

**The Duke of Edinburgh's
International Award
2024 EDITION 1.0**

dukeofed.com.au



HANDBOOK

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Message from the Chair...

It is with great pleasure that I introduce you to this latest version of The Duke of Edinburgh's International Award Australian Handbook. As each edition is released, we continue to take on board much welcomed feedback to ensure a rich handbook experience.

Since 1959, The Duke of Edinburgh's International Award has grown and evolved with each new generation and with that, so does this Handbook. This edition strives to be more visual and concise, without compromising on any essential details. You'll find more explanatory graphics and visual aids with the aim to make it easier for you to consume and interact with the content.

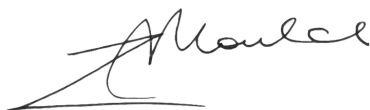
While this Handbook may bring a new look and feel, some things don't change. Our focus for the Duke of Ed continues to be improving wellbeing, furthering education pathways and increasing employability.

The Duke of Ed still to this day is the leading non-formal education and learning framework offering a transformative journey for all young Australians looking to develop essential life skills to become world ready. Thus far, the Duke of Ed has positively impacted over 1 million young Australians.

Our Framework is more relevant than ever as we have entered an era where tertiary providers and employers are increasingly demanding evidence of non-formal education. Hence this Handbook is an essential tool for our network of over 60,000 dedicated adult volunteers in ensuring you deliver the Duke of Ed competently and safely.

Please take the time to read through this Handbook carefully. It will be your go-to source of wisdom in clarifying conditions and requirements. However, know that you can also lean on your Division for any unique questions you may not find the answer to in this Handbook.

The Duke of Ed is a collective effort and I thank you in joining us with our shared vision for all young people in Australia, from every background and life circumstance, to have the opportunity to be equipped as individuals to succeed in life.



Tom Mould AO
Chair



Introduction - How to use this Handbook

This Handbook is an essential guide for anyone involved in delivering The Duke of Edinburgh's International Award (the 'Duke of Ed') in Australia. It serves as a comprehensive resource outlining the Framework and how it is delivered, ensuring that all readers understand how to assist young people to successfully complete their program.

Purpose and content

The Handbook details the Duke of Ed's 3 Level structure — **Bronze**, **Silver** and **Gold**—and explains the specific requirements and commitments for each. It covers the 4 core Sections to each Level: **Physical Recreation**, **Skills**, **Voluntary Service** and **Adventurous Journey**, along with the additional **Gold Residential Project** for **Gold** Level. The chapters covering the core Sections include guidelines on how to assist Registered Users to select activities, set personal goals and track progress, ensuring the design of personalised programs that align with an individual's interests and passions. The Handbook also covers the various critical roles and responsibilities involved in delivering the Duke of Ed.

How to use it

Duke of Ed staff and volunteers should refer to the Handbook regularly as they assist a Registered User throughout their experience. It offers instructions for registering, planning activities and documenting and assessing achievements. By following the guidance provided in the Handbook, staff and volunteers can ensure they meet all requirements and effectively support and mentor Duke of Ed Registered Users.

The Duke of Edinburgh's International Award Handbook equips Duke of Ed Users with the knowledge and confidence needed to provide a rewarding and transformative experience for young people across Australia.

Tip: Any time you need to return to the Table of Contents, simply click on the logo.



Glossary

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

Accreditation – Official recognition that an individual has met all requirements of a Duke of Ed Level, validating the accomplishments and skills gained.

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

Adventurous Journey – One of the mandatory Sections of the Duke of Ed, which requires Registered Users to undertake a team journey in a challenging and unfamiliar environment, with an agreed Team Goal and in a small team of 4 to 7. It is completed for all 3 Levels (**Bronze**, **Silver** and **Gold**) and its components include Preparation and Training and a Qualifying Journey. At least 1 Practice Journey is also completed.

Adventurous Project – The Adventurous Project is a journey that does not quite conform to the exact requirements of an **Adventurous Journey**, although the aim and ethos remain the same. The Adventurous Project is at least as demanding (and is often significantly more demanding) than a standard Journey.

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

Assistant Duke of Ed Leader – A Volunteer who assists the Duke of Ed Coordinator/Leader. An Assistant Duke of Ed Leader cannot accept registrations or approve Duke of Ed Levels. They will typically have a minimum of Level 1 training.

Authorising Contact/Senior Officer – The authorised representative of the organisation licensed to deliver the Duke of Ed Framework.

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. Please note, the preferred terminology is now the 'Duke of Ed' rather than 'Award' (as the latter term suggests something that is 'won').

Award Operating Authority (AOA) – Licensed by the National Award Operator as the governing, administrative and support body of the Duke of Ed. An AOA Licence may be held by a Government department or a company/association established for the purpose of delivering the Duke of Ed Framework. AOAs are authorised to sub-license Duke of Ed Centres within their State/Territory to deliver the Duke of Ed Framework and provide support to these Duke of Ed Centres. AOAs are also referred to as *Divisions* and/or *State/Territory Duke of Ed Offices*.

Bronze Level – A **Bronze** Duke of Ed Level can be commenced at 14 years of age and requires a minimum 6-month commitment (see [1.9 Time Requirements](#)).

Digital Credential – A digital credential is a shareable electronic record of an individual's acquired competencies, skills and achievements. Every credential contains verifiable data that confirms what, where and how someone earned that credential. They are a convenient way to share accomplishments and abilities online with tertiary institutions and potential employers. Information related to [accepting a digital credential](#) is available at support.credly.com.

Direct Entrant – A Registered User who starts **Silver** Level without first completing **Bronze** or who starts **Gold** Level without first completing **Silver**.

Division – A collective term for both AOAs and State/Territory Duke of Ed Offices who operate directly under the National Award Operator. (See ['Award Operating Authority'](#)).

The Duke of Ed – The preferred abbreviation for The Duke of Edinburgh's International Award. (See also ['The Duke of Ed Framework'](#) and ['Award'](#)).

Duke of Ed Achiever – A person who has achieved a Duke of Ed Level – **Bronze**, **Silver** or **Gold**.

Duke of Ed 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 Division to deliver The Duke of Edinburgh's International Award in Australia.

Duke of Ed Coordinator – The Senior Duke of Ed Leader in Duke of Ed Centres with 2 or more Leaders. They are the key contact in a Centre and are responsible for setting up and delivering the Duke of Ed in that organisation, supporting other Duke of Ed Leaders, overseeing Duke of Ed groups and communicating with the relevant State/Territory Duke of Ed Office and/or National Office.

The Duke of Ed Framework – This refers to the 4 Sections of the Duke of Ed (plus **Gold Residential Project** for **Gold** Level) and the 3 Levels of the Duke of Ed.

