged in the Participant’s ORB or in a written or other electronic form agreed by their Award Leader.
6. The Skills Section is complete once the Assessor is satisfied that all requirements of the Section are complete and has submitted their final report.

# Chapter 5 – Voluntary Service

- 5.1 Aim
- 5.2 Ethos
- 5.3 Benefits
- 5.4 Requirements
- 5.5 Assessment
- 5.6 Recording of Activity
- 5.7 Steps for Participants
- 5.8 Ideas
- 5.9 Examples
- 5.10 Voluntary Service – Summary



# Chapter 5 – Voluntary Service

## 5.1 Aim

To connect with the community and give useful voluntary service to others and their communities.

## 5.2 Ethos

Perhaps the most personal of all the Duke of Ed Sections, Voluntary Service is all about Participants giving back to their own community or to other people and their communities. Whatever passions young people may have, whether it's care and concern for the environment, a love of animals, a desire to make a difference to the lives of the less fortunate, or a wish to help the sick or elderly, the Voluntary Service Section offers a structure to fulfill these passions.

Voluntary Service offers a young person the opportunity to engage with society and gain an understanding of the importance of their role within both their immediate and global community. It gives Participants the chance to connect with individuals and groups they may have previously overlooked or not been aware of, and to make a real difference to their wider community.

## 5.3 Benefits

By getting involved with their community, Participants can enjoy making a real difference to the lives of others and through this develop greater responsibility to themselves and their wider society. It is hoped that through regular commitment to their chosen Voluntary Service activity, Participants will form a lifelong habit of community involvement and voluntary service.

General benefits of the Voluntary Service Section	Specific outcomes
<ul style="list-style-type: none"> <li>• Learning patience, tolerance, and compassion</li> <li>• Overcoming ignorance, prejudice, apathy, and fear</li> <li>• Increasing awareness of the needs and problems of others</li> <li>• Exploring and improving interpersonal and self-development skills</li> <li>• Enhancing leadership qualities</li> <li>• Trusting and being trusted</li> <li>• Making a real difference to the lives of others</li> <li>• Accepting the responsibility of commitment to others</li> <li>• Meeting new people from different backgrounds</li> <li>• Forming a lifelong habit of community involvement</li> <li>• Enjoyment and a sense of satisfaction in helping others</li> <li>• Being able to relate to others from different generations</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Managing feelings</li> <li>• Resilience and determination</li> <li>• Relationships and leadership</li> <li>• Civic competence</li> <li>• Intercultural competence</li> <li>• Personal and social wellbeing</li> <li>• Communication</li> </ul>

## 5.4 Requirements

For this Section, Participants must:

1.	<b>Undertake an activity regularly</b> where they are donating their time to a genuine cause for the length of time required for the Duke of Ed level chosen.
2.	<b>Meet the minimum time requirements</b> for the Duke of Ed level chosen.
3.	<b>Show regular commitment</b> , progress, and improvement in their chosen Voluntary Service activity.
4.	<b>Understand that regular time commitment</b> means at least one (1) hour per week. <a href="#">See also 1.7.2 – Time Requirements Explained.</a>
5.	<b>Undertake activities substantially in their own time.</b> This means that, while some activity may take place during school, university, custodial, or work hours, most of it should occur outside those scheduled hours. Award Leaders should not assess ‘substantial’ based only on a single activity, but take into consideration all the Participant’s activities being accredited using the Duke of Ed. <a href="#">See Glossary</a> for definition of ‘Substantial’.

For some activities, formal or informal training may be required. This will need to be checked with the organisation the Participant has chosen to volunteer with. Any required training may be used by the Participant towards the minimum time requirements for the Voluntary Service Section.

**Note** that any Voluntary Service activity must not be to benefit the Participant’s family, unless there are extenuating circumstances such as a member of the family having a specific health need or the Participant having some constraint preventing them undertaking their service outside the family home. Such discretionary approval may be given by an Award Operating Authority or an Award Centre where such a delegation has been approved in writing.

Voluntary service must also meet a genuine community need and not just provide a favour to a friend or neighbour or fulfill vocational or work experience requirements.

Like all Sections of the Duke of Ed, choosing what or whom to volunteer for is a personal choice. Each Participant should choose a Voluntary Service activity that interests them. This could be something entirely new or something they are already doing.

Some Participants may feel comfortable 'going it alone' and choosing something no one else in their peer group is doing. Others may want to choose an activity that they can do with their friends, with the group dynamic offering the inspiration and motivation needed to get through. The important thing is for Participants to choose something they are interested in, to challenge themselves, and to undertake an activity that makes a real contribution to the community.

Participants do not have to undertake the same activity for the entire required time, although they are encouraged to, particularly for the Bronze Award. 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. maintaining school gardens for the first period and then a tree planting project for the second part. Another example is charity fundraising with a second activity collecting sunglasses to recycle to an overseas aid organisation. 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 to ensure that the Assessor is a subject-matter expert.

#### TIME REQUIREMENTS

<b>Level</b>	<b>Minimum time</b>	<b>If Voluntary Service is chosen as Major Section</b>
Bronze	3 months	6 months
Silver	6 months	12 months if Bronze has not been achieved
Gold	12 months	18 months if Silver has not been achieved

## 5.5 Assessment

[Also see 2.2.2.](#)

Assessment is undertaken by a suitably experienced or qualified Assessor (Volunteer<sup>#</sup>) who has been nominated by the Award Centre or identified by the Participant and approved by their Award Leader on behalf of the Award Centre. Please note that the selected Voluntary Service activity may require Assessors to be qualified or registered with a relevant club, institution, or accredited organisation. **In most circumstances, an Assessor should not be an immediate family member.** See Glossary for definition of 'Family' and possible exemptions.

Assessors help Participants set goals for their chosen activity and assess whether a Participant has undertaken the required regular effort and strived to achieve their goals. Group activities are to be assessed on each individual's contribution to planning, execution, and completion.

Assessors are responsible for writing the final Assessment Report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and the age/level of independence of the Participant. As a guide, every 2 – 4 weeks may be appropriate.

For the Voluntary Service Section, Assessors are often involved with the organisation the Participant is providing Voluntary Service for, or they may be other chosen mentors.

Each Participant is to be monitored and assessed by their Assessor for:

- a. Effort (minimum hours and duration)
- b. Perseverance (regularity)
- c. Progress towards the Participant's goal.

A Participant satisfies the requirements of the Voluntary Service Section if the Assessor is satisfied that:

- a. The Participant's commitment was substantially in their own time outside of school, university, custodial, or work hours. [See Glossary](#) for definition of 'Substantial';
- b. Regular effort has been shown during the period of participation;
- c. Progress has been made on the baseline of the Participant's initial knowledge and ability, and the Participant has strived to meet their goals;
- d. Minimum hours and time requirement have been met.

**The Duke of Ed is not assessed as Pass or Fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank and discuss their concerns with the Participant. The focus is on regular participation, effort, and improvement towards the Participant's goal. Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort and evidence of improvement over the minimum time requirements is cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section in order to resubmit their records for assessment at a later date.**

<sup>#</sup>For the purposes of the Duke of Ed, a "Volunteer" means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

## 5.6 Recording of Activity

All activity being accredited under the Duke of Ed must be recorded by the Participant in the ORB or by other paper or electronic means agreed by the Award Leader. Where a Participant has chosen a Voluntary Service activity related to a school, university, custodial institution, or workplace, the report must indicate that a

substantial commitment to the activity was shown over and above those scheduled hours. [See Glossary](#) for definition of 'Substantial'.

At the end of the activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording/logging of activity and the Assessor's comments represent the experiences and achievements of the Participant. Remarks should be individualised, positive, and encouraging, and should always record successes and achievements, not failures.

In the event of a Participant not satisfying the Assessor's requirements for the Duke of Ed, he or she should be informed of the reason and no entry or Assessor sign-off should be made in the Participant's records until the requirements have been met.

## 5.7 Steps for Participants

1.	<b>Choose an activity</b> , taking into account any requirements or limitations set by the Award Centre, and have your activity and your Assessor <b>approved by your Award Leader before you start the activity</b> . If there is something that you really want to do but are not sure about, discuss this with your Award Leader, friends, family, and do some research.
2.	<b>With the guidance of your Award Leader, identify suitable Assessors</b> . They must be suitably experienced or qualified and be approved by the Award Leader before you can undertake any activities to be accredited under the Duke of Ed. Activity Assessors should not be immediate family members.
3.	<b>Set challenging and realistic goals</b> , in consultation with the relevant Assessors. It is important that this is undertaken before any activities are started so there is a clear goal to work towards.
4.	<b>Undertake any necessary training as</b> required by the organisation.
5.	<b>Pursue these goals for the required time</b> for the Duke of Ed level being undertaken and <b>log hours</b> and activity into the ORB.
6.	<b>Some Participants may like to keep a journal</b> . This could be a diary, photos, video, or a blog.
7.	<b>Keep in touch with the Assessors</b> so they can monitor progress and discuss any concerns regarding achievement of goals.
8.	<b>Once the activity for each Section is completed, print the assessment page</b> from the ORB and ask the Assessor to complete the final assessment and upload it to the ORB.
9.	<b>Remember, Award Leaders and Assessors are there to guide and help with any questions</b> , so ask for their assistance.
10.	<b>Once all the Sections are complete, submit</b> the Sections to the Award Leader for final assessment.

## 5.8 Ideas

Below are some ideas for the Voluntary Service Section. Remember, this list is a guide only and is not exhaustive. The list of possible activities is almost infinite.

The best measure for deciding whether an activity is suitable is to assess whether the Participant is donating their time to help others or to help a cause, and whether they can learn and benefit from their Voluntary Service. If in doubt, please contact your Award Operating Authority for advice.

Many of these activities could be undertaken individually or as part of a group. If part of a group, each Participant must set their own goals and ensure they are challenged at a personal level.

Prior to undertaking any activities, please refer to The Duke of Edinburgh's International Award Australia insurance policies available at [www.dukeofed.com.au/insurance.html](http://www.dukeofed.com.au/insurance.html)

### Environmental service

- Participating in conservation projects, e.g. clearing weeds, cleaning a river, or caring for injured or threatened fauna.
- Caring for a public or school garden.
- Providing, maintaining, and encouraging the use of public wastepaper bins.
- Working in a clean-up campaign.
- Bush and natural environment regeneration.
- Joining local Landcare/Bushcare groups.

### Emergency service

- Helping an emergency service team, e.g. SES, RFS, CFS/CFA, St John Ambulance, Royal Lifesaving.
- Assisting with local or national disaster operations, especially in the recovery phase.

**Note** that completing training alone, e.g. a first aid course or an SES communications course, does not fully meet the requirements for this Section. Practical service must also be involved, such as attending community events as a First Aider.

### Animal welfare

- Caring or advocacy for threatened species.
- Assisting with organisations which care for neglected, abandoned, or injured animals, such as the RSPCA or WIRES.
- Walking the dog of an elderly or disabled person.
- Wildlife rescue.

### Charity work

- Fundraising for a charity – this could be through fundraising events like school fundraising drives.
- Producing a newsletter for a charity.
- Creating or maintaining a charity's website.
- Helping out at a charity, e.g. a used clothing store or Foodbank.

### **Youth work**

- Acting in a leadership role in a youth club, school, or uniformed youth organisation.
- Helping other young people participate in the Duke of Ed by acting as a leader for Bronze or Silver Participants under the guidance of one's own Award Leader.
- Community education and health education.
- Working with experienced people to educate the local community or specific groups within it about important health issues such as malaria, AIDS, primary health care, or immunisation.
- Teaching or assisting a person to read or write.
- Assisting in the teaching of primary school children.

Note: Undertaking school-based activities such as SRC (Student Representative Council) or peer/buddy programs must comply with the requirement that a substantial amount of the activity is to be undertaken in the Participant's own time, e.g. lunch breaks or before or after school hours. See Glossary for definition of 'Substantial'.

### **The following are some examples of activities which are likely to be considered unsuitable for Voluntary Service:**

- Helping your own grandparents or family members.
- Babysitting for friends, as distinct from assisting in a community childcare centre.
- Walking the neighbour's dog, as distinct from helping walk dogs at an animal shelter.
- Helping out in some kind of business (e.g. a shop or café), as distinct from assisting in a charity 'op shop'.
- Unpaid babysitting, especially in private homes, would normally not meet the requirements of this Section. Babysitting to assist at a local clinic or playgroup on a regular basis would qualify as suitable, as would babysitting/childcare in a private home for respite purposes. There are also important safety and carer requirements associated with this type of Voluntary Service that need to be carefully considered.

### **People in the community**

- Visiting people in need, such as elderly or disabled people, on a regular basis to provide assistance with shopping, gardening, or other domestic tasks, or simply to keep them company.
- Voluntary work in hospitals, libraries, and care centres.
- Visiting prisons or detention centres, under the auspices of the proper authorities.
- Helping with a local community radio or newspaper.

### **Sports and leadership**

- First aid – doing a course and then making your skills available for the benefit of the local community, e.g. being a first-aider at football matches or dance competitions etc.
- Coaching your local junior sporting team.
- Refereeing/umpiring at junior sporting events.
- Participating in patrols with the local Surf Life Saving Club .

## 5.9 Examples

There is a growing passion for caring for our environment, but many people don't know how they can make a contribution. Helping with organisations like Bushcare or community garden groups, volunteering with the local council and planting trees, helping with sand dune regeneration, or assisting with water conservation, are all activities where Participants will feel they are contributing to a better world.

A young person who is playing football for their Physical Recreation Section may also choose to coach a junior team or to referee for their club for their Voluntary Service Section.

**Note** that the four Sections of the Duke of Ed provide the Framework for a balance of activities, but Award Leaders are encouraged to assist Participants to select a program of activities that is as broadly balanced as possible.