Duke of Ed Handbook – The key reference publication regarding the conditions and requirements of the Duke of Ed in Australia, produced and distributed by the National Award Operator in Australia.

Duke of Ed Leader – An adult who, after completing the compulsory training, is appointed by a Duke of Ed Centre to act as a representative of the Duke of Ed Centre and to have overall responsibility for the delivery of the Duke of Ed Framework for that organisation. Throughout this Handbook, the term Duke of Ed Leader is used as a generic term which includes Senior Duke of Ed Leaders, Certified Duke of Ed Leaders and Duke of Ed Coordinators.

Duke of Ed Level – There are 3 Duke of Ed Levels – **Bronze**, **Silver** and **Gold**.

Educational Organisation – An education facility or site of the registered provider where classroom-based teaching or off-the-job training occurs.

Family – The National Award Operator defines family members as including first, second, and third-degree relatives. First-degree relatives include the Registered User's parents, stepparents, guardians, full siblings, or children. Second-degree relatives include the Registered User's grandparents, grandchildren, aunts, uncles, nephews, nieces, or half-siblings. Third-degree relatives include the Registered User'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 Registered User's Activity Assessor or Supervisor, but exemptions may be granted by the Duke of Ed Leader on behalf of the Duke of Ed Centre or by the relevant State/Territory Duke of Ed Office after considering the nature and degree of the relationship of the family member with the Registered User 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 **Specific, Measurable, Achievable, Realistic, and Timely**. A SMART goal incorporates all these criteria to help focus efforts and increase the chances of achieving goals.

Gold Level – The highest Level of the Duke of Ed, available only to those who are aged 16 to 24 years old or who have completed the **Silver** Level requirements and can make a minimum 12-month commitment.

Gold Residential Project – A fifth Section of the Framework only required at the **Gold** Level. This requires 5 days and 4 nights away from the Registered User'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 Duke of Ed, provide young people with access to the Duke of Ed Framework and preserve the quality and integrity of the Duke of Ed worldwide.

The IAF owns the Duke of Ed Framework and licences all other entities who manage or deliver the Duke of Ed Framework.

Licence – The Duke of Edinburgh's International Award Foundation licenses the delivery of the Duke of Ed Framework 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 license AOAs / Divisions / State/Territory Duke of Ed Offices using a tiered Licence agreement which enables the Division to sub-license Duke of Ed Centres.

Major Section – Required for all Duke of Ed Levels when a Registered User has not completed a previous Duke of Ed Level. This includes all **Bronze** Registered Users, **Silver** Registered Users who have not completed a **Bronze** Duke of Ed and **Gold** Registered Users who have not completed a **Silver** Duke of Ed. A Major Section is undertaken for an additional length of time which depends on the Duke of Ed Level. A Registered User can choose their Major Section from the **Physical Recreation, Skills** or **Voluntary Service** Sections.

Mentor – A Volunteer appointed by the Duke of Ed Centre, typically by the Duke of Ed Leader, to directly support and encourage 1 or more Registered Users should a Duke of Ed Leader need extra assistance. The mentor is typically not highly trained in the Framework and may also often be an Activity Assessor for one of the Sections. Duke of Ed Achievers are often a target group to act as mentors for younger Registered Users. The mentor's role is to make regular contact, show interest and assist with troubleshooting or with locating potential Activity Assessors. Also refer to '*Assistant Duke of Ed Leader*'. Some Duke of Ed Centres with large numbers or remote Registered Users use mentors to support sub-groups within their organisation, club or school.

Minimum Time Requirements – The minimum length of time needed to achieve a Level.

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

National Award Operator (NAO) – The body authorised to operate The Duke of Edinburgh’s International Award Framework on a national basis in Australia and the Solomon Islands. Only 1 NAO is licensed in each country or territory. The NAO is also referred to in this document as the ‘National Office’.

Non-formal education and learning – Learning that takes place during activities not being accredited towards a formal secondary or tertiary education qualification or certificate, i.e., not part of a formal program of study.

Open Duke of Ed Centre – A Duke of Ed Centre which does not have access restrictions such as needing to be a student or a member. An Open Duke of Ed Centre typically operates across a broader geographic area (e.g., a city/region/state). This differs from most Duke of Ed Centres, which are approved to manage the Duke of Ed for a specific organisation, such as a school, club or community group.

Online Record Book (ORB) – An online platform to record a Registered User’s Duke of Ed activities and associated files (e.g., documents, photo records). Also acts as an online management tool for State/Territory Duke of Ed Offices, Duke of Ed Leaders and Activity Assessors. Information related to registering and using the ORB is detailed in the [ORB User Guide](#).

Registered User – A young person who, through the registration process, has been accepted to access and engage with a Duke of Ed **Bronze**, **Silver** or **Gold** Level. Also referred to as ‘Duke of Ed User’.

Physical Recreation – One of the mandatory Sections of the Duke of Ed Framework, requiring Registered Users to improve their physical fitness and wellbeing and to get active. Completed for all 3 Levels (**Bronze**, **Silver** and **Gold**).

Practice Journey – The aim is to provide Registered Users with sufficient experience to enable them to plan and undertake their Qualifying Journey safely and confidently.

Program – The activities a Registered User selects for Sections when undertaking a Duke of Ed Level.

Qualifying Journey – At all Duke of Ed Levels, it is a requirement of the Duke of Ed that Registered Users undertake a Qualifying Journey as the final component of their **Adventurous Journey**. This is where Registered Users put the skills learnt in the Practice Journey to good use. Registered Users should usually complete at least 1 Practice Journey before their Qualifying Journey.

Record Book (Paper Book) – Used prior to the ORB to record Registered User’s Duke of Ed activities, progress and completion. If Registered Users are unable to use the ORB due to internet access issues or special needs, then Registered Users, Duke of Ed Leaders, Activity Assessors and State/Territory Duke of Ed Offices may use offline paper records or other online records to manage the progress and approval of a Duke of Ed Level.

Regular Activity – Consistent effort by Registered Users logged towards the **Physical Recreation**, **Skills** or **Voluntary Service** Sections of a Duke of Ed Level.

Section – The Duke of Ed includes 4 mandatory Sections – **Skills**, **Physical Recreation**, **Voluntary Service** and **Adventurous Journey**. At **Gold** Level a fifth Section, the **Gold Residential Project**, is also mandatory.

Showcase – Present and highlight the interests, achievements, skills, and experiences gained by using the Duke of Ed Framework.

Silver Level – A **Silver** Duke of Ed Level can be commenced at 15 years of age or after completing the **Bronze** Level requirements and requires a minimum 6-month commitment (see [1.9 Time Requirements](#)) for further details.

Skills – One of the mandatory Sections of the Duke of Ed, requiring Registered Users to develop personal interests and skills. Completed for all 3 Levels (**Bronze**, **Silver** and **Gold**).