Connecting with the less fortunate can be challenging but very rewarding. Offering time at a food van for the homeless or helping in a hostel is a great way for a Participant to give back to their community.

Offering time regularly to a local surf club as a surf lifesaver is another great way to volunteer. It is also a good way to meet and connect with people in your local community.

A Participant may want to volunteer with friends. Why not adopt a charity and organise fundraising activities for that charity?

## 5.10 Voluntary Service – Summary

1. The purpose of the Voluntary Service Section of the Duke of Ed is ‘to connect with your community and contribute/give back.’
2. Minimum time requirements are:
  - a. Bronze – 3 months
  - b. Silver – 6 months
  - c. Gold – 12 months.
3. Participants should set realistic goals and should be monitored and assessed on:
  - a. effort
  - b. perseverance
  - c. progress.
4. All activity must be recorded/logged in the ORB or in written or other electronic form agreed by their Award Leader.
5. The Voluntary Service Section is complete once the Assessor is satisfied that all requirements of the Section are complete and has submitted their final report.

# Chapter 6 – Adventurous Journey

- 6.1 Aim
- 6.2 Ethos
- 6.3 Benefits
- 6.4 Requirements
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- 6.19 Adventurous Journey – Summary



# Chapter 6 - Adventurous Journey

## 6.1 Aim

To stimulate a spirit of adventure and self-discovery while undertaking a journey in a group.

## 6.2 Ethos

The Adventurous Journey is all about getting out and going on an expedition or exploration in **an unfamiliar and challenging environment with an agreed Team Goal**. More than any other Section of the Duke of Ed Framework, the Adventurous Journey is about **teamwork** and social connection with both the team members who will undertake the journey and the Volunteers<sup>#</sup> who instruct, supervise, and assess the journey. The journey creates the environment for group work through planning, task sharing, problem solving, role allocation, and team reflection.

At the heart of the Adventurous Journey is the opportunity for a young person to engage in activities that require determination, physical effort, perseverance, problem solving, and cooperation. It is intended that all who undertake this Section of the Duke of Ed are rewarded with a unique, challenging, and memorable experience. Although the Adventurous Journey is most frequently undertaken in the outdoors in the form of a bushwalk, it may be undertaken with many different types of personal physical effort, in a National Park, in an urban setting, or even in a virtual or partly virtual mode.

## 6.3 Benefits

Being in an unfamiliar environment, Participants will experience team challenges throughout both the preparation and training, and the journeys themselves. Personal dedication and perseverance are required for the Adventurous Journey and some Participants may find the challenge is much harder than they anticipated. The rewards at the completion of the Qualifying Journey, however, are hard to match – elation, a real sense of achievement, self-confidence, trust, and belief in oneself and others.

General benefits of the Adventurous Journey section	Specific outcomes
<ul style="list-style-type: none"> <li>• Working as part of a team</li> <li>• Understanding group dynamics, the Participant's own role, and the role of others in a team</li> <li>• Enhancing leadership skills</li> <li>• Improving planning and organisational ability, and attention to detail</li> <li>• Learning to make real decisions and accept real consequences</li> <li>• Obtaining a sense of achievement and satisfaction by overcoming challenges and obstacles</li> <li>• Developing self-reliance and independence</li> <li>• Developing health and fitness</li> <li>• Experiencing and appreciating the outdoor environment</li> <li>• Gaining the appropriate knowledge and skills to journey safely in that environment</li> <li>• Exercising imagination and creativity by choosing their own journey</li> <li>• Improving their investigating, reviewing, and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Managing feelings</li> <li>• Resilience and determination</li> <li>• Relationships and leadership</li> <li>• Planning and problem solving</li> <li>• Intercultural competence</li> <li>• Personal and social well-being</li> <li>• Communication</li> </ul>

## 6.4 Requirements

All Adventurous Journey requirements must consider any applicable State or Territory Government requirements (policies or regulations), adventure activity standards, or industry guidelines. Participants choose their type of Adventurous Journey and specific location etc., taking into account any requirements or limitations set by the Award Centre, and they must have their proposed Adventurous Journey approved by their Award Leader.

For this Section, Participants must meet the following 14 requirements. Any variation to these requirements due to exceptional circumstance requires prior approval by the Award Operating Authority (Division).

1.	<b>Have a clearly defined and agreed Team Goal</b> for each journey and have it approved by the Assessor or Award Leader. The Team Goal is to be in the SMART Goal format, describing an overall purpose such as exploring an area, a research project, a physical challenge. (SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound)
2.	<b>Undertake preparation and training</b> which is relevant to their planned journeys and skill level. <b>Note</b> that sufficient and appropriate preparation and training is required at <b>each level</b> of the Award to ensure all journeys are undertaken with confidence by the Participants.
3.	<b>All members of the group must be involved with the planning and training</b> , including those not undertaking the Adventurous Journey as Duke of Ed Participants.
4.	<b>Ensure they discuss and obtain approval</b> from their Award Leader prior to commencing this Section. This includes preparation and training, all Practice Journeys, and the Qualifying Journey. <b>Note</b> that activities such as tourist-style trips, family holidays, and some school camps are not appropriate – <a href="#">see 6.17</a> for more information.
5.	<b>Obtain written parent/guardian consent</b> prior to departing on each journey if under the age of 18.
6.	<b>Be supervised and also assessed</b> by suitably skilled, experienced, or qualified people.
7.	<b>Ensure there are a minimum of 4</b> Participants in each Adventurous Journey group (with a <b>maximum of 7</b> ). Groups larger than 7 must be split into smaller sub-groups. Participants must identify themselves with their sub-group for all activities related to the journey. <b>Note</b> that the AOA (Division) may allow non-Participants to make up group numbers where circumstances require.
8.	<b>Endeavour to undertake the</b> Adventurous Journeys with peer group equals who will make decisions together.
9.	<b>Ensure that both the Practice and Qualifying Journeys</b> are undertaken on land, or in or on water, in a <b>substantially unfamiliar and challenging</b> environment (physical or virtual) and: <ol style="list-style-type: none"> <li>are of a similar nature (e.g. terrain and climate conditions) and difficulty;</li> <li>are in a similar environment (but not over the same route);</li> <li>use the same mode or combination of modes of travel, e.g. canoeing, walking etc. (See 6.9 and 6.11 for more information); and</li> <li>require substantial individual effort in the journeying.</li> </ol>
10.	<b>Undertake sufficient Practice Journeys to ensure that the Qualifying Journey is able to be safely undertaken.</b> See 6.10.
11.	<b>Only use simple/basic self-catering accommodation</b> , e.g. shelters, tents, hostels, and be largely self-sufficient throughout the journey. Overnight accommodation at home for extenuating reasons, e.g. for medical/health reasons, requires prior approval of the Award Operating Authority (Division) and verification by the NAO Office.
12.	<b>Ensure that the Qualifying Adventurous Journey meets the minimum time requirements</b> for the chosen level of the Duke of Ed as outlined in the Time Requirements table below.

13.	<b>Upon completion of the Qualifying Journey, a Journey Report is to be submitted</b> or presented to the Assessor. Note that a log is required for both Practice and Qualifying Journeys.
14.	<b>Undertake activities substantially in their own time.</b> This means that, while some activity may take place during school, university, custodial, or work hours, most of it should occur outside these scheduled hours, <b>noting</b> that Award Leaders should not determine ‘substantial’ based on a single activity, but take into consideration all the Participant’s activities being accredited using the Duke of Ed. <a href="#">See Glossary</a> for the definition of ‘Substantial’.

### Min. Time Requirements

Level	Days	Nights	Minimum total hours purposeful* effort	Average hours purposeful* effort per day
Bronze	2	1	12	6
Silver	3	2	21	7
Gold	4	3	32	8

\*Purposeful effort means time spent towards accomplishing the Team Goal of the journey. Time spent sleeping, cooking, and eating is not included in this Team Goal or journeying time. **Note** that ALL Duke of Ed levels require Participants to undertake sufficient preparation and training to ensure that all journeys are safe.

For the purposes of the Duke of Ed, a “Volunteer” means anyone over the age of 18 who assists with the Duke of Ed either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

## 6.5 The Adventurous Journey Components and Process

There are three main components of the Adventurous Journey Section:

1. Preparation And Training
2. Practice Journey(s)
3. Qualifying Journey(s).

These components are sequenced in the following process:

### Initial Briefing

Sets expectations and outlines the nature and Team Goal of the Adventurous Journey

### Preparation and Training

Ensures Participants are competent in the necessary skills to safely undertake their Practice Journey

### Practice Journey(s)

Prepares the team for their independent Qualifying Journey

### Qualifying Journey

Independent team journey

### Report

Participants submit final report and Assessor gives final approval

## 6.6 Virtual Adventurous Journeys

1. Part or all an Adventurous Journey may be completed using a virtual mode.
2. This is available for Bronze and Silver levels by approval of an Award Operating Authority in consultation with the NAO Office, or via the National CEO (or their delegate) for Gold level.
3. Where a virtual mode is used, every opportunity should be taken to incorporate as many field and physical components as possible, reflecting that this component of the Duke of Ed Framework is about teamwork and group activity.
4. Award Centres and their Award Leaders may approve their Participants undertaking a Virtual Adventurous Journey (Virtual AJ), subject to all the requirements listed in section 9.10 being met.

## 6.7 Adventurous Project

The Adventurous Project is an activity that may occur if one or more of the requirements of an Adventurous Journey cannot be met. The aim and ethos are the same as for an Adventurous Journey.

1. Consequently, the Adventurous Project is usually suited to those over 18 years of age because it tends to involve more innovation, creativity, and challenge than an Adventurous Journey does. It may also be a venture that cannot be undertaken with 4 – 7 group members. **Note** that in some States or Territories Adventurous Projects may be restricted to Participants over the age of 18, e.g. for solo journeys. Please check with the relevant Division.
2. Before commencing an Adventurous Project, Participants must be adequately prepared, trained, and experienced, to ensure they can complete the Adventurous Project safely.
3. **For example**, a Participant might take part in a fauna or environment study in the remote Tasmanian wilderness in a group of three and relying on food drops, or undertake a sailing trip down the east coast of Australia as part of an organised sailing event. Other Participants might trek to Everest Base Camp in Nepal or undertake an extended hike along the Camino pilgrimage trail in Spain with a group composition which changes at various times along the way.
4. **All Adventurous Project proposals must be discussed with the local Award Operating Authority to determine their suitability before being approved by the Award Leader on behalf of the Award Centre.**

## 6.8 Preparation and Training

1. **It is worth emphasising that an Adventurous Journey, by its very nature, has an element of risk.** It is important that this risk is properly identified, assessed, and managed to reduce the likelihood of an accident or emergency occurring, and to mitigate the consequences if an accident or emergency does occur. The key to this is the proper preparation and training of the Participants so that they can safely undertake their Practice Journey and then their more independent Qualifying Journey. The safety of all those taking part is a priority.
2. **Training is required to enable Participants to safely undertake their chosen or agreed mode of travel in their chosen environment**, unless they are already highly skilled in the necessary techniques. Most commonly, Participants will need considerable preparation and training to plan and safely execute an independent journey.

3. **Any preparation and training of Participants is to be conducted by a suitably experienced or qualified person approved by the Award Centre. Consideration needs to be given to any relevant State/Territory legislation, adventure activity standards, or industry guidelines.**
4. **After training, the Assessor must be satisfied that the group is able to competently carry out their Practice Journey in a safe and self-reliant manner.** The following competencies will require sign-off and/or training, depending on the type of journey or environment, prior to the Practice Journey:
  - a. Understanding of the Adventurous Journey planned.
  - b. First aid and emergency procedures relevant to the type of journey or environment.
  - c. Safety and safe practices.
  - d. Route planning and navigation.
  - e. Campcraft, accommodation, and hygiene.
  - f. Teamwork, problem solving, and leadership training.
  - g. Meal planning, preparation of food, and cooking.
  - h. Environmental awareness and care.
  - i. Necessary equipment and how to use it.
  - j. Technical skills for the mode of travel, e.g. bike tyre repair, paddling, or knot tying.
  - k. Observational and recording skills.
5. The level of depth and the delivery with which topics are covered:
  - a. is a matter for the sound judgement of the Assessor and must be based on the type and difficulty of the journeys;
  - b. depends on the experience, condition, characteristics, and competence of the Participants;
  - c. depends on the duration of the journey.
6. Once the preparation and training has been completed, including confirming/recognising any prior competences, to the satisfaction of the Assessor, they sign off the Participant's records indicating that they are properly prepared and trained to undertake their Practice Journey safely.