State/Territory Duke of Ed Office – Refers to both Award Operating Authority (AOA) and National Award Authority (NAO) based operations. (See entries for [‘Award Operating Authority’](#) and [‘Division’](#)).

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

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’](#).

Virtual Journey - Part or all of an **Adventurous Journey** may be completed by a virtual mode. 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.

Voluntary Service – One of the mandatory Sections of the Duke of Ed requiring Registered Users to connect with the community and give useful service to others. Completed for all 3 Levels (**Bronze**, **Silver** and **Gold**).

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

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Chapter 1

The Duke of Edinburgh's International Award

Chapter 1 - Introduction to The Duke of Edinburgh's International Award

1.1 Our Mission

To be Australia's most recognised and used youth non-formal education accreditation framework, in order that: *All young people in Australia, from every background and life circumstance, have the opportunity to be equipped as individuals to succeed in life.*

1.2 What is The Duke of Edinburgh's International Award?

The Duke of Edinburgh's International Award (the 'Duke of Ed') is the world's leading accreditation Framework used by schools and other organisations to support young people to achieve their non-formal education goals. It aims to provide every young Australian with the opportunity for a positive and rewarding journey of self-discovery. The Duke of Ed is open to all young people aged 14 – 24 (see [1.10 Age Requirements](#)) and is offered in more than 130 countries worldwide.

There are 3 Levels of the Duke of Ed – **Bronze**, **Silver** and **Gold** – with each ascending Level becoming progressively longer and more challenging with respect to activity selection and goal setting. Different age limits, time commitments and prerequisites apply to each.

For each Duke of Ed Level, the Framework requires Registered Users to select activities for the 4 core Sections: **Physical Recreation**, **Skills**, **Voluntary Service** and **Adventurous Journey**. In collaboration with their Duke of Ed Leader, the Registered User sets individual goals for each of these Sections, which they strive towards over the duration of the Level.

Note, while each Level consists of the same 4 core Sections, at **Gold** Level there is an additional **Gold Residential Project** (a purposeful activity in a residential setting in the company of others who are not usual companions).

The Duke of Ed is structured so that Registered Users can design their own unique program, centred around their interests and passions, while also considering the strategic intent, educational priorities and the policies of their host Duke of Ed Centre.

Through the process of extending or learning new skills, becoming more physically active, volunteering in the community and undertaking a team adventure/challenge, the Duke of Ed equips and empowers young people to achieve their personal best. It also offers the opportunity to work with others while focusing on individual abilities.

For a Registered User to complete the Duke of Ed Framework, they must show commitment, progress and improvement in each of their Sections.

1.3 Reach

In Australia over 55,000 young people use the Duke of Ed Framework annually, supported by a network of over 60,000 adult Volunteers. The Duke of Ed is offered in cities, rural and remote areas and Indigenous communities; through government and non-government schools and universities; a wide range of organisations including refugee support programs, sports clubs, employers, prisons and youth detention centres; and community organisations such as Surf Life Saving, disability groups and other youth organisations/programs.

1.4 Benefits of Using the Duke of Ed Framework



Accessibility

It can be used by any school, youth-oriented group or organisation to manage students'/members' non-formal education activities and have these accredited.



International recognition

The Duke of Ed is highly regarded by companies, educational institutions and many other organisations around the world as a marker of commitment and integrity. As an accreditation, it is supported by an extensive global network that ensures its quality and provides access to non-formal education expertise, training and best practice. Levels are accredited using a digital badge issued by Credly, a major international digital badging company.



Flexibility

It is based on enduring principles and a robust educational methodology but is flexible enough to be used by any young person, whatever their needs and abilities. It can also be adapted to meet local and national youth policies.



Self-directed learning

The Duke of Ed is about the attainment of individual goals, rather than meeting external or universal standards. This means a young person can use the Framework and achieve 1 or more Levels, whatever their starting point.

1.5 Impact

The Duke of Ed's annual Satisfaction Report demonstrates the impact the Duke of Ed Framework has on a young person's personal development. The positive results consistently show evidence of a spike in critical 21st century skills developed (also referred to as core life skills), including those outlined below, as a result of using the Duke of Ed Framework.

The positive impact of non-formal education has also been widely acknowledged by global organisations and reinforces the value provided by the Duke of Ed on the overall educational improvements in developing core life skills. The United Nations Foundation deems that "in the face of globalisation and increased social and ecological pressures, non-formal-education programs around the world are excelling at promoting young people's personal development and equipping them with the knowledge and skills needed to take an active role in solving problems globally and locally. Besides fostering soft and life skills that are critical in the 21st century, non-formal education also aims to guarantee access to education for all, especially where formal education is not available to everyone".

The positive impact is also reflected in the views of employers, educational institutions, parents and youth leaders. So much so that an increasing number of recruiters and tertiary educators are looking for evidence such as the Duke of Ed accreditation to showcase a broader range of personal achievements.

These impact measures have been benchmarked against international frameworks such as the [UN Sustainable Development Goals](#) and the development objectives of regional and international organisations such as the Commonwealth Youth Programme.

Impact of the Duke of Ed Framework



Impact #1

Improved employability and earning potential



Impact #2

Improved physical health and fitness



Impact #3

Improved mental health and emotional wellbeing



Impact #4

Increased engagement with charitable and community causes



Impact #5

Improved environmental impact



Impact #6

Increased social cohesion



Impact #7

Reduced offending

1.6 Principles

The Duke of Ed Framework is delivered in accordance with 3 sets of principles: the *Guiding Principles*, the *Fundamental Principles* and the *Operational Principles*.

1.6.1 Guiding Principles

The principles underpinning the Duke of Ed Framework are that it is:



Individual

An individual can design their program according to their preferences, interests, circumstances and location. They start at the Level that suits them best and there is no time limit to finishing (as long as age limits are adhered to).



Non-competitive

The Duke of Ed is a personal challenge and not a competition against others. Every program is tailored to reflect the individual's starting point, abilities and interests.



Achievable

With the right guidance and inspiration, the Duke of Ed is achievable by anyone, regardless of ability, gender, background or location.



Voluntary

Individuals using the Duke of Ed Framework freely choose to do so through voluntarily contributing substantial free time in undertaking their Duke of Ed activities. Regardless of the Duke of Ed being offered through school, university, work, custodial hours or as extra-curricular activity, Registered Users also commit their own time.



Developmental

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.



Balanced

The Duke of Ed provides a balanced Framework to develop the individual's mind, body and community spirit by engaging them in 4 activities at **Bronze** and **Silver** Levels and 5 activities at **Gold** Level.



Progressive

The Duke of Ed is about setting goals and working towards them. At each Level of engagement, it requires progressively more time, commitment and responsibility from Registered Users.