## 6.9 Supervision

This part must be read in conjunction with [Chapter 2](#) of this Handbook ([2.2.3 Supervisors](#))

1. **The safety of Participants is paramount when selecting, planning, preparing, and supervising an Adventurous Journey.** To help ensure this, all journeys (Practice and Qualifying) must be supervised by an adult who is suitably skilled, experienced, or qualified (the Supervisor) with respect to the journey (mode of travel, terrain, age-group) to be undertaken. The Supervisor must be approved by the Award Leader and the Award Centre before any Adventurous Journey commences.
2. **The nature and level of supervision will be determined by the Assessor** in conjunction with the Supervisor and must be approved by the Award Centre, taking into consideration a range of factors including the ages of those involved, the demonstrated competence, experience, and physical ability of the group, modes of travel, and the location and remoteness of the journey.
3. **In the interests of improved safety, it is highly recommended that the Supervisor accompany the Participants on their Practice Journey** to provide advice, guidance, and instruction as required. It is also recommended that the Supervisor accompany or, at minimum, shadow and closely monitor groups on their Qualifying Journey. Award Leaders are required to contact their Award Operating Authority for any specific requirements regarding Adventurous Journeys.
4. **For groups with limited experience,** the Supervisor must maintain regular visual or verbal contact via some means of two-way communication.
5. **The frequency and nature of contact** is to reflect the experience of the group and the risk assessment completed by the Assessor and is to be agreed upon with the Supervisor and the Award Centre.
6. Where agreed to by the Assessor/Award Centre, Adventurous Journey supervision may be remote, e.g. by phone or radio. Any queries regarding the appropriateness and safety of remote supervision should be directed to your Award Operating Authority.
7. **Supervisors who accompany the group on a Qualifying Journey are not to interact or interfere with the group's activities, decision-making, or purpose, unless safety concerns arise or there is an accident or emergency,** because this would detract from the independence, teamwork, responsibility, and challenge essential for this Section. This includes, where practicable, not sharing accommodation or camping arrangements.
8. **Supervisors must be mindful that the journey belongs to the Participants while complying with the Award Centre's policy and any specific State/Territory legislation or regulations.**
9. **Supervisors must provide feedback to the Participants and/or their Assessor** regarding any journeys they supervise, especially Practice Journeys. This feedback includes individual and team strengths, weaknesses, and areas of concern regarding skills or personal preparation which need to be addressed prior to the Participants undertaking their Qualifying Journey or their final assessment being completed.
10. **IMPORTANT NOTE: Check with your Award Operating Authority** to confirm any additional Adventurous Journey supervision requirements or industry guidelines which may apply, especially with Participants under 18 years of age.

## 6.10 Practice Journeys

- 1. It is a requirement of the Duke of Ed that Participants undertake at least one Practice Journey.** The aim is to provide Participants with sufficient experience to enable them to plan and undertake their independent Qualifying Journey with maximum possible safety and with confidence. Even a highly skilled group of individuals must take part in at least one Practice Journey together (see item 3. below) to become familiar with **working as a team**, noting that team composition may change between Practice and Qualifying Journeys or between levels.
- 2. An Award Leader, in consultation with the Award Centre’s AJ Assessor, can waive the requirement for a further Practice Journey at the next level where a Qualifying Journey has been previously completed for a similar mode of travel and a similar type of Adventurous Journey by largely the same group.**
- 3. For Participants with demonstrated competence outside the Duke of Ed, the Practice Journey must be at minimum:**
  - 1 day (6-7 hours) for Bronze and Silver level
  - 1 day (8 hours) and 1 night for the Gold level
- 4. For Participants without prior experience in Adventurous Journeys** it is required that they undertake, as a minimum, a Practice Journey of similar duration\* to the proposed Qualifying Journey to ensure a successful team outcome and overall individual and group safety.
- 5. Practice Journeys should be of a similar nature and difficulty, and in a similar environment** – e.g. similar terrain and climate conditions – as the planned Qualifying Journey, but not over the same route. Practice Journeys should include sleeping overnight in an appropriate shelter, tent, hostel, or other basic accommodation, with the group planning and managing their own simple self-catering. **The Practice and Qualifying Journeys must use the same mode or combination of modes of travel**, e.g. canoeing, walking etc.

If a multi-mode travel option is used for the Practice Journey and only one mode is used for the Qualifying Journey, the Supervisor/Assessor needs to satisfy themselves that the Participants have demonstrated sufficient competence to undertake the chosen mode of travel for the longer duration.

In the context of the Duke of Ed, the use of the language ‘similar’, as opposed to ‘same’, enables an Award Leader to exercise discretion when approving activities and recognising their suitability for a Participant. ‘Similar’ can be interpreted in the following way – being alike, having characteristics in common, having a resemblance without being identical, or having some likeness without being exactly the same.
- 6. Participants must undertake as many Practice Journeys as required to ensure their safety** when undertaking their planned and more independent Qualifying Journey.
- 7. All Practice Journeys must be approved by the Award Leader** on behalf of the Award Centre before each journey commences.

## 6.11 Practice and Qualifying Journeys Conducted on the Same Journey

1. Practice and Qualifying Journeys may be undertaken back-to-back if a Practice Journey involving similar terrain or mode of travel is impossible before the Qualifying Journey. This may include journeys being undertaken overseas or interstate where approved by the Award Centre and Award Leader.
2. If completing both these components of the Adventurous Journey during the same journey, the Practice and Qualifying Journeys must be separated by a suitable period of time allowing Participants, Assessors, and Supervisors **to reflect** on the Practice Journey and incorporate any new learning into the preparation for the Qualifying Journey. This suitable period of reflection also allows Participants to opt out of continuing on to the Qualifying Journey if they are not ready yet.

## 6.12 The Qualifying Journey

1. **At all Duke of Ed Award levels**, it is a requirement of the Duke of Ed to undertake one Qualifying Journey.
2. **Qualifying Journeys should be of a similar nature and difficulty** to Practice Journeys, and be in a similar **environment**, but not over the same route. Qualifying Journeys should include sleeping overnight in a shelter, tent, hostel, or other appropriate basic accommodation, with the group planning and managing their own simple self-catering.
3. **The Practice and Qualifying Journeys must use the same mode, or combinations of modes, of travel**, e.g. canoeing, walking, public transport etc. If multi-mode travel is used for the Practice Journey and only one mode is used for the Qualifying Journey, the assessor needs to satisfy themselves that the participants have demonstrated sufficient competence to undertake that mode of travel for the longer duration. See 6.9 for more information.
4. **All Qualifying Journeys must be approved by the Award Leader before each journey commences.**
5. **Special consideration due to environmental hazards**  
If the mode of travel for the Qualifying Journey needs to change due to environmental hazards that restrict or alter access to a planned site, e.g. fire or flood, the Participant must demonstrate to the Assessor approved by the Award Centre that they have acquired sufficient competence for the new mode of travel. This demonstration of skills is to be determined by the Assessor, but may be undertaken without an overnight stay as the skills for the overnight component would have already been established. Prior approval from the Award Operating Authority is required for such variations.

## 6.13 Journey Logs and Reports

It is important that the Assessor discuss the journey log and journey report with the Participants prior to their journey and agree what the requirements for them will be.

### 6.13.1 Journey Logs

It is a requirement of the Duke of Ed that each Participant keeps a log (handwritten or electronic) during both their Practice and Qualifying Journeys. A log comprises field notes/records taken during the journey and is important for safety purposes and for reflecting on and planning future journeys.

Suggested information to include in the journey log:

1. Navigation notes, including route times and route decisions made, new tracks or features discovered, sketch maps etc.
2. Details regarding weather, terrain, and landmarks or natural formations experienced.
3. Vegetation and animal or bird life observed.
4. Historic/cultural/scenic observations.
5. Adequacy of equipment, clothing, food etc.
6. Campsites/accommodation used.
7. Experiences regarding teamwork, e.g. morale, leadership, decision-making.
8. Personal reflections, including strengths, weaknesses, concerns, accomplishments, highs, lows, and what you may have learnt about yourself.
9. Any noteworthy observations or events.
10. Information regarding any incidents that may have occurred during your Adventurous journey, such as:
  - a. change of route from the initial plan
  - b. unexpected weather impact
  - c. equipment failure
  - d. illness or injury to any group member
  - e. what action was taken to deal with any incident.
11. Details regarding the accomplishment of the journey's purpose.

### 6.13.2 Journey Reports

Participants use their Qualifying Journey log to compile and submit/present a report of their Qualifying Journey to their Adventurous Journey Assessor. The report is the final requirement of the Adventurous Journey Section and may be written or presented in more than one medium, as discussed and agreed with the AJ Assessor.

For example, the report could be verbally presented together with documentation or be in a multi-media format, e.g. video diary, slide presentation, or photo essay. It is preferable that the format and the expected standard of the report be agreed upon with the Assessor before the commencement of the journey, i.e. in the planning stages. The report may be completed on an individual or group basis.

**Suggested information to include in the Qualifying Journey report, subject to agreement with the Adventurous Journey Assessor:**

1. **Route/Map** – showing route, a route plan, meal stops, check or rendezvous points, and campsites.
2. **Equipment list** – this may be specialist equipment (e.g. bike repair) or camping/hostel related, together with comments on equipment taken which was inappropriate or not needed, equipment not taken but which would have been helpful, and details of any repairs or maintenance required.

3. **Clothing list** – with comments, as for equipment.
4. **Food list** – including menus and comments on adequacy of rations.
5. **Comprehensive description of the journey** – This is to be based on the Journey Log. See suggested information listed in ‘Journey Log’ above. The journey report should also include any other matter relating to the trip and its organisation.
6. **Supporting evidence** – sketches, detailed maps, photos, video, clippings etc. Submission/presentation of an appropriate Qualifying Journey report is the final requirement of the Adventurous Journey Section.

## 6.14 Assessment

[Also see 2.2.2.](#)

**Assessment is undertaken by a suitably skilled, experienced, or qualified Volunteer<sup>#</sup> or paid external contractor who has been nominated by the Award Centre or identified by the Participant and approved by their Award Leader on behalf of the Award Centre. In most circumstances, an Assessor should not be a family member.** See Glossary for definition of ‘Family’ and possible exemptions.

Assessors both help Participants set goals for their chosen activity and assess whether a Participant has undertaken the required effort and has strived to achieve their goals. Group activities are to be assessed based on each individual’s contribution to planning, execution, and completion.

The Assessor and Supervisor for the Adventurous Journey may be the same person or different people depending on their skills/experience/qualifications and availability.

**There are two stages for the assessment of each Adventurous Journey**, including all Practice and Qualifying Journeys:

1. **Pre-approval:** Approval for participation in each journey must be given by the Assessor and Award Leader before each Participant undertakes their journey.
2. **Post-approval:** Upon the completion of each journey, each Participant must be assessed to ensure they have each fulfilled all the relevant requirements.

Assessors must be mindful that the journey belongs to the Participants. This essential independence safeguards the integrity of the Adventurous Journey Section of the Duke of Ed.

Assessors are responsible for writing the final assessment report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor during the planning and actual journeys will depend on the activity and the age/level of independence of the Participant.

Each Participant is to be monitored and assessed by their Assessor for:

1. Effort (minimum hours and duration)
2. Perseverance (regularity)
3. Progress towards their journey’s purpose
4. Teamwork.

A Participant satisfies the requirements of the Adventurous Journey Section if the Assessor agrees that:

1. The Participant’s commitment was substantial in their own time outside of school, university, custodial, or work hours. [See Glossary](#) for the definition of ‘Substantial’.
2. The Participant has met the preparation and training requirements, completed at least one Practice Journey, and completed their Qualifying Journey.
3. Progress has been made on the baseline of the Participant’s initial knowledge and ability, and the Participant has strived to meet and achieve the agreed Adventurous Journey purpose.
4. Minimum hours and time requirements have been met.
5. Minimum and maximum group-size requirements have been met.
6. An appropriate Qualifying Journey report has been submitted/presented.

## 6.15 Recording Activity

All activity being accredited using the Duke of Ed Framework must be recorded by the Participant in the ORB or by other paper or electronic means agreed by the Award Leader. For the preparation and training and Practice Journey components of the Adventurous Journey Section, the Assessor signs off to indicate that the Participant is ready to undertake the next component. After the Participant completes their Qualifying Journey and submits their Qualifying Journey report, the Assessor completes their final Assessor's Report. The ORB represents the experiences and achievements of the Participant, and remarks should be personalised, positive, and encouraging. They should always record successes and achievements, not failures.

In the event of a Participant not satisfying the Assessor's requirements for the Duke of Ed, they should be informed of the reason and no entry or Assessor sign-off should be made in the Participant's records until the requirements have been met.

Where a Participant has chosen to follow an Adventurous Journey activity related to a school, university, custodial, or vocational subject area, the Assessor's report must indicate that a substantial commitment to the activity was made over and above those scheduled hours. See Glossary for the definition of 'Substantial'. In the event of a Participant not satisfying the Assessor that appropriate requirements have been met, they should be informed of the reason and no entry should be made in the Participant's records until the requirements have been met.

# For the purposes of the Duke of Ed, a "Volunteer" means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all Award Leaders, Assessors, and Supervisors.

## 6.16 Mobile Phones and Digital Devices

Mobile phones and other digital devices play such a major role in many people's lives that it is necessary to spend some time considering when it is and when it isn't sensible to use them on an Adventurous Journey.

Mobile phones and devices can negatively impact on Participants effectively engaging with each other during their journey. It is also the case that an Adventurous Journey must consider the needs of the whole team, rather than just one individual. It is therefore essential that Participants, Award Leader, and Adventurous Journey Supervisor/Assessor agree about the use of mobile phones and other digital devices before any journey. Some considerations are:

- i. Reserving mobile phones for emergencies only, i.e. ensuring that they are packed away and not used when it is not necessary.
- ii. The need for in-field communications between the Participants and Supervisors/Assessors/Award Leaders.
- iii. Potential use of mobile phones as navigation devices.
- iv. Limitations of signal reception and of battery life and recharging.
- v. Potential use of mobile phones to take pictures and gather other evidence for journey logs/reports/reporting.

## 6.17 Steps for Participants

1.	<b>Plan the type of Adventurous Journey</b> that you and your team (4 – 7 members) would like to undertake. This must be approved by the Award Leader before any training or activity is undertaken.
2.	<b>When planning an Adventurous Project</b> , proposals must be discussed with the local Award Operating Authority to determine their suitability before approval by the Award Leader on behalf of the Award Centre.
3.	<b>With the guidance of the Award Leader, identify suitable Assessors and Supervisors.</b> They must be suitably skilled, experienced, or qualified and be approved by the Award Leader before any Award activities can be undertaken with them.
4.	<b>Define the group/team purpose or Team Goal</b> for the journey.
5.	<b>Plan the Journey with Assessors and/or Supervisors.</b> At this stage, the required preparation and training will be determined by the Assessor/Supervisor. Please note that some training is usually required, depending on the Participant's level of skill and experience.
6.	<b>Seek approval</b> from the Award Leader for the planned journey.
7.	<b>Undertake relevant preparation and training.</b> Assessor(s) and Award Leaders are there to guide Participants on what training is required.
8.	<b>If under 18 years of age</b> , obtain parent/guardian written <b>consent</b> before departing on each component of the Adventurous Journey Section.
9.	<b>At least one Practice Journey must be undertaken</b> , and in some cases more than one is required. If the Duke of Ed is commenced at Silver or Gold levels, Participants may need to undertake two or three Practice Journeys prior to the Qualifying Journey. <a href="#">See 6.1</a> and discuss this with the Assessor and Award Leader.
10.	<b>Review the Practice Journey</b> and plan and prepare for the Qualifying Journey with the Assessor and Award Leader.
11.	<b>Keep logs for each of the journeys.</b> The Qualifying Journey log is used to compile the Qualifying Journey report.
12.	<b>Once the Qualifying Journey is completed</b> and a Qualifying Journey report submitted/presented, <b>the Assessor is to complete the final assessment</b> in the ORB. The assessment page from the ORB is printed, the Assessor completes the final assessment, and returns it to the Participant to upload onto the ORB.
13.	<b>Remember that Award Leaders and Assessors</b> are there to approve proposed journeys, guide Participants, and answer any questions they may have along the way.
14.	Once all Sections are completed, submit via the ORB to the Award Leader for <b>final Assessment</b> .

## 6.18 Adventurous Journey Ideas

Prior to undertaking any activities, please refer to The Duke of Edinburgh's International Award –Australia insurance policies available at <http://www.dukeofed.com.au/resources/insurance/>

- Bushwalking
- Canoeing
- Cycling
- Horse riding
- Rafting
- Sailing
- Cross-country skiing
- Motor vehicles and sports, e.g. off-road driving
- Scientific/geographic exploration
- Historical/cultural trips
- Flora/fauna studies
- Environmental studies
- Exploration of old cemeteries
- Experiencing and understanding other languages/cultures
- Vocational experience
- Historic train or paddleboat journeys, e.g. if mobility is restricted

### Adventurous Project Ideas

These are AJs that do not meet one of more of the requirements. Adventurous Project proposals must be discussed with the local Award Operating Authority to determine their suitability prior to being approved by the Award Leader on behalf of the Award Centre.

Popular examples of Adventurous Projects with elements of expedition and community development are:

- Climbing a high mountain peak, e.g. in the Andes or Himalayas
- Following a trail of historical significance and undertaking a survey of degradation
- Retracing the path of an early explorer
- A geological survey in Central Australia
- Archaeological digs in remote areas
- Studying ecosystems in a remote area to assess human impact.

## 6.19 Inappropriate Adventurous Journeys

1. **Going on a family/friends camping trip or a family holiday** is not considered to be an acceptable Adventurous Journey. Such trips rarely meet the Adventurous Journey requirements.
2. **School camps based on a medley/combination of outdoor activities** are also usually not appropriate unless each of the requirements set out in 6.4 can be met. Contact your Award Operating Authority for further information before planning such trips.

## 6.20 Adventurous Journey – Summary

1. The purpose of the Adventurous Journey Section in the Duke of Ed Framework is all about getting out and **going on a journey in an unfamiliar and challenging environment, with an agreed Team Goal.**
2. There are three (3) main components of this Section which require sign-off:
  - a. Preparation and training
  - b. At least one Practice Journey
  - c. One Qualifying Journey.
3. Minimum required numbers for each journey are 4 Participants and the maximum is 7, noting that a larger group can work as sub-groups of 4 – 7.
4. All journeys require approval by the Award Leader prior to commencement.
5. Participants under the age of 18 require written parent/guardian permission prior to departing on each journey.
6. All journeys must be supervised by an adult who is suitably skilled, experienced, or qualified (the Supervisor) for the journey being undertaken.
7. In addition to preparation and training, minimum Qualifying Journey time requirements are:
  - a. Bronze – 2 days, 1 night
  - b. Silver – 3 days, 2 nights
  - c. Gold – 4 days, 3 nights.
8. Participants should set realistic team goals and should be monitored and assessed for:
  - a. Effort
  - b. Perseverance
  - c. Progress
  - d. Teamwork.
9. All activities must be recorded in the ORB or via an alternative option agreed with the Award Leader.
10. The Adventurous Journey Section is complete once the Assessor is satisfied that all requirements of the Section are complete, including the agreed Qualifying or Adventurous Journey reporting, and has submitted their final Assessor's Report.

# Chapter 7 – Gold Residential Project

- 7.1 **Aim**
- 7.2 **Ethos**
- 7.3 **Benefits**
- 7.4 **Requirements**
- 7.5 **Assessment**
- 7.6 **Recording of Activity**
- 7.7 **Steps for Participants**
- 7.8 **Ideas**
- 7.9 **Gold Residential Project –Summary**



# Chapter 7 – Gold Residential Project

## 7.1 Aim

To broaden experience through involvement with others in a residential setting.

## 7.2 Ethos

The Gold Residential Project offers Participants unique experiences that truly broaden horizons, challenge their outlook, and extend their comfort zone.

At the heart of the Gold Residential Project is undertaking a purposeful experience with people who are not the Participant’s usual companions, working towards a common goal. Added to this, the young person is also outside of their usual place of residence, often in an unfamiliar environment with unfamiliar people. It is hoped that the Gold Residential Project rewards Gold Award Participants with a sense of personal achievement, enhanced social connection with new and interesting people, and a truly life-changing experience.

## 7.3 Benefits

Some of the benefits for Participants include:

General benefits of the Residential section	Specific outcomes
<ul style="list-style-type: none"> <li>● Meeting new people</li> <li>● Experiencing an unfamiliar environment</li> <li>● Building new relationships</li> <li>● Working as part of a team</li> <li>● Accepting responsibility</li> <li>● Developing communication skills</li> <li>● Developing confidence</li> <li>● Showing initiative</li> <li>● Learning new skills or enhancing existing ones</li> <li>● Enjoying living and working with others</li> </ul>	<ul style="list-style-type: none"> <li>● Confidence</li> <li>● Managing feelings</li> <li>● Resilience and determination</li> <li>● Relationships and leadership</li> <li>● Planning and problem solving</li> <li>● Intercultural competence</li> <li>● Personal and social well-being</li> <li>● Communication</li> </ul>

## 7.4 Requirements

For this Section, Participants must:

1.	<b>Be undertaking the Gold Award.</b>
2.	<b>Undertake shared purposeful activity</b> which provides opportunities for broadening their interests and personal experience.
3.	<b>Reside away from their usual place of residence</b> for a total period of no less than 5 days and 4 nights. The total duration may include travel time if that is considered appropriate by the Award Leader. As a guide, total travel time used as part of the minimum 5 days must not total more than 8 hours on one day.
4.	<b>Be in the company of others who are, in the main, not their usual companions.</b>
5.	<b>Undergo briefing and/or training</b> if required, before or during the residential period so that they are able to contribute fully to the planned activity and derive full benefit from the experience.
6.	<b>Undertake activities substantially in their own time.</b> This means that, while some activity may take place during school, university, custodial, or work hours, most of it should be over and above these scheduled hours, noting that Award Leaders should not assess this based on a single activity, but should take into consideration all the Participant's chosen Duke of Ed activities. See Glossary for definition of 'Substantial'.
7.	<b>Undertake a residential experience of the young person's own choice</b> , freely made and <b>without any financial or material gain</b> other than assistance with transport, accommodation, or meals. <a href="#">See 1.5.</a>

### 7.4.1 Requirements

- i. In exceptional circumstances, the commitment may be split into two separate occasions. These exceptional circumstances may include medical reasons or lack of ready access to a 5-day opportunity.
- ii. In these situations, the same or very similar activity must be pursued over both occasions, total 5 days of activity, and take place within a 12-month period. If there is any doubt, Award Leaders are to contact their Award Operating Authority before approving split residential activities.
- iii. For medical/health reasons or extenuating circumstances, e.g. remoteness, part of the Gold Residential Project may involve the Participant going home to sleep or undertaking a component virtually. A key consideration for an Award Leader before approving this variation is to ensure that Requirement 2 is fully met and Requirement 4 is substantially met during the component that is not at home.

## 7.5 Assessment

[Also see 2.2.2.](#)

**Assessment is undertaken by a suitably experienced or qualified Assessor** who has been nominated by the Award Centre or identified by the Participant and approved by their Award Leader on behalf of the Award Centre before undertaking the project. The Assessor must be contactable during the duration of the project and usually in the period leading up to the project also. At a minimum, the Assessor must have the ability to observe the Participant at intervals throughout their Gold Residential Project. **In most circumstances, an Assessor should not be an immediate family member.** [See Glossary](#) for definition of 'Family' and possible exemptions.

Assessors both help Participants set goals for their chosen activities and assess whether a Participant has undertaken the required regular effort and strived to achieve their goals. Group activities are to be assessed based on each individual's contribution to planning, execution, and completion.

On arrival at the residential venue, the Participant should remind their Assessor that the project will form part of their Gold Duke of Edinburgh's International Award.

Assessors are responsible for writing the final Assessment Report and signing off the Section which they are assessing. Each Participant is to be monitored and assessed by their Assessor for:

1. Effort (minimum hours and duration)
2. Perseverance (regularity)
3. Progress towards the Participant's goal.

A Participant satisfies the requirements of the Gold Residential Project Section if the Assessor is convinced that:

1. The Participant's commitment was substantially in their own time outside of school, university, custodial, or work hours. [See Glossary](#) for definition of 'Substantial'.
2. The Participant has demonstrated commitment regarding:
  - a. their personal standards
  - b. relationships with others
  - c. responsibilities accepted and developed
  - d. initiative and general progress during the residential period.
3. Minimum time requirements have been met.

**The Duke of Ed is not assessed as Pass or Fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank and discuss their concerns with the Participant. The focus is on regular participation, effort, and improvement towards the Participant's goal. Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort and evidence of improvement over the minimum time requirements are cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section in order to resubmit their records for assessment at a later date.**

## 7.6 Recording of Activity

All Award activity must be recorded by the **Participant** in the ORB or equivalent offline record agreed by the Award Leader. Where a Participant has chosen to follow a Gold Residential activity related to school, university, custodial, or work hours, the report must show that a substantial commitment to the activity was made over and above these scheduled hours. [See Glossary](#) for definition of 'Substantial'.

At the end of the activity period, **it is the role of the Assessor to review the activity and write an Assessor's**

**Report.** The recording (logging) activity and comments represent the experiences and achievements of the Participant, and remarks should be personalised, positive, and encouraging. They should always record successes and achievements, not failures.

In the event of a Participant not satisfying the Assessor’s requirements for the Duke of Ed, they should be informed of the reason and no entry or Assessor sign-off should be made in the Participant’s records until the requirements have been met.

## 7.7 Steps for Participants

1.	Consider what project is to be undertaken. It may even be a project overseas that requires a financial investment, but make sure you choose your activity wisely based on your own personal circumstances.
2.	Discuss the project with the Award Leader.
3.	Make enquiries with the organisation hosting the project and talk to them about counting your involvement as a Gold Residential Project towards your Gold Award.
4.	With the guidance of the Award Leader, identify an Assessor in the organisation where your residency will be undertaken. This person must be available to assess the Participant throughout the project.
5.	Set challenging and realistic goals in consultation with the Assessor. It is important that this is completed before any activities are started so that it is clear that goals are being worked towards.
6.	Plan the project. Think about how to get there, suitable attire etc.
7.	Undertake the project.
8.	Consider writing a diary or documenting your experience in some way, e.g. photos or video.
9.	During the residential project, review your experiences and activities with the Assessor.
10.	Once completed, ask the Assessor to complete the final assessment in the ORB.
11.	Remember, Award Leaders and Assessor are there to guide and help you with any questions along the way, so don’t be afraid to ask!
12.	Once all Sections are completed, submit to the Award Leader for final Assessment.

## 7.8 Ideas

Here are some ideas for the Gold Residential Project Section. Remember, this list is a guide only and is not exhaustive.

### **Personal and skills training courses**

- Residential language courses
- Leadership training
- Skills development (e.g. music, art, craft)
- Ecology study course
- Youth camps
- Youth parliaments

### **Environment and conservation projects**

- Environmental clean-up
- Habitat restoration
- Volunteer work with national parks
- Research on habitats and ecosystems
- Restoration projects, e.g. buildings

### **Voluntary Service to other people and communities**

- Provision or maintenance of facilities or equipment
- Construction projects
- Assisting as a leader at a camp for young people
- Working with a local or overseas aid charity
- Working in a care home or hospital

### **Activity-Based**

- Outdoor adventure courses
- Sports coaching courses
- Sport skills development and representative sport tours
- Crewing on a tall ship

## 7.9 Gold Residential Project – Summary

1. The purpose of the Gold Residential Project Section of the Duke of Ed is to broaden horizons and open up the Participant's world.
2. This Section is a requirement for Gold Award Participants only.
3. The minimum time requirement is 5 days and 4 nights.
4. The activity is undertaken in the Participant's own time, noting that in determining this all of the Participant's Award activities should be taken into consideration, not just the one at hand.
5. Participants reside away from their usual place of residence and the time is not spent with the Participant's usual companions.
6. In exceptional circumstances, a Participant can split the Gold Residential Project over two occasions (3 days, 2 nights and 2 days, 2 nights) on two weekends.
7. Participants should set realistic goals and will be monitored and assessed on:
  - a. effort
  - b. perseverance
  - c. progress.
8. All activities must be recorded in the ORB.
9. The Gold Residential Project Section is complete once the Assessor is satisfied that all requirements of the Section are complete and has submitted their final Assessor's Report.