Inspirational

The Duke of Ed inspires individuals to exceed their own expectations. Registered Users set their goals before starting an activity and a Level is considered successfully completed if improvement is shown in the pursuit of these goals. Inspiration results from being encouraged to continue, having efforts recognised and by ultimately completing the Duke of Ed.



Persistence

The Duke of Ed requires sustained persistence and dedication – it can't be completed through short bursts of enthusiasm. Registered Users are also encouraged to continue to develop their interests beyond the Framework requirements.



Enjoyable

Registered Users and Duke of Ed 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.

1.6.2 Fundamental Principles

1. The criterion for achieving the Duke of Ed is individual improvement through persistence and achievement, taking into account the Registered User's initial capabilities and without any element of competition between Registered Users.
2. Use of the Duke of Ed by a school or other organisation is entirely voluntary, and the individual has a choice in the selection of activity options within the 4 Sections (5 Sections at **Gold** Level). There is no discrimination against participation on grounds of gender, race, religion or political
3. affiliation.









1.6.3 Operational Principles

The Duke of Ed Framework is provided in line with the following operational principles:

1. Registered Users must be between 14 and 24 years of age.
2. The basic structure of the Duke of Ed consists of the 4 mandatory sections: **Voluntary Service**, **Skills**, **Physical Recreation** and **Adventurous Journey**.
3. There are 3 Levels: **Bronze** (for those aged 14 or over), **Silver** (for those aged 15 or over) and **Gold** (for those aged 16 or over). Note that **Bronze** can be commenced by 13-year-olds that are part of a 14-year-old school year.
4. The minimum period of participation for direct entrants to qualify for a Duke of Ed Level is 6 months for **Bronze**, 12 months for **Silver** and 18 months for **Gold** Level.
5. At **Gold** Level, Registered Users must undertake a **Gold Residential Project** away from home.

1.7 The Duke of Ed Framework

For each Section, Registered Users must select an activity that fits within the Section guidelines and undertake it for the minimum required time for their Duke of Ed Level. For example, a Registered User 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**.

	 Bronze Minimum time 6 months	 Silver Minimum time 6 months	 Gold Minimum time 12 months
 Voluntary Service	3 Months	6 Months	12 Months
 Physical Recreation	3 Months	6 Months	12 Months
 Skills	3 Months	6 Months	12 Months
 Adventurous Journey	2 Days, 1 Night - Practice journey/s - Qualifying journey	3 Days, 2 Nights - Practice journey/s - Qualifying journey	4 Days, 3 Nights - Practice journey/s - Qualifying journey
 Gold Residential Project	N/A Gold level only	N/A Gold level only	5 Days, 4 nights
	Averaging 1 hour p/w + additional 3 months for major section in Voluntary Service, Physical Recreation or Skills	Averaging 1 hour p/w + additional 6 months for major section if Bronze Level not completed	Averaging 1 hour p/w + additional 6 months for major section if Silver Level not completed

1.8 Major Section Prerequisite

All Registered Users who have not completed a previous Level must complete a Major Section.

The Major Section is undertaken for an additional length of time (which depends on the Duke of Ed Level, see [1.7 The Duke of Ed Framework](#)). A Registered User can choose their Major Section from the **Physical Recreation**, **Skills** or **Voluntary Service** Sections.

1.9 Time Requirements

At each level of engagement, the Duke of Ed demands progressively more time, commitment and responsibility from the Registered User. See [1.7 The Duke of Ed Framework](#).

Note: The **Adventurous Journey** Section comprises 3 parts – preparation and training, at least 1 Practice Journey and the Qualifying Journey – with increasing minimum expedition time requirements for each Duke of Ed Level.

The following time requirements apply:

1. There are minimum time commitments that apply to each Section (expressed in whole months). See [1.7 The Duke of Ed Framework](#).
2. Generally, a Registered User must commit to a minimum of 1 hour per week for each activity they are doing across the **Physical Recreation**, **Skills** or **Voluntary Service** Sections of a Duke of Ed Level (i.e., in total it may involve a commitment of several hours per week). However, the Duke of Ed Leader can allow activities best completed in larger blocks of time, e.g., 2 hours per 2-week period. This may apply for Registered Users living with mobility restrictions or for activities requiring access to facilities not 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.
3. Completing a Level in a shorter time span by working more intensely is not permitted.
4. All activity must be logged by the Registered User in the Online Record Book (ORB).
5. Please note, the first activity log added to ORB will only attribute 1 hour towards the time requirement, even if more hours have been completed and logged. This is because it is the starting point of the logs and Registered Users cannot carry hours forward. See [Understanding ORB Activity Logging Algorithm PDF Guide](#).
6. The flexibility of the Duke of Ed Framework allows a Registered User to pause activities (e.g., due to illness, school holidays or exams) if required.
7. Time spent on a chosen activity prior to registration approval can't be included. However, at times there may be exceptional circumstances where a verbal agreement between a Registered User and a Duke of Ed Leader is applicable with regards to a start date, but the ORB registration approval date doesn't reflect this. In such instances, the Duke of Ed Leader may adjust the start date on the ORB.

1.10 Age Requirements

Each Registered User must be of the required minimum age for each Duke of Ed Level and must undertake the minimum required time commitment for each Section to achieve their chosen Duke of Ed Level.

A Registered User does not have to achieve the **Bronze** and/or **Silver** Level before undertaking the **Gold** Level, but they must be at least 16 years of age for direct entry into it (see [1.7 The Duke of Ed Framework](#)).

The following age requirements apply:

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 they may start with the group (with approval from the Duke of Ed Leader).
2. The minimum age to be a direct entrant at **Silver** Level is 15. However, a young person may commence **Silver** Level before this age if they have completed **Bronze** Level (with approval from the Duke of Ed Leader).
3. The minimum age to be a direct entrant at **Gold** Level is 16. However, a young person may commence **Gold** Level before this age if they have completed their **Silver** Level (with approval from the Duke of Ed Leader).
4. The Duke of Ed must be completed before a Registered User's 25th birthday (i.e., all activity for the Sections must be finished and logged in the ORB). Final submission and sign-off (including Activity Assessor sign-off) after a Registered User's 25th birthday is allowed (as delays may be outside of the Registered User's control).
5. Completion of activity after the 25th birthday may be approved by the National Award Operator (NAO) via the National CEO or their delegate, if the reason for the delay is ill health or unforeseen circumstances. However, this only applies if 80% of the overall requirements for the Level have already been completed.