# **Chapter 8 – Risk Management**

- 6.1 Parents, Carers, and Guardians**
- 6.2 Child Protection**
- 6.3 Privacy**
- 6.4 Insurance**
- 6.5 Volunteer Checks**
- 6.6 Adventurous Journeys**
- 6.7 Incident Reporting**
- 6.8 Our Policies**
- 6.9 Risk Management – Summary**

# Chapter 8 - Risk Management

The National Award Operator (NAO) of The Duke of Edinburgh's International Award – Australia is committed to monitoring processes, policies, and procedures to maximise the safety of the Award for all Participants and Volunteers. Depending on the Participant's chosen activity, any Section of the Award may present elements of risk that need to be fully assessed and properly managed.

Assessment and risk management is done jointly by the NAO, Award Leader, and the activity Assessor in consultation with the Participant.

All Federal and State/Territory laws, including legislation that applies generally in Australia to working with young people, child protection, privacy, safety, equal opportunity, and anti-discrimination, apply to all Duke of Edinburgh International Award employees, Award Centres, and Volunteers. The minimum standard for all conduct is current State, Territory, or Federal legislation.

From time to time, the National Award Operator may introduce requirements further to the standards that apply under Federal and State law. When this occurs, information will be distributed to Award Centres via Award Operating Authorities.

## 8.1 Parents, Carers, and Guardians

**It is a requirement of the Award that all Participants under the age of 18 must get parent/guardian consent before commencing any Award activity.**

Using the ORB, parent/guardian consent can be provided either electronically by clicking a tick-box or by printing the consent form and returning the completed form to the Award Leader. The Award Centre's policy concerning parental consent is a key consideration.

Where parent/guardian consent is required, it must be provided and retained by the Award Leader before participation can commence. Participants not fully registered, including payment of registration and acceptance by the Award Leader, are not covered by the Award's insurance and are not considered as Award Participants.

In addition to parent/guardian legal consent, the support of parents, carers, and guardians can make a big difference to a Participant's experience of their Award. By offering encouragement and acknowledging successes all the way through, parents, carers, and guardians can often make the difference that helps a young person complete their Duke of Ed.

## 8.2 Child Protection

The Duke of Ed is committed to the safety, protection, and well-being of all children and young people using the Duke of Ed Framework. We take seriously our responsibility to work with Award Centres to promote 'child-safe' practices and protect children from harm, abuse, neglect, or exploitation in any form. We require Award Centres to create child-safe environments, both internally and externally, where children/youth are respected, protected, empowered, and made active in their own protection, and where staff and volunteers are skilled, confident, competent, and well supported to meet their legislative and internal protection policy responsibilities.

The protocols and requirements for the 'Working with Children Check' depend upon the legislation of your State or Territory. To determine your specific requirements, please liaise with your Award Operating Authority.

The Duke of Edinburgh's International Award – Australia *Child Protection Policy* can be viewed in the *Governance Manual*, which is available online at <http://www.dukeofed.com.au/resources/policies/> along with the *Volunteer Code of Conduct*.

All Award Centres and their Award Leaders and volunteers must adhere to any Commonwealth child protection laws in force from time to time and any State or Territory child protection laws.

### 8.3 Privacy

The NAO is committed to ensuring the privacy and protection of personal information in accordance with the requirements of the *Privacy Act 1988* (Cth) and any other applicable laws, including *The Australian Privacy Principles* (APPs). Details of The Duke of Edinburgh's International Award privacy policies can be found on our website at [www.dukeofed.com.au](http://www.dukeofed.com.au)

### 8.4 Insurance

The Duke of Edinburgh's International Award – Australia, as the NAO, **requires Award Centres to have insurance cover for all Participants and Volunteers**. This includes both personal accident and public liability insurance. In addition, the NAO maintains a further insurance policy for Participants and Volunteers that acts as umbrella coverage.

The NAO certificate of currency, outlining coverage, geographical limits, and limitations of liability or cover is available at [www.dukeofed.com.au](http://www.dukeofed.com.au). It is important to regularly review the NAO's insurance certificates as they are updated annually. Participants, their families, and Volunteers can refer to their Award Centre for further details.

If activities undertaken are considered 'high risk' by the Award Centre, then the onus of responsibility is on the Participant or their guardian to check that the Participant's activity is covered under their Award Centre's insurance policy. If the activity is not covered by the Award Centre, and subject to the Award Centre agreeing to the activity, separate insurance must be obtained before engaging in the activity.

For any accident or incident, an [Incident Report form](#), which can be accessed via [www.dukeofed.com.au/resources/insurance](http://www.dukeofed.com.au/resources/insurance), must be completed in conjunction with the Participants and Volunteers Award Centre and a copy forwarded to your [Award Operating Authority](#) as soon as possible.

A summary of the NAO's Personal Accident and Combined Liability Policies can be found at <http://www.dukeofed.com.au/resources/insurance/>

[The NAO's Public & Product Liability policy and Personal Accident policy sit above the Award Centres' primary insurance policies, held pursuant to their Sub-Licences, and act as umbrella coverage above them. This may provide a broader level of cover over and above the Award Centre's insurance policy. When an Award Centre is liable to someone for loss or damage, pays a claim, or is required to pay a claim under its Personal Accident insurance, the Award Centre's insurance policies act as the primary cover, paying up to their limits, and any additional amount may then be paid by the NAO's policies up to their limits. This structure avoids dual insurance being in place. The NAO does not itself have nominated high-risk activities, but a list of exclusions applying to the NAO Personal Accident insurance cover is maintained on our website [www.dukeofed.com.au](http://www.dukeofed.com.au)]

### 8.5 Volunteer Checks

All Volunteers who actively engage with Participants in the activities being used for the Duke of Ed, including but not limited to Award Leaders, Assessors, and Supervisors, must agree to and sign the *Volunteer Code of Conduct*. Please refer to our website [www.dukeofed.com.au](http://www.dukeofed.com.au) for the latest version.

It is the responsibility of the Award Leader on behalf of their Award Centre to ensure the safety of its Participants. It is a requirement of the Duke of Ed, for child protection and insurance reasons, that all Assessors chosen are experienced or qualified for their task. By agreeing to the *Volunteer Code of Conduct*, Volunteers declare that they meet the legislative requirements of each State and Territory.

## 8.6 Adventurous Journeys

Please see [Chapters 6](#) and [9](#) for specific details regarding Adventurous Journeys.

## 8.7 Incident Reporting

In the event of any incident involving Participant, Volunteers, or other adults engaged in activities as part of the Duke of Ed, an Incident Report Form must be completed. This form can be found at <https://dukeofed.com.au/resource/national-incident-report-form/>

**An incident is defined for our purposes as an event, occurrence, or circumstance that may give rise to a claim for compensation for personal injury or property damage.**

In the event of an incident occurring during any activity being used as part of the Duke of Ed, Award Centres and Award Leaders must:

1. Seek appropriate help and render appropriate assistance.
2. Give proper consideration to any legal requirements or obligations that may apply.
3. Refer to their own organisation's policies, practices, and procedures and their Award Operating Authority requirements, as provided to Award Centres.
4. Complete the Duke of Ed Incident Report Form as soon as possible, but no later than **14 days** after the incident. The form is available at [dukeofed.com.au/resource/national-incident-report-form/](https://dukeofed.com.au/resource/national-incident-report-form/)
5. Forward copies of any incident reports, papers, or other relevant documents to the Award Operating Authority, which will then send them to the National Award Operator.

The National Award Operator will advise their brokers and underwriters of the incident and provide them with the information supplied. The Incident Report should provide a snapshot of the incident, including any information which may ultimately prove vital to assess a claim, including:

- Activity and Section of Duke of Ed
- Location
- Weather
- Date
- Time of day
- Other Participants and condition of group
- Was there any foolish or inappropriate behaviour?
- Witnesses
- Provocation
- Prior warning
- Any specific instructions given, e.g. not to do something.

The Incident Report form is important for several reasons, particularly because an insurance claim may be submitted months or years later when recollections of the incident may be hazy and witnesses difficult to track down. It is also a key element of risk management that incident reports collectively can identify trends and factors common to a number of incidents.

Another significant reason for the Incident Report is that what commences as an ordinary personal injury matter may ultimately involve more complex legal liability issues.

**Please note that failure to provide an Incident Report within 14 days may invalidate any subsequent claim under the group personal accident policy.**

Following the receipt of the Incident Report form, the NAO's insurance Brokers will respond to the person or

persons affected regarding any future claim. In any incident there are most likely to be multiple layers of insurance coverage (family, school, sporting club, medical, and Duke of Ed insurance). If a claim is to be made, the NAO's brokers can provide advice and the appropriate forms.

## **8.8 Our Policies**

All policies of The Duke of Edinburgh's International Award - Australia can be viewed at <http://www.dukeofed.com.au/resource/governance-policy/>

### **Risk Management – Summary**

1. The National Award Operator of The Duke of Edinburgh's International Award – Australia is committed to monitoring processes, policies, and procedures to maximise the safety for all Participants and volunteers.
2. Our most recent policies can be viewed online at <http://www.dukeofed.com.au/resource/governance-policy/>
3. All Participants under the age of 18 must obtain parent/guardian consent to undertake any activity being undertaken and accredited under the Duke of Ed.
4. All Award Leaders must meet the Child Protection requirements of their State/Territory.
5. All Volunteers must agree to and sign the *Volunteer Code of Conduct*.
6. Limited insurance is provided to Participants and Volunteers.
7. It is essential that an Incident Report form is completed within 14 days of an incident.

# **Chapter 9 – Adventurous Journey Guidelines**

**9.1 Planning and Preparation**

**9.2 First Aid**

**9.3 Safety and Safe Practices**

**9.4 Route Planning and Navigation**

**9.5 Campcraft and Accommodation**

**9.6 Environmental Care**

**9.7 Team Building and Leadership**

**9.8 Equipment**

**9.9 Adventurous Journey Guidelines – Summary**

**9.10 Virtual Adventurous Journey Requirements**



# Chapter 9 - Adventurous Journey Guidelines

This chapter is to be read in conjunction with [Chapter 6](#) – Adventurous Journey.

**These guidelines do not constitute a part of the conditions or requirements of the Duke of Ed.**

The Adventurous Journey represents a major challenge and is often seen by Participants as the most demanding Section of The Duke of Edinburgh's International Award, so it requires the most planning and preparation of any Section.

**Please note that these guidelines are prepared as prompts** to assist Award Leaders and Participants who may not be familiar with the activities undertaken for the Adventurous Journey.

The guidelines are by no means exhaustive and are included to indicate the level of preparation and training that is required and to offer guidance about what may be included in preparing and training Participants for the Adventurous Journey Section of the Duke of Ed.

If you are not an expert in planning, training for, and running Adventurous Journeys, you will need to seek expert advice and assistance before undertaking any journey and during the journey itself.

These guidelines are primarily for outdoor non-urban journeys because only a small percentage of Participants undertake journeys in urban environments.

**You must refer to the governing or peak bodies of the activity of choice (e.g. bushwalking, cycling, canoeing etc.) in your State or Territory for the full requirements for running an expedition or exploration.** Examples of these include the *Adventure Activity Standards (AAS)* of Victoria, found at [www.outdoorsvictoria.org.au](http://www.outdoorsvictoria.org.au) and the *Australian Adventure Activity Standards* found at <https://australianaas.org.au/>

## 9.1 Planning and Preparation – Mainly for Bush and National Park Journeys

ELEMENTS	TOPICS
1. PLAN AND PREPARE	<ul style="list-style-type: none"> <li>a. Knowledge of the basic law and requirements relevant to any particular journey</li> <li>b. Knowledge of any operating standards and policies which the Award Centre is obliged to follow</li> <li>c. Knowledge and understanding of The Duke of Edinburgh's International Award – Australia conditions and requirements for the Adventurous Journey</li> <li>d. Knowledge of any relevant State, Federal, or local policies</li> <li>e. Collect information to plan and prepare team journey</li> <li>f. Identify the needs of Participants</li> <li>g. Produce a plan for the journey</li> <li>h. Identify the resources required</li> <li>i. Provide information on the journey to all involved</li> <li>j. Plan and prepare the journey</li> <li>k. Agree on the Team Goal for the journey</li> <li>l. Complete all relevant paperwork.</li> </ul>

<p>2. PRE-EVALUATION</p>	<ul style="list-style-type: none"> <li>a. Composition of party</li> <li>b. Group size</li> <li>c. Fitness and health of Participants</li> <li>d. Self-reliance of group</li> <li>e. Team Goal for the journey</li> <li>f. Selecting an appropriate route</li> <li>g. Conducting a reconnaissance (recce) or accessing current local information to evaluate terrain, distance, and approximate times required</li> <li>h. Planning for special activities or dangers in the journey area, e.g. cliffs, river crossings, tidal areas, highways</li> <li>i. Journey length</li> <li>j. Weather conditions</li> <li>k. Climate</li> <li>l. Geographical area</li> <li>m. Safe travel to, from, and during journey</li> <li>n. Fire bans</li> <li>o. Availability of water</li> <li>p. Escape routes</li> <li>q. Emergency contacts</li> <li>r. Leader qualifications</li> <li>s. Ensuring Volunteers have met all requirements, e.g. <i>Code of Conduct</i>, Blue Card.</li> </ul>
<p>3. FOOD Identity and plan for food requirements</p>	<ul style="list-style-type: none"> <li>a. Suitable types of food and water requirements for cooking</li> <li>b. Food needs for different styles of journey</li> <li>c. Daily energy requirements</li> <li>d. Special dietary needs</li> <li>e. Packing, waterproofing, and maintaining food.</li> </ul>
<p>4. WATER Identify and plan for water needs and uses</p>	<ul style="list-style-type: none"> <li>a. Estimation of water needs, taking into account seasonal variations</li> <li>b. Adequate drinking water at regular intervals</li> <li>c. Minimum water needing to be carried</li> <li>d. Safe use of drinking water</li> <li>e. Water purification methods</li> <li>f. Suitable water sources and selection of water</li> <li>g. Potential sources of water in emergency situations.</li> </ul>