02

2.1 The Duke of Edinburgh's International Award – Structure

- 2.1.1 National Award Operator (NAO)
- 2.1.2 Award Operating Authorities (AOA)
- 2.1.3 National Duke of Ed Centres
- 2.1.4 Duke of Ed Centres

2.2 Roles and Responsibilities

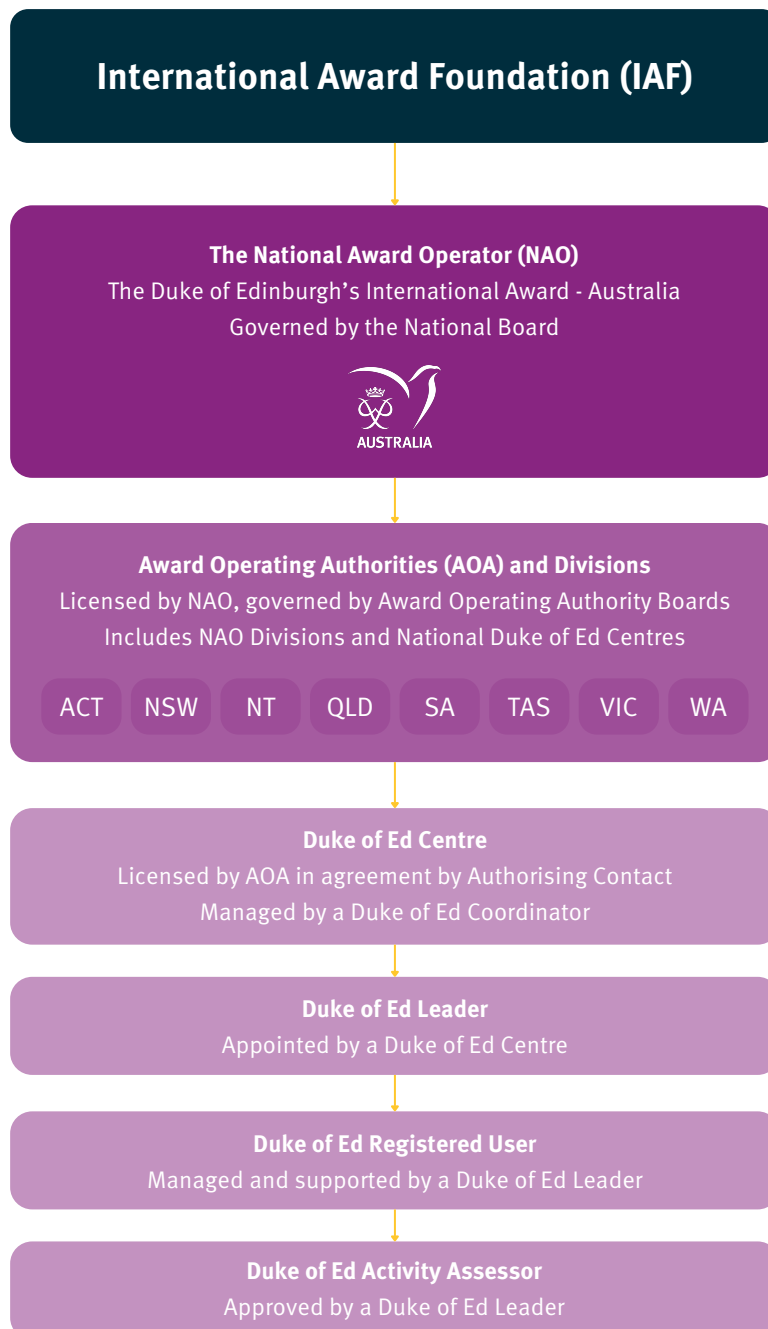
- 2.2.1 Authorising Contact/Senior Officer
- 2.2.2 Duke of Ed Leaders and Duke of Ed Coordinators
- 2.2.3 Activity Assessors
- 2.2.4 Supervisors

Chapter 2

Structure

Chapter 2 - Structure

2.1 The Duke of Edinburgh's International Award – Structure



2.1.1 National Award Operator (NAO)

The Duke of Edinburgh's International Award – Australia is the National Award Operator (NAO), licensed 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. It retains the overall responsibility for all aspects of the Duke of Ed and the administration, management and delivery is undertaken by the staff in the National and State/Territory Offices.

The NAO is responsible for:

1. Promoting and building an informed awareness of the Duke of Ed.
2. Developing and implementing an ongoing national strategic plan to ensure growth, sustainability and relevance.
3. Funding and resourcing of the Duke of Ed, including recognition and support arrangements with partners such as government, industry and individuals.
4. Providing supporting tools, systems, and resources to facilitate the efficiency and effectiveness of State/Territory Duke of Ed Offices and Duke of Ed Centres.
5. Maintaining comprehensive records and archival material.
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, State/Territory Duke of Ed Offices and key stakeholders such as partners, supporters and sponsors.
8. Licensing Duke of Ed Centres, national delivery partners and Award Operating Authorities.
9. Maintaining Licence requirements, including the Fundamental Principles and Operating Principles of the Duke of Ed Framework as set out by IAF.
10. Meeting quality assurance, Duke of Ed rules and legislative compliance requirements.
11. Developing and maintaining nationally applicable policies.

2.1.2 Award Operating Authorities (AOA)

Under the Licence agreements, a State/Territory Duke of Ed Office has an overall responsibility to support Duke of Ed Centres to deliver the Framework in compliance with the laws of their State or Territory. AOAs are also referred to as Divisions and/or State/Territory Duke of Ed Offices.

The State/Territory Duke of Ed Office agrees to:

1. Provide the Duke of Ed Centre with the following:
 - i. Information, resources and promotional materials for the Duke of Ed Framework.
 - ii. Ongoing administrative and support services to support the delivery of the Duke of Ed Framework (by the Duke of Ed Centre).
 - iii. Duke of Ed training and networking opportunities.
 - iv. Access to the *Duke of Ed Handbook Australia*.
 - v. Access to *Policy 3.5 - Privacy & Online Information* with which the Duke of Ed Centre must comply.
 - vi. Registration and information processes.

- vii. Access to information regarding the NAO's insurance coverage and policies (via <https://dukeofed.com.au/resource/insurance>).
 - viii. Ongoing licence compliance monitoring, quality assurance processes and feedback.
 - ix. **Gold** Level presentations by the Patron or similarly eminent person.
 - x. Managing the Quality Assurance policy, including product and brand compliance.
2. Always comply with all applicable Laws relevant to its role in delivering the Duke of Ed Framework.
 3. Comply with the National Governance Manual Policy 3.9 - Licence Monitoring & Quality Assurance and *Policy 1.6 – Use of Name & Logo* as amended from time to time, including compliance with the use of the National Document Register. Further information is available from the relevant State/Territory Duke of Ed Office.

2.1.3 National Duke of Ed Centres

A National Duke of Ed Centre is a national (2 or more States or Territories), multi-site organisation that enters into a National Agreement direct with the NAO of The Duke of Edinburgh's International Award – Australia.