<p>5. WEATHER</p> <p>Access and interpret weather information</p>	<ul style="list-style-type: none"> <li>a. Source and interpret weather conditions prior to journey via: <ul style="list-style-type: none"> <li>I. Web / radio / television / newspaper reports</li> <li>II. Bureau of Meteorology</li> <li>III. Recorded public information.</li> </ul> </li> <li>b. Get information on the weather's: <ul style="list-style-type: none"> <li>I. local norms</li> <li>II. local knowledge</li> <li>III. local determinants and effects.</li> </ul> </li> <li>c. Knowledge and understanding of weather signs, which may include: <ul style="list-style-type: none"> <li>I. cloud formations and patterns</li> <li>II. wind direction and velocity</li> <li>III. air temperature.</li> </ul> </li> <li>d. Assess barometric pressure changes</li> </ul>
<p>6. EQUIPMENT CHECK</p>	<ul style="list-style-type: none"> <li>a. Evaluate what equipment is needed for the intended journey</li> <li>b. What can individual group members supply?</li> <li>c. What needs to be obtained elsewhere?</li> </ul>

## 9.2 First Aid

ELEMENTS	TOPICS
<p>7. FIRST AID</p> <p>Respond to common injuries and illnesses on expeditions</p>	<p>a. First aid skills, qualifications, and knowledge appropriate to:</p> <ol style="list-style-type: none"> <li>I. intended journey location</li> <li>II. risks of the journey and its remoteness</li> <li>III. likely dangers to be encountered</li> <li>IV. age, experience, and knowledge of Participants.</li> </ol> <p>b. Understanding of responsibility and medical conditions, especially:</p> <ol style="list-style-type: none"> <li>I. asthma</li> <li>II. epilepsy</li> <li>III. diabetes</li> <li>IV. special diets</li> <li>V. mental health conditions</li> <li>VI. food sensitivities or allergies.</li> </ol>
<p>8. MEDICAL INFORMATION</p>	<p>Required for every Participant, Volunteer, and leader in the group:</p> <ol style="list-style-type: none"> <li>a. Collection of medical information</li> <li>b. Completeness of information</li> <li>c. Availability of information to appropriate people</li> <li>d. Confidentiality of medical information.</li> </ol>
<p>9. INJURIES &amp; EMERGENCIES</p>	<p>Skills and knowledge to:</p> <ol style="list-style-type: none"> <li>a. Conduct DRSABCD first aid method (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation)</li> <li>b. Manage common life-threatening injuries and emergencies</li> <li>c. Manage minor injuries.</li> </ol>
<p>10. FIRST AID &amp; MEDICAL ISSUES</p>	<p>Knowledge of causes and treatment of common expedition medical problems, e.g. dehydration, hypothermia, hyperthermia, low blood sugar.</p>

## 9.3 Safety and Safe Practices

ELEMENTS	TOPICS
<p>11. EMERGENCY PLANS</p>	<ol style="list-style-type: none"> <li>a. Get information on local emergency facilities before commencing the journey. Consider use and availability of appropriate signalling and communication devices.</li> <li>b. Emergency plans in case of:             <ol style="list-style-type: none"> <li>I. injury</li> <li>II. bad weather</li> <li>III. getting lost</li> <li>IV. being overdue.</li> </ol> </li> </ol>

<p>12. SAFETY &amp; EMERGENCY MANAGEMENT</p> <p>General</p>	<p>Knowledge of general outdoor emergencies, which may include:</p> <ol style="list-style-type: none"> <li>Medical problems/injuries</li> <li>Panic attacks</li> <li>Equipment failure</li> <li>Separation from party or party members, party being overdue</li> <li>Participants affected by environmental conditions</li> <li>Pre-planned emergency escape routes.</li> </ol>
<p>13. FIRST AID EQUIPMENT FOR INDIVIDUALS</p>	<p>Personal first aid kit:</p> <ol style="list-style-type: none"> <li>Contents, use, packing, waterproofing.</li> </ol>
<p>14. FIRST AID EQUIPMENT FOR GROUPS</p>	<p>Group first aid kits:</p> <ol style="list-style-type: none"> <li>Contents, use, packing/waterproofing.</li> </ol>
<p>15. EMERGENCY EQUIPMENT</p>	<ol style="list-style-type: none"> <li>Suitable emergency rations</li> <li>Identify and plan emergency food, water requirements</li> <li>Spare parts</li> <li>Emergency communication devices such as Personal Locator Beacons (PLB).</li> </ol>
<p>16. MINIMUM EMERGENCY JOURNEY* KIT</p>	<ol style="list-style-type: none"> <li>Minimum emergency equipment necessary.</li> <li>Personal and group equipment to be taken on side trips or short journeys.</li> </ol>
<p>17. ORGANISATIONAL EMERGENCY PROCEDURES &amp; POLICIES</p>	<p>Know and understand accident and emergency management:</p> <ol style="list-style-type: none"> <li>Plan</li> <li>Implementation as part of the overall plan of action</li> <li>Recording of injury, accident</li> <li>Medevac or accident report form</li> <li>Reporting accidents to responsible authorities</li> <li>Reporting accidents to the Award Centre and Award Operating Authority</li> <li>Emergency contact numbers of support people</li> <li>Critical Incident Response Plan.</li> </ol>
<p>18. PLAN</p>	<ol style="list-style-type: none"> <li>Search procedures</li> <li>Evacuations</li> <li>Control of campfires and fire safety guidelines</li> <li>Administering first aid</li> <li>Assistance to injured party member</li> <li>Activity-specific rescue techniques</li> </ol>

19. EMERGENCY CONTACT	<ul style="list-style-type: none"> <li>a. Nominated emergency contact person(s) and their contact numbers</li> <li>b. Procedure for emergency contact person(s) in case Participants are overdue or report injury, accident, or emergency</li> <li>c. Estimated times of arrival and procedures for Participants if overdue</li> <li>d. Radio, mobile phone, UHF radio, Personal Locator Beacon</li> <li>e. What to use, when and whom to call</li> </ul>
20. EVACUATION PROCEDURE	<ul style="list-style-type: none"> <li>a. Evacuation party size, evacuation equipment, minimum gear</li> <li>b. Emergency plan and route</li> <li>c. Safety and emergency equipment</li> <li>d. Emergency evacuation devices, e.g. stretchers, sleds</li> <li>e. Decide whether somebody goes out to notify or if all the group stay together at location (high point or known position)</li> <li>f. Safety procedures around helicopters</li> <li>g. Search and rescue signals</li> <li>h. Time frame for survival (TFFS)</li> </ul>
21. GROUP SAFETY	<ul style="list-style-type: none"> <li>a. Group safety issues</li> <li>b. Group organisation and control</li> <li>c. Leader-to-Participant ratios</li> <li>d. Understand the role that emotional wellbeing of Participants has in an Adventurous Journey, including: <ul style="list-style-type: none"> <li>I. feelings, state of mind</li> <li>II. perceptions of risk</li> <li>III. self-esteem.</li> </ul> </li> </ul>
22. REACT SAFELY IN EMERGENCY	<ul style="list-style-type: none"> <li>a. Prepare for an emergency based on governing and/or peak body recommendations</li> <li>b. Report emergencies</li> <li>c. React safely to emergency signals and instructions</li> <li>d. Evacuate from endangered areas</li> <li>e. Response format: Evaluate / Develop a Plan of Action / Control the Emergency / Debrief the Emergency</li> </ul>
23. HELP PREVENT AN INCIDENT, ACCIDENT, OR EMERGENCY	<ul style="list-style-type: none"> <li>a. Identify conditions or Participant actions which could lead to an incident, accident, or emergency</li> <li>b. Correct or report problems that may lead to an incident, accident, or emergency</li> <li>c. Check, correct, or report problems that may prevent accidents or emergencies from being safely handled</li> </ul>

<p>24. CONTROL SMALL UNCOMPLICATED EMERGENCIES</p>	<ul style="list-style-type: none"> <li>a. Evaluate the emergency</li> <li>b. Safely confine the emergency</li> <li>c. Use initial response emergency equipment, e.g. first aid kit, pressure immobilization, throwing a throw bag</li> <li>d. Report the use of initial response emergency equipment</li> </ul>
<p>25. PARTICIPATE IN THE CONTROL OF EMERGENCY SITUATIONS</p>	<ul style="list-style-type: none"> <li>a. Respond to emergency reports and signals</li> <li>b. Anticipate the behaviour of people during emergencies by: <ul style="list-style-type: none"> <li>I. recognising, assessing, and reporting hazards</li> <li>II. avoiding, minimising, neutralising, or removing hazards</li> <li>III. applying organisational procedures</li> </ul> </li> </ul>
<p>26. BUSHWALKING DANGERS</p>	<ul style="list-style-type: none"> <li>a. Biological hazards: <ul style="list-style-type: none"> <li>I. snakes, spiders, wasps, stinging trees or plants</li> </ul> </li> <li>b. Environmental hazards: <ul style="list-style-type: none"> <li>I. scree slopes / cliff lines / drops and steep slopes / steep gullies</li> <li>II. logs / rocks / overhangs / falling branches</li> <li>III. rivers / swift water</li> <li>IV. wildlife habitats</li> </ul> </li> <li>c. Manual Handling: <ul style="list-style-type: none"> <li>I. lifting canoes or backpacks</li> </ul> </li> <li>d. Equipment hazards: <ul style="list-style-type: none"> <li>I. vehicles</li> <li>II. cooking gear</li> <li>III. communications.</li> </ul> </li> </ul>
<p>27. WATER SAFETY</p>	<ul style="list-style-type: none"> <li>a. Swimming ability of Participants in relation to proposed or potential water activities</li> <li>b. Procedures in cases of a near drowning</li> <li>c. River crossing techniques</li> <li>d. Ocean rips and currents</li> <li>e. Water cleanliness (bacteria/parasites), a particularly possible risk in overseas locations</li> <li>f. Dangerous marine life.</li> </ul>
<p>28. TEMPERATURE DANGERS</p>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>a. Suitable temperature ranges for undertaking a journey</li> <li>b. Effects of temperature and humidity on Participants</li> <li>c. Sources of heat loss</li> <li>d. Causes of heat exhaustion</li> <li>e. Causes of heat stroke</li> <li>f. Potential medical problems due to heat or cold</li> <li>g. Dealing with hypothermia.</li> </ul>

29. WEATHER DANGERS	<ul style="list-style-type: none"> <li>a. changes to route and plans to deal with bad weather</li> <li>b. emergency sheltering techniques</li> <li>c. waterproofing techniques, e.g. personal, equipment, shelters</li> <li>d. insulation techniques</li> <li>e. sun protection, e.g. heatstroke, sunburn</li> <li>f. dangers of lightning, thunderstorms, and floods</li> <li>g. fire</li> </ul>
30. DEALING SAFELY WITH LOCAL WEATHER CONDITIONS	<p>Assess the influence of topography on local weather conditions by:</p> <ul style="list-style-type: none"> <li>a. Interpreting weather conditions during an expedition</li> <li>b. Understanding local topographic influences on weather</li> <li>c. Interpreting local weather signs to identify likely changes.</li> </ul>

## 9.4 Route Planning and Navigation

ELEMENTS	TOPICS
31. ROUTE PLAN	<ul style="list-style-type: none"> <li>a. Lodgement of detailed route plan</li> <li>b. Notification of relevant bodies and authorities, and backup</li> <li>c. Navigation data sheet completed prior to expedition</li> <li>d. Get information on local conditions</li> <li>e. Do reconnaissance of the route</li> </ul>
32. EXPEDITIONING	<ul style="list-style-type: none"> <li>a. Journey in your chosen environment safely</li> <li>b. Ascending and descending techniques</li> </ul>
33. PACE AND CONTROL	<ul style="list-style-type: none"> <li>a. Group's condition/abilities</li> <li>b. Prevailing weather and terrain</li> <li>c. Purposes of the journey</li> <li>d. Timing and achievability</li> </ul>
34. MONITORING PROGRESS	<ul style="list-style-type: none"> <li>a. Time of journey, terrain weather, Participants' abilities</li> <li>b. Distance and difficulty of the journey, considering aims and abilities</li> <li>c. Time and conditions under which group must change plan</li> </ul>

<p>35. NAVIGATION</p> <p>Navigating in controlled, intermediate, or uncontrolled areas</p>	<p>a. Able to interpret and understand:</p> <ol style="list-style-type: none"> <li>I. map features/keys/symbols/scale/contour lines</li> <li>II. grid referencing, determining off-map, translation from grid reference to map</li> <li>III. advantages and disadvantages of different types of maps.</li> </ol> <p>b. Able to use various navigation equipment or techniques to:</p> <ol style="list-style-type: none"> <li>I. navigate using map and compass</li> <li>II. navigate using map and ground features (without compass)</li> <li>III. plot position on a contour map</li> <li>IV. plan a proper route on a contour map</li> <li>V. fix position and identify unknown features using a combination of techniques</li> <li>VI. navigate around obstacles</li> <li>VII. understand common reasons for errors in navigation and compass use</li> <li>VIII. understand accuracy of compass and maps.</li> </ol> <p>c. Understanding of:</p> <ol style="list-style-type: none"> <li>I. linear features, point features, attack points, aiming-off.</li> <li>II. features, spiral search, sweep search</li> </ol>
<p>36. CONTROL OF GROUP</p>	<ol style="list-style-type: none"> <li>a. Appointing and mixing group leaders, tail-enders, dispersal of group, grouping by ability/other</li> <li>b. Responsibility of team leader</li> <li>c. Movement as related to terrain</li> <li>d. Responsibility of group and leader (Supervisor)</li> <li>e. Roles of Supervisor with Practice vs Qualifying Journeys</li> <li>f. Monitor ongoing communications within the group</li> </ol>
<p>37. LOST PROCEDURE</p>	<p>What to do in a loss-of-route situation</p>