A National Duke of Ed Centre must be a company, national government body or an incorporated association.

The National Duke of Ed Centre is required to have a some of its personnel undertake Duke of Ed Leader/Assistant Leader training with at least 2 meeting the requirements of a Certified Leader. The National Duke of Ed Centre is required to manage and administer the Framework within their existing governance structure, whilst adhering to and complying with the Duke of Ed requirements which will be measured through a quality assurance process.

2.1.4 Duke of Ed Centres

A Duke of Ed Centre is an organisation sub-licensed by either the State/Territory Duke of Ed Office or the National Office to deliver the Duke of Ed to its students or members. These Duke of Ed 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 Duke of Ed. Duke of Ed Centres must register their organisation on the ORB (see [3.2 Using the ORB](#)).

Once licensed, Duke of Ed Centres appoint the Duke of Ed Leaders (at least 2 in order to ensure continuity, allow a spread of workload and to support the diversity of Registered Users) and approve all Volunteers. They must determine how they will provide access to the Framework to maximise the number of Registered Users plus meet any requirements or conditions that will apply to activity selection.

The Duke of Ed Centre also nominates a Duke of Ed Leader to be the key point of contact (the ‘Duke of Ed Coordinator’) with the relevant State/Territory Duke of Ed Office or the National Office and who has overall responsibility for the delivery of the Framework in that organisation.

Duke of Ed Centres typically approve **Bronze** and **Silver** Level accreditations but only recommend **Gold** Level accreditation. However, the authority to delegate approval for all Duke of Ed Levels is retained by the relevant State/Territory Duke of Ed Office. Each Duke of Ed Centre must check with their relevant State/Territory Duke of Ed Office regarding their Duke of Ed Centre’s approval delegation, which is related to the demonstrated experience of their Duke of Ed Leaders.

The NAO can also enter into licences with National Duke of Ed Centres, organisations whose operations cross state boundaries and where licensing on a State/Territory basis is not a viable option.

All Duke of Ed Centres must ensure that relevant child protection legislative requirements are met by every adult who works with Registered Users under the age of 18 years.

Open Duke of Ed Centres

Duke of Ed Centres are typically ‘closed’ or restrict access to current students or organisation members. An Open Duke of Ed Centre is a Duke of Ed Centre which does not have access restrictions based on membership.

An ODC is typically a community-based organisation which enables Registered Users to participate in the Duke of Ed as an alternative to accessing it via a local school or club. Registered Users may also transfer to an ODC to complete their Duke of Ed after finishing their high school education (or upon leaving a youth organisation).

2.2 Roles and Responsibilities

The involvement of individuals with a desire to help young people explore their potential is critical to the success of the Framework.

For these purposes, any adult (anyone over the age of 18) who assists with the Duke of Ed in either a paid or unpaid capacity is referred to as a Volunteer. This includes all Duke of Ed Coordinators, Duke of Ed Leaders, Activity Assessors and Adventurous Journey Assessors and Supervisors.

The inherent flexibility of the Framework means that a large number of Volunteers with a diverse range of skills and experience are essential to assist in the delivery of the Duke of Ed. Every Volunteer must be adequately briefed and/or trained.

It is a requirement of the Duke of Ed that all Volunteers agree to and sign the Volunteer Code of Conduct.

2.2.1 Authorising Contact/Senior Officer

Licences and licence renewals need to be applied for and authorised by an Authorising Contact (sometimes referred to as a Senior Officer). They are also responsible for:

1. Understanding compliance requirements, including child safeguarding, risk management and incident reporting.
2. Appointing Duke of Ed Coordinators/Leaders and ensuring they are well resourced and supported.
3. Notifying relevant State/Territory Duke of Ed Offices of any changes to delivery arrangements of the Duke of Ed.

2.2.2 Duke of Ed Leaders and Duke of Ed Coordinators

Duke of Ed Leaders play a crucial role in mentoring and supporting Registered Users, helping them navigate their programs and complete their goals. These leaders ensure the integrity of the Duke of Ed by approving activities, tracking progress and fostering a diverse and challenging range of experiences.

Duke of Ed Leaders must be trained to a Certified Leader level as set out in [*Policy 4.1 - National Training Requirements & Duke of Ed Leader Accreditation*](#). Level 1 training must be completed before undertaking the Duke of Ed Leader role and Level 2 training is to be completed within 12 months of becoming a Duke of Ed Leader.

A Duke of Ed Coordinator is required to be trained at a Senior Duke of Ed Leader level. However, a State/Territory Duke of Ed Office may provide an exemption for this if relevant training and experience has been obtained.

Duke of Ed Leader Responsibilities

1. Helping Registered Users to use the Framework:
 - i. Providing information about Duke of Ed registration and distributing relevant literature/resources.
 - ii. Helping young people to register.
 - iii. Advising and assisting people to effectively use the Framework, including those who may require additional motivation and direction.
 - iv. Encouraging Registered Users to choose and undertake a diverse and challenging range of activities (and approving their programs).
 - v. Assisting Registered Users to use the ORB to log their activities.
 - vi. Ensuring that members of all groups within the organisation are considered and catered for.
 - vii. Encouraging Registered Users to complete their Duke of Ed and progress to the next Level where possible.
2. Organisation and administration:
 - i. Aligning and mapping the Framework with their organisation's goals and requirements.
 - ii. Identifying suitable Activity Assessors and Supervisors (or assisting Registered Users to do so) and checking their experience and/or qualifications. This includes approving their involvement and maintaining relevant records).
 - iii. Arranging or undertaking training and/or briefing of Volunteers.

- iv. Keeping records of Registered Users and Volunteers.
 - v. Pre-approving and overseeing final sign-off of all activities, including all components of the **Adventurous Journey**.
 - vi. Approving **Bronze** and **Silver** Level accreditations and recommending **Gold** Level accreditations (on behalf of the Duke of Ed Centre, if authorised to do so). The delegation to approve Levels is provided to a Duke of Ed Centre by the relevant State/Territory Duke of Ed Office.
 - vii. Arranging Duke of Ed presentations as required for **Bronze** and **Silver** badges and certificates and **Gold** Level badges. **Gold** Level certificates can be presented at ceremonies arranged by the relevant State/Territory Duke of Ed Office. (See [3.9 Accreditation and Duke of Ed Ceremonies](#)).
 - viii. Developing and implementing strategies for attracting a broad range of young people to use the Duke of Ed (publicity and promotion).
 - ix. Liaising and, where appropriate, coordinating activities with other Duke of Ed Centres in the area.
 - x. 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 submitted for inclusion in the National Document Register and approved by the relevant State, Territory, or National Office prior to circulation. 'Interpretive content' refers to information regarding the Duke of Ed Framework being reworded to possibly infer a meaning and/or interpretation other than that specified in the Duke of Ed Handbook.
3. Ensuring adherence to relevant policies, guidelines and licence conditions. This includes:
- i. Overseeing that Duke of Ed Level certificates and lapel badges are authorised and presented in accordance with the relevant State or Territory policies.
 - ii. Understanding and complying with child protection legislative requirements in the specific State or Territory, and ensuring all Volunteers associated with the Duke of Ed Centre comply with these.
 - iii. Agreeing to and signing the [Volunteer Code of Conduct](#), and ensuring all Volunteers associated with the Duke of Ed Centre have signed it.
 - iv. Exercising the appropriate duty of care regarding the safety and wellbeing of Registered Users.
 - v. Managing the operation of the Duke of Ed within their Duke of Ed Centre in accordance with the Licence conditions.
 - vi. Maintaining and upholding the Principles (see [1.6 Principles](#)), Licence requirements and the Duke of Ed NAO policies, as outlined in this Handbook and online (available via [Resources](#) at dukeofed.com.au).
 - vii. 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 and Document Register requirements (available from the National Office and via [DukeConnect](#)).

- viii. Undertake the role of Duke of Ed 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.

2.2.3 Activity Assessors

Activity Assessors are Volunteers who assist Registered Users with the activities they have chosen to do and have accredited through the Duke of Ed. They have the appropriate subject matter expertise to offer specialised guidance, mentoring and encouragement. All Activity Assessors must be approved by the authorised Duke of Ed Leader at the Registered User's Duke of Ed Centre.

A Registered User will typically need an Activity Assessor for each Section (**Physical Recreation**, **Skills**, **Volunteering Service**, **Adventurous Journey** and **Gold Residential Project**), especially at **Silver** and **Gold** Levels. Please note, if a Registered User is undertaking more than 1 activity for a Section, each activity may require a different Activity Assessor (although suitably qualified Volunteers may be able to assess across multiple activities and/or Sections). An Activity Assessor can also assess activities for more than 1 Registered User.

A Duke of Ed Leader can also be an Activity Assessor, but it is preferable that Registered Users, especially for the **Silver** and **Gold** Levels, have the benefit of interacting with as many adults as possible. A Duke of Ed Leader may also undertake the role of Activity Assessor for 1 or more Sections.

For the **Physical Recreation** and **Skills** sections, Activity Assessors are often club officials, trainers or coaches. An Activity Assessor may be required to be registered with a relevant club, institution or accredited organisation and meet certification and/or qualification requirements if their activity is bound by a State/Territory or National accreditation requirement.

In most circumstances, an Activity Assessor should not be a family member. See Glossary for definition of '*Family*' and possible exemptions.

In some circumstances, a Duke of Ed Leader may create a pool of approved Activity Assessors for their Duke of Ed Centre for activities that are in high demand.

Activity Assessor responsibilities include:

1. Being suitably experienced, qualified and knowledgeable about the activity in question so they can provide safe and meaningful advice.
2. Meeting the Child Protection Legislation requirements in their State/Territory. Agreeing to and signing the *Volunteer Code of Conduct* prior to undertaking any interactions with the Registered User.
3. Understanding the requirements for the Section that the activity they are assessing sits under, e.g., regularity of effort, appropriate activities, goal setting, etc.

4. Assisting the Registered User to identify and set achievable goals for the Section and to develop a plan to reach their goals.
5. Helping the Registered User to stay focused and motivated on their goals.
6. Ensuring that the Registered User undertakes 50 per cent of their Section activity within their own free time (i.e., outside of their school, university, custodial or work hours).
7. Determining how many Practice Journeys are appropriate before a Qualifying Journey is attempted by Registered Users undertaking the **Adventurous Journey** Section.
8. Keeping in regular contact with the Registered User. The frequency of the contact and monitoring will depend on the activity and the age/level of independence of the Registered User. As a guide, contact between an Activity Assessor and Registered User every 2 to 4 weeks may be appropriate. If the Assessor has any doubts about the frequency of contact required, the Duke of Ed Leader is to provide guidance.
9. Maintaining a record of the Registered User's progress.
10. Writing a report at the completion of the Section activity and signing off the Registered User's records to verify that they have completed the requirements of the Duke of Ed.
11. Undertaking the role as an Activity 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.

2.2.4 Supervisors

Supervisors are Volunteers who play a critical role in implementing and overseeing the arrangements concerning the safety of Registered Users when they are undertaking their **Adventurous Journeys**.

Often, they are external contractors who offer outdoor adventure activity and experiences. It is important to contact your State/Territory Duke of Ed Office for specific State/Territory requirements regarding supervising **Adventurous Journeys**.

The Supervisor can be a different person for each journey, and there can also be more than 1 Supervisor for each journey. Supervisors can also be used for other Sections of the Framework. The Activity Assessor may also undertake the role of Supervisor for the **Adventurous Journey**, when approved by the Duke of Ed Leader, if they are appropriately trained, experienced and qualified in respect to their Duke of Ed Centre's policy requirements and any applicable State/Territory legislation/regulations. The Duke of Ed Leader must also approve the appointment of all Supervisors.

In most circumstances, a Supervisor is not to be a family member. See Glossary for definition of 'Family' and possible exemptions.

See [Chapter 7 Adventurous Journey](#) for complete information regarding **Adventurous Journeys** and supervision. Please contact your State/Territory Duke of Ed Office if you have any questions.

Supervisor responsibilities include:

1. Having experience or qualifications in the field, terrain and mode of journey in which they are instructing or supervising, e.g., hiking, canoeing, urban adventures, etc.
2. Holding appropriate qualifications from a relevant authority (if such qualifications are available and/or required in the specific State/Territory). Supervisors must be highly competent in the activity or mode of journey they are supervising.
3. Meeting the Child Protection Legislation requirements of the State/Territory.
4. Agreeing to and signing the *Volunteer Code of Conduct* prior to undertaking any supervision
5. Supervising Practice and/or Qualifying Journeys for the **Adventurous Journey** Section of the Duke of Ed. Supervisors should be mindful that the journey belongs to the Registered Users while complying with the Duke of Ed Centre's policy and any specific State/Territory legislation or regulations.
6. Accompanying the group during Practice Journeys to reinforce and supplement their training and preparation and provide advice, guidance and instruction as required.
7. Accompanying or, at minimum, shadowing and closely monitoring groups on their Qualifying Journey.
8. Making visual or verbal contact with Registered Users at least once each day (if the Supervisor is not accompanying the group) via some means of 2-way communication (i.e., phone or radio) while they are undertaking their Practice and/or Qualifying Journeys by agreement with the Duke of Ed Centre. Any queries regarding the appropriateness and safety of remote supervision are to be directed to the relevant State/Territory Duke of Ed Office.
9. Implementing and overseeing the arrangements concerning the safety of Registered Users while undertaking Practice and/or Qualifying Journeys.
10. Not interacting or interfering with the group's activities, decision-making or purpose when accompanying the group on a Qualifying Journey, unless safety concerns arise or there is an accident or emergency. To do so detracts from the independence, teamwork, responsibility and challenge essential for this Section. This includes, where practicable, not sharing accommodation or camping arrangements.
11. Providing feedback to the Registered Users and/or their Activity Assessors regarding any journeys they supervise, including individual and team strengths, weaknesses and areas of concern which need to be addressed prior to the Registered Users undertaking their Qualifying Journey or their final assessment being completed.
12. Undertaking 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.