## 9.5 Campcraft and Accommodation

ELEMENTS	TOPICS
<p>38. SITE</p> <p>Select and maintain a temporary campsite</p>	<ol style="list-style-type: none"> <li>a. Shelter from prevailing weather</li> <li>b. Distance from water sources</li> <li>c. Preparation for possible weather changes</li> <li>d. Environmental care (including compaction of site)</li> <li>e. Dangers, e.g. overhanging branches, use of caves or dry river beds</li> </ol>
<p>39. SHELTER</p>	<ol style="list-style-type: none"> <li>a. Types of shelters, including tents</li> <li>b. Erecting tents and other shelters</li> </ol>
<p>40. KNOTS</p>	<p>Knowledge of appropriate knots</p>

41. FIRE	<ul style="list-style-type: none"> <li>a. Use of cooking/other fires, minimising size and frequency</li> <li>b. Permits</li> <li>c. Fire restrictions</li> <li>d. Safety considerations</li> <li>e. Fireplaces</li> <li>f. Dangers of fire</li> <li>g. Bushfires</li> <li>h. National Park/land manager restrictions</li> <li>i. Consider fuel stove alternatives</li> </ul>
42. COOKING	Select, prepare, and cook suitable simple meals
43. STOVES	<ul style="list-style-type: none"> <li>a. Types of stoves and fuels</li> <li>b. Safe operation of stoves</li> <li>c. Dangers of stoves</li> <li>d. Minimal impact of stoves when camping</li> </ul>
44. HYGIENE Personal and group hygiene	<ul style="list-style-type: none"> <li>a. Appropriate general personal hygiene practices in outdoor settings</li> <li>b. Suitable hygiene practices for preventing sickness</li> <li>c. Hygiene practices with food storage and cooking</li> <li>d. Toilet/sanitary hygiene considerations</li> </ul>

## 9.6 Environmental Care

ELEMENTS	TOPICS
45. LAND USE CODE	<ul style="list-style-type: none"> <li>a. Land manager permissions</li> <li>b. Cultural protocols</li> </ul>
46. MINIMAL IMPACT PRACTICES	<ul style="list-style-type: none"> <li>a. Plan and conduct activities for minimal environmental impact</li> <li>b. Ensure Participants understand minimal impact bushwalking</li> <li>c. Sources of environmental impact and sensitive areas on expedition routes</li> <li>d. Restoration of campsites after use</li> <li>e. Appropriate campfire management and rehabilitation, considering habitat destruction, fire scars etc.</li> <li>f. Environmental care code</li> <li>g. Appropriate crossing of gates or fences</li> <li>h. Mountain hut code</li> <li>i. Care of cultural and heritage sites</li> <li>j. Familiarise yourself with laws applicable to outdoor journeys such as WH&amp;S, EEO, Food Safety Handling, Adventure Activity Standards</li> </ul>
47. SANITATION PRACTICES	<ul style="list-style-type: none"> <li>a. Location of toilets</li> <li>b. Construction of toilets</li> <li>c. Considering nearby water sources</li> <li>d. Rehabilitation of toilet sites after use</li> <li>e. Minimising environmental impact</li> <li>f. Permit requirements</li> </ul>

48. CARE OF WATERWAYS	<ul style="list-style-type: none"> <li>a. Problems of soaps or detergents in waterways</li> <li>b. Need to wash cooking equipment, utensils etc. away from waterways</li> <li>c. Use soaps, shampoos, detergents for personal hygiene away from waterways</li> <li>d. Toilets erected at minimum 50m distance away from waterways</li> </ul>
49. RUBBISH DISPOSAL	<ul style="list-style-type: none"> <li>a. Appropriate disposal of food scraps</li> <li>b. Appropriate disposal of rubbish and waste</li> </ul>

## 9.7 Team Building and Leadership

ELEMENTS	TOPICS
50. GROUP MANAGEMENT	<ul style="list-style-type: none"> <li>a. Maintain Participants' safety and welfare</li> <li>b. Maintain a positive social environment</li> <li>c. Establish effective communication</li> <li>d. Ensure Participants' safety</li> <li>e. Appropriate closure of journey</li> <li>f. Evaluation</li> </ul>
51. LEADERS HIP Lead a group	<ul style="list-style-type: none"> <li>a. Leadership skills required</li> <li>b. Responsibilities of a journey leader</li> <li>c. Different styles of leadership and the situations in which they may be used</li> <li>d. Problem-solving techniques</li> <li>e. Negotiation and conflict resolution strategies and how these can be used to deal with potential problems</li> </ul>
52. FEEDBACK	Provide feedback on the expedition and suggestions for future expeditions
53. TEAMWORK	<ul style="list-style-type: none"> <li>a. Work as a member of an Adventurous Journey group</li> <li>b. Contribute to expedition meetings</li> <li>c. Contribute to the development of good practice for the Adventurous Journey group</li> <li>d. Help team members during the journey</li> <li>e. Respond to conflict in the journey group</li> <li>f. Recognise/acknowledge/respect the position of the overall leader and their decisions</li> </ul>

<p>54. PARTICIPANTS</p> <p>Important factors relating to individuals and the group</p>	<p>Assess and adjust expectations and demands appropriately for individuals and the group regarding:</p> <ol style="list-style-type: none"> <li>a. fitness</li> <li>b. strength</li> <li>c. social cohesion</li> <li>d. loners</li> <li>e. wandering</li> <li>f. gender differences</li> <li>g. size differences</li> <li>h. experience levels</li> <li>i. fatigue and unwellness</li> <li>j. other individual/social/cultural characteristics</li> <li>k. age variations.</li> </ol>
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## 9.8 Equipment

ELEMENTS	TOPICS
<p>55. CLOTHING</p> <p>Clothing suitable for the activity and conditions</p>	<ol style="list-style-type: none"> <li>a. Personal clothing suitable for:               <ol style="list-style-type: none"> <li>I. expedition and expected conditions</li> <li>II. emergency conditions.</li> </ol> </li> <li>b. Knowledge of clothing needs, especially:               <ol style="list-style-type: none"> <li>I. boots, headwear, footwear</li> <li>II. protection against the sun, insects, snakes, spiders, plants etc., multiple layers, wicking, waterproofs, life jackets.</li> </ol> </li> </ol>
<p>56. PERSONAL EQUIPMENT</p> <p>Selection of personal equipment</p>	<ol style="list-style-type: none"> <li>a. Identify and select equipment with consideration of contextual issues</li> <li>b. Identify and select equipment suitable for the conditions and Participants' needs</li> <li>c. Principles of backpack and sleeping bag design</li> <li>d. Thermal insulation, general and for sleeping</li> <li>e. Selecting personal equipment suitable for:               <ol style="list-style-type: none"> <li>I. the journey and expected conditions</li> <li>II. emergency conditions</li> <li>III. waterproofing, load carrying, pack weights</li> <li>IV. adjustment or correct fitting of equipment to ensure comfort and safety</li> <li>V. appropriate clothing and footwear.</li> </ol> </li> </ol>
<p>57. ISSUE, FIT &amp; CHECK CLOTHING &amp; PERSONAL EQUIPMENT</p>	<p>Pre-journey checks of personal clothing, equipment, and supplies, including footwear</p>

<p>58. GROUP EQUIPMENT Selection of group equipment</p>	<p>a. Select group equipment suitable for the expedition and expected conditions b. Identify equipment needs. Use equipment in a manner which minimises damage c. Plan use, carriage, and sharing of important resources</p>
<p>59. CORRECT USE OF OUTDOOR EQUIPMENT</p>	<p>a. Use equipment according to manufacturer's specifications or accepted industry practice to ensure design limits are not exceeded b. Use equipment correctly and properly adjust it c. Pack equipment correctly/appropriately d. Keep loads within the capacity of each individual e. Recommended pack weights and distribution of equipment f. Clean and store equipment correctly</p>
<p>60. ISSUE, FIT &amp; CHECK GROUP EQUIPMENT</p>	<p>Pre-journey checks of group equipment</p>

## 9.9 Adventurous Journey Guidelines – Summary

1. Make sure you check the Adventure Activity Standards in your State/Territory for the most up-to-date guidelines for Adventurous Journeys. Please note that some States or Territories may not have these. Your Award Operating Authority will be able to advise on details.
2. The key areas for consideration for training, preparation, and journeys are:
  - a. planning and preparation
  - b. navigation and route planning
  - c. safety
  - d. first aid
  - e. campcraft
  - f. care of environment
  - g. group skills
  - h. use of equipment
  - i. Adventurous Journey Supervisor qualifications and suitability.

## 9.10 Virtual Adventurous Journey Requirements

	REQUIREMENTS	MIN. TIME BRONZE	MIN. TIME SILVER
1.	<p>The VAJ will have 5 stages Stage 1: Preparation and training Stage 2: Planning Stage 3: Practice Stage 4: Journey &amp; Physical Activity Stage 5: Research Project</p> <p>i. General requirements: to be completed within a 5-week period</p>		

	<ul style="list-style-type: none"> <li>ii. The Virtual AJ to be facilitated and supervised by an AJ Assessor or AJ Supervisor approved by the Award Centre/Award Leader</li> <li>iii. The Virtual AJ must be logged on the ORB and all documentation to be uploaded onto the ORB</li> </ul>			
2.	<p>2.1 Complete virtual/cyber training based on the four topics below and resource materials provided in the Virtual AJ Package on the <a href="http://www.Belouga.org/dukeofed">www.Belouga.org/dukeofed</a> platform and activity packs from the Award Operating Authority (Division):</p> <ul style="list-style-type: none"> <li>i. Team Communication</li> <li>ii. Well-being and cyber responsibility – ‘Safe From Harm’</li> <li>iii. Research skills and project management</li> <li>iv. Physical Preparation (minimum 2 x 20 min Cardio physical activities).</li> </ul>	1.0 hr	1.0 hr	
	<p>2.2 Complete/refresh field-based AJ training on the following topics:</p> <ul style="list-style-type: none"> <li>i. Trip Planning</li> <li>ii. Equipment</li> <li>iii. Route planning, navigation, and mapping</li> <li>iv. First aid and risk management</li> <li>v. Campcraft.</li> </ul>	40 mins	40 mins	
	<p>2.3 Complete a Training Assessment for each of the Training Topics</p>	1.5 hrs	1.5 hrs	
3.	<p>Complete and document a detailed planning process to become familiar with:</p> <ul style="list-style-type: none"> <li>i. the virtual journey video format</li> <li>ii. the Pre-Viewing Tasks</li> <li>iii. the Team Challenges</li> <li>iv. Full day meal plans for the virtual journey and meal preparation (min. one cooked meal for Bronze, two meals for Silver)</li> <li>v. Physical activity selection</li> <li>vi. Research project selection and completion.</li> </ul>	1 hr	1 hr	
4.	<p>Previewing and route preparation tasks Allocated virtual journeys should be previewed by specified team members (documented in the planning template) and discussed by the team (20 minutes per route plus discussion time).</p>	1.5 hrs	1.5hrs	
5.	<p>Bronze: Complete a Practice Session with a minimum:</p> <ul style="list-style-type: none"> <li>i. 1 video journey (not to be used for the Qualifying Journey),</li> <li>ii. 1 team challenge,</li> <li>iii. 30 mins testing of the selected &amp; agreed physical challenge, and assessment of the research project. Minimum 1 team discussion and 1 hour of individual research.</li> </ul>	<p>Silver: Complete a Practice Session with a minimum:</p> <ul style="list-style-type: none"> <li>iv. 2 video journeys (not to be used for the Qualifying Journey),</li> <li>2 team challenges,</li> <li>v. 30 mins testing of the selected &amp; agreed physical challenge, Assessment of the research project. Minimum 1 team discussion and 1 hour of individual research.</li> </ul>	3.5 hrs	4.5hrs
6.	<p>Bronze: Complete a Virtual Qualifying Journey with the following minimum requirements:</p> <ul style="list-style-type: none"> <li>i. 3 virtual journey videos with a minimum total of 2 hours of viewing</li> <li>ii. Min 4 Team Challenges – 1 hour for all discussion and write up</li> </ul>	<p>Silver: Complete a Virtual Qualifying Journey with the following minimum requirements:</p> <ul style="list-style-type: none"> <li>vi. Min. 4 virtual journey videos with a minimum total of 3 hours of viewing</li> <li>vii. Min 5 Team Challenges – 1.5 hours for all discussion and write up,</li> </ul>	8 hrs	12.5 hrs

	<ul style="list-style-type: none"> <li>iii. 3 hours of physical activity with a benchmark of 15,000 steps or a similar challenge suitable for the group’s capacity</li> <li>iv. Complete feedback report after each video, of 250 words each</li> <li>v. Cook one ‘joint’ meal (lunch or dinner) – 1 hr.</li> </ul>	<ul style="list-style-type: none"> <li>viii. 5 hours of physical activity with a benchmark of 15,000 steps or a similar challenge suitable to the group’s capacity</li> <li>ix. Complete feedback report after each video, of 200 words each</li> <li>Cook two ‘joint’ meals (lunch or dinner) – 2 hr.</li> </ul>		
7.	<p>Complete a team research project with the following minimum features:</p> <ul style="list-style-type: none"> <li>i. Completed within 10 days of the Virtual Qualifying Journey</li> <li>ii. Preparation to include learning about Action Research</li> <li>iii. The topic to be familiar to all team members so that each can bring some experiential learning to the team discussions</li> <li>iv. Team members will undertake their own research (Bronze min. 2 hours, Silver min. 4 hours),</li> <li>v. The team will meet at least 3 times for at least: Bronze 30 minutes; Silver 60 minutes</li> <li>vi. A final report to be prepared as a team in a format agreed with the Virtual AJ Assessor.</li> </ul>	5 hrs	7.5hrs	

**Total Hours (Practice and Qualifying):**

**23+ hours**

**31+ hrs**

# Chapter 10 – History and Background

## 10.1 How It All Began

## 10.2 The Duke of Ed in Australia

## 10.3 The International Association

## 10.4 History and Background – Summary

## 10.5 Beyond Participation



*First Australian Gold Award Ceremony on HMY Britannia, 1963 – Circular Quay, Sydney  
Left to right – Michael Dillon, Sir Adrian Curlewis, and HRH The Prince Philip, Duke of Edinburgh*

# Chapter 10 – History and Background

## 10.1 How It All Began

The Duke of Ed was first introduced in the United Kingdom in 1956. The aim was to motivate boys aged between 15 and 18 to become involved in a balanced program of voluntary self-development activities to take them through the potentially difficult period between adolescence and adulthood.

The program was designed with great care by a small team, led by HRH The Duke of Edinburgh, Dr Kurt Hahn, German educationalist and founder of Outward Bound and the United World Colleges, and Sir John (later Lord) Hunt, leader of the first team to conquer Mount Everest.

Within the first year of its establishment, the lower age limit was reduced to 14, where it has remained ever since. A girls' program was launched in 1958 and the two separate schemes were amalgamated in 1969. In 1957, the upper age limit was increased to 19, increased again to 20 in 1965, increased to 21 in 1969, and finally increased to 25 in 1980.

The unique flexibility of the Duke of Ed's Framework design made it ideally suited to easy adaptation and integration with different cohorts of young people, cultures, and associations and it was soon adopted by schools and youth organisations in other countries.

Since 1956, the program has developed and grown and now reaches young people in over 130 countries and territories.

Internationally, the Duke of Ed operates under the same principles but under a number of different titles, including The Duke of Edinburgh's Award, The International Award for Young People, The President's Award, and The National Youth Achievement Award. More specific national titles are also used, for example Prémio Infante D. Henrique in Portugal and Avartti in Finland. A current list can be found online at [www.intaward.org](http://www.intaward.org)

Today, the basic principles of the Duke of Ed remain the same, but the activities and delivery continue to evolve and adapt to suit the changing demands of modern society and the varying needs of young people. The Duke of Ed is now a major international Framework recognised and used by organisations working with young people throughout the world.

## 10.2 The Duke of Ed in Australia

The initial work for the Duke of Ed to commence in Australia began in June 1958 under the leadership of Sir Adrian Curlewis, President of the National Fitness Council at the time. While seeds were planted across Australia, the Duke of Ed commenced in two Sydney schools in 1959 and developed in each State and Territory, with the respective Chairpersons meeting as the Australian Coordinating Council from 1962 on.

The Australian Coordinating Council (ACC) became incorporated in 1986. In November 2000 the International Award Secretariat licenced the ACC as the Australian National Award Authority. In August 2004, the National Award Authority became a Company limited by guarantee. In 2019, the National Award Authority's name was changed to the National Award Operator.

The National Award Operator has licenced the existing authorities in each State and Territory to operate the Award program. The representation of these eight Award Operating Authority Award Committees by the National Award Operator has continued.

Each Award Operating Authority Committee further delegates the operation of the Duke of Ed Framework to Award Centres which agree to meet the criteria for the Duke of Ed and support and encourage young people to use the Framework.

The Award Centres and their Award Leaders are the great strengths of the Duke of Ed Framework. It is through their commitment to young people that the Duke of Ed in continues to grow and provide a unique opportunity for young Australians.

## 10.3 The Duke of Edinburgh's International Award Foundation and the Association

**The Duke of Edinburgh's International Award Association** (the Association) was constituted in 1988 and is made up of 69 national Award bodies and 350 Independent Award Centres (IACs) in more than 130 countries and territories.

The Association was formally constituted to act as a means for discussion and communication between members, and to uphold the principles and standards of The Duke of Edinburgh's International Award program. These principles and standards are set out in the International Declaration, the Fundamental Principles, the Operational Principles, and the Code of Practice to which all members of the Association subscribe.

The [International Council](#) is the governing body for the Association. The International Council is chaired by one of the Trustees of the Foundation.

Today the work of the Association is undertaken by the **International Award Foundation (IAF)**, based in London, United Kingdom, which is responsible for all aspects of the Duke of Ed and licensing its use to national bodies and individual organisations.

The IAF has regional offices in:

- Europe, the Mediterranean, and the Arab States
- Asia-Pacific region
- Africa
- The Americas

Each of these Regions has a full time Regional Director and staff based there. For the most up-to-date details, go to [www.intaward.org](http://www.intaward.org)

Each of the four Regions chooses three NAOs to represent them on the International Council, which is a consultative body to the IAF.

### **10.3.1 The International Declaration**

The Duke of Ed Framework is one of individual challenge. It presents to young people a balanced, non-competitive program of voluntary activities that encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves, and service to their community.

### **10.3.2 The Code of Practice**

1. To maintain comparable standards of operating practice, as advised by the International Secretariat.
2. To manage the Duke of Ed Framework fairly and impartially in all respects.
3. To ensure that the Duke of Ed Framework is freely available to all young people of the appropriate ages, without regard to sex, race, religion, political affiliation, or any other personal circumstances.

## **10.4 History and Background – Summary**

1. The Duke of Ed began in the UK in 1956.
2. The Duke of Ed began in Australia in 1959.
3. The Duke of Ed has a presence in approximately 130 countries and Territories around the world.
4. The Duke of Ed is managed by the Foundation in four global regions:
  - a. Europe, the Mediterranean, and the Arab States
  - b. The Asia-Pacific region
  - c. Africa
  - d. The Americas.
5. The Duke of Ed is governed by:
  - a. The International Declaration
  - b. The Fundamental Principles
  - c. The Operational Principles
  - d. The *Code of Practice*.

## **10.5 Beyond Participation for Alumni**

Participants may have finished Bronze, Silver, and Gold, but their involvement with the Duke of Ed need not stop there. Nor indeed need the involvement of Award Leaders or Assessors stop there. There are many opportunities to stay connected both in Australia and around the world:

1. Join our Global Award Alumni Network to re-engage with the Award in Australia, reconnect with Award Holders, attend Alumni events, receive special offers, and carry on the lifelong learning principles of the Award.
2. Become an Award Leader or an Activity Assessor and mentor Participants.
3. Volunteer your time at Duke of Ed events.
4. Run a fundraising event to help the Duke of Ed grow and offer more young people the opportunity to achieve something for themselves.
5. Make a tax-deductible donation to The Duke of Edinburgh's International Award.

6. Attend an international event.
7. Work for the Duke of Ed. From time to time, positions become available all around the country.
8. Become an Award Friend, Ambassador, or Supporter.
9. Encourage your employer to become a Duke of Ed employer.

More information is available at the national website  
[www.dukeofed.com.au](http://www.dukeofed.com.au)



# Chapter 11 – Duke of Ed Outcomes and Impact

11.1 Introduction

11.2 Unique Strengths of the Duke of Ed

11.3 Duke of Ed Outcomes

11.4 Duke of Ed Impacts



**Ngarijan Rosser-Bonner – PCYC, QLD**

*“When I finished school I had no passion for anything, generally I just sat at home on the couch. Dukes was the one thing that kept me occupied and healthy. I had no sense of who I was or wanted to be and where I wanted to go with life. Dukes has changed my outlook on life and has opened my eyes to the importance of my culture and keeping it alive.”*

# Chapter 11 – Duke of Ed Outcomes and Impact

## 11.1 Introduction

Alumni have different experiences of using the Duke of Ed Framework. Many say that, more than anybody else, it was their Award Leader who inspired them to complete their Duke of Ed, demonstrating the key role that an Award Leader plays in a Participant's use of the Duke of Ed Framework. Developing an understanding of the uniqueness and benefits of the Duke of Ed and its impact on young people's lives helps to appreciate the value of mentoring and guiding young people through their Duke of Ed experience.

## 11.2 Unique Strengths of the Duke of Ed

The unique strengths of the Duke of Ed are that:

1. It can be used by any group or organisation working with young people. It offers youth organisations and agencies a way of gaining international recognition for development activities with young people.
2. It is based on enduring principles and a robust methodology, but is flexible enough to be used with any young person, whatever their needs.
3. It focuses not on external and universal standards, but on self-directed learning based on individual goals – any young person can use the Framework and achieve their Duke of Ed, whatever their starting point.
4. It is low-cost to access, also comes with funding support where required, and uses existing youth development networks and infrastructure to reach young people.
5. It is a locally adaptable Framework, flexible enough to meet the requirements of local and national youth policy objectives.
6. It is supported by an extensive global network that ensures its quality and provides access to youth development expertise, training, and best practice.

### 11.3 Duke of Ed Outcomes

The Duke of Ed can play a vital role in providing opportunities for young people to develop essential life skills, complementing their formal education or workplace experience. This enables them to grow in confidence and in their ability to contribute positively to their communities. The Duke of Ed’s success and flexibility is evidenced by the fact that it has spread to about 130 countries and territories. It is important to understand the definitions of outcomes and impacts, and the links between them. Outcomes are the changes, benefits, learning, or other effects that result from what the Duke of Ed offers or provides. Impacts are the broader or longer-term effects of the Duke of Ed’s outputs, outcomes, and activities.

Due to the complexity and long-term nature of impact areas, they are difficult to measure directly during the time of an individual young person’s Duke of Ed experience. However, certain outcomes can contribute to the achievement of certain impacts and this can be shown with existing empirical evidence.

Evidence shows that all young people need to develop both cognitive skills (e.g. maths, problem-solving, and language skills) and social and emotional capabilities to help them achieve the long-term outcomes that they, and others, value in their lives both right now and for their future.

Drawing on previous research undertaken on the Duke of Ed and other youth organisations, and existing research and recommendations on the outcomes of non-formal education, the Foundation has developed a framework for the outcomes of the Duke of Ed for young people. It has been found that using the Duke of Ed Framework to organise and accredit non-formal education and learning helps young people develop the following social and emotional capabilities.

Outcome	Definition
Confidence	Self-reliance, self-esteem, self-efficacy, capacity to act in one’s own interest and need, self-belief, and ability to shape your own life and the world around you.
Self-reflection	Reviewing, self-awareness, self-control, reflecting, self-regulating, self-accepting etc.
Resilience and determination	Self-disciplined, self-management, self-motivated, focused, having a sense of purpose, persistent, self-controlled etc.
Interpersonal skills and leadership	Motivating others, valuing and contributing to teamwork, negotiating, establishing positive relationships, interpreting others, managing conflict, empathising etc.
Creativity and adaptability	Imagining alternative ways of doing things, applying learning in new contexts, enterprising, innovating, remaining open to new ideas, reading situations correctly, and adapting as required.
Planning and problem solving	Navigating resources, organising, setting, and achieving goals, decision-making, researching, analysing, critical thinking, questioning and challenging, evaluating risks, reliability etc.
Civic competence	The ability and willingness to engage in active participation, based on an attitude of trust in other people, in all the contexts of social life – school, local community, workplace, recreational activities etc.

Intercultural competence	Ability to operate in different cultural settings (different ages, skills, religions, languages etc.), adaptability to changing circumstances, and ability to sense and respond to new contexts.
Personal and social wellbeing	A person's state of mind, relationship with the world around them, and the fulfilment they get from life – wellbeing, life satisfaction etc.
Communication	Explaining, expressing, presenting, listening, questioning, using different ways of communicating etc.

## 11.4 Duke of Ed Impact

The Duke of Ed has developed a number of impact measures after examining existing research and evidence on its effectiveness as a youth development framework. Much of this evidence is based on young people's own reports of how using the Duke of Ed Framework has transformed their outlooks. It also takes into account the views of employers, educational institutions, parents, and youth leaders.

The impact measures have been benchmarked against international frameworks such as the UN Sustainable Development Goals and against the development objectives of regional and international organisations such as the Commonwealth Youth Programme.

# Duke of Ed Impact



## Improved educational attainment

Improving young people's attendance at school and college, their commitment to education, and their achievement levels.



## Improved employability and sustainable livelihoods

Improving young people's employability levels and ability to support themselves financially when they need to do so.



## Improved health and wellbeing

Increasing young people's physical fitness and their own sense of emotional and mental wellbeing.



## Increased participation in civic life

Increasing young people's involvement in volunteering and community activities, and their participation in the social and political life of their community.



## Social inclusion

Improving community integration, acceptance of individual differences, and increasing the access of all young people to development opportunities.



## The environment

Increasing young people's awareness of environmental issues and involvement in sustainability initiatives.



## Gender equality and the empowerment of women

Bridging the gender gap and empowering marginalised young women, building their self-worth and enabling them to demonstrate their potential.



## Reduction of violence, conflict resolution, and peace building

Reducing inter-and intra-group conflict and violence and building dialogue and co-operation within communities.



## Reduced reoffending (recidivism) rates

Reducing youth crime and contributing to the reduction of reoffending rates.

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