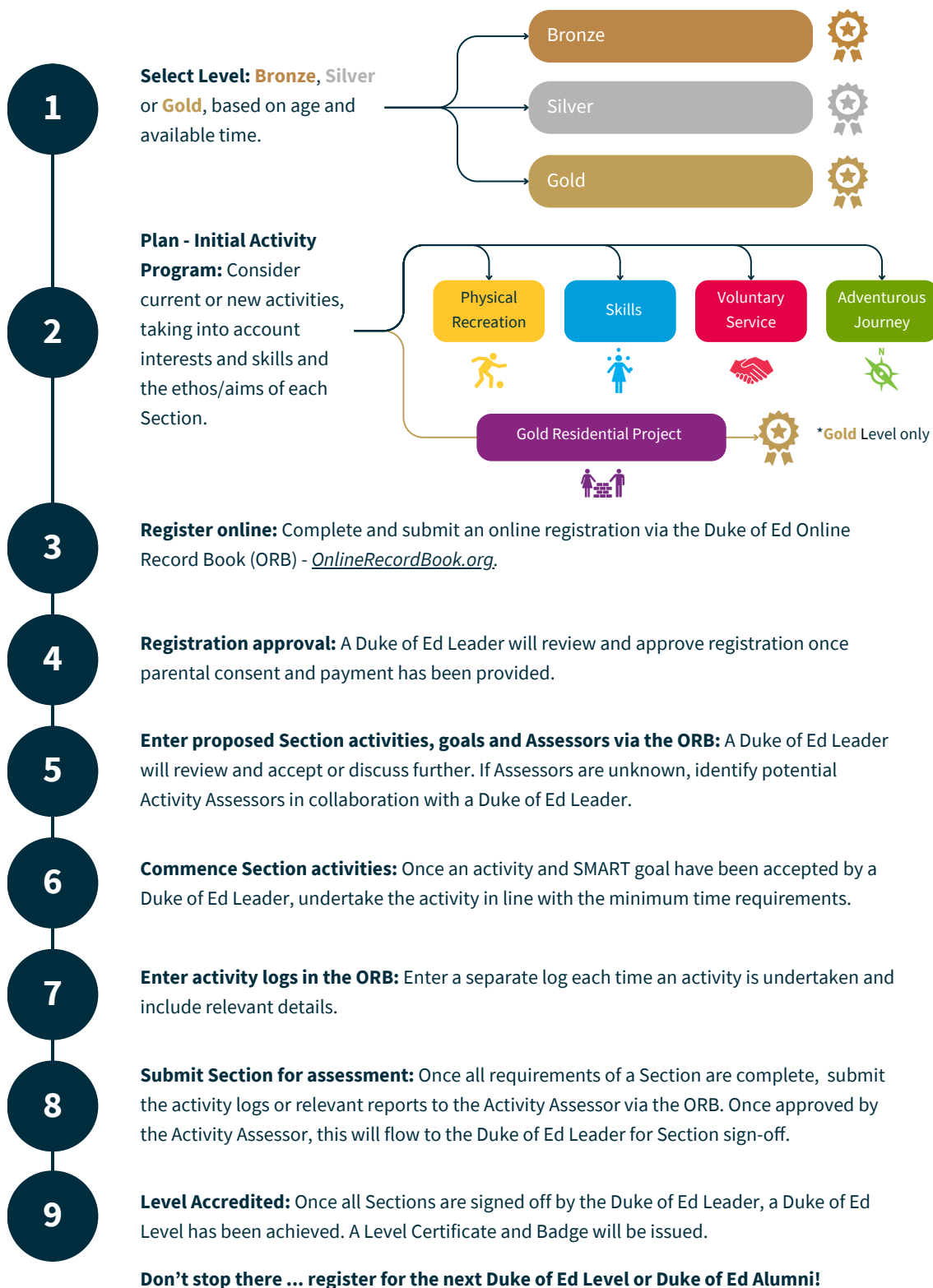
Please also see *Chapter 9 Risk Management* for detailed information regarding insurance, child protection, and incident reporting.

03

- 3.1 Registration Process
- 3.2 Using the ORB
- 3.3 Selecting Activities
- 3.4 Planning and Approving a Duke of Ed Program
 - 3.4.1 Differentiating between Physical Recreation, Skills and Voluntary Service
- 3.5 Undertaking Activities – Requirements and Steps
- 3.6 Assessing Activities
- 3.7 Approving a Level
- 3.8 Progressing through Levels
- 3.9 Accreditation and Duke of Ed Ceremonies

Chapter 3 Using the Duke of Ed Framework

Chapter 3 - Using The Duke of Ed Framework



3.1 Registration Process

Registered Users can access the Duke of Ed Framework via a Licensed Duke of Ed Centre, usually their school, tertiary institution or local club. (Open Duke of Ed Centres (see [2.1.4 Duke of Ed Centres](#)) cater for young people who don't have access to the Duke of Ed via their school or clubs they belong to; for more information, including locations, contact your State/Territory Duke of Ed Office).

A young person must be registered with a Duke of Ed Centre before they commence activities for the purposes of the Duke of Ed. No activities undertaken prior to registration may be counted towards the Level. Refer to [1.9 Time Requirements](#) for further information.

Registration to use the Duke of Ed Framework is by mutual agreement between the individual and the relevant Duke of Ed Centre. Individuals wanting to register for the Duke of Ed must complete and submit a registration form via the Duke of Ed's Online Record Book (ORB) (see [3.2 Using the ORB](#)). If under 18, they must also gain parental/guardian consent. Consent is also managed via the ORB; alternatively, a paper form can be accessed via [Parental / Guardian Duke of Ed Consent Form](#).

The registration process involves the registrant selecting the relevant Duke of Ed Centre and the Level of the Duke of Ed that will be undertaken (**Bronze, Silver or Gold**). Information related to registering and using the ORB is detailed in the [ORB User Guide](#).

Fees and payment:

Registration fees differ for each State/Territory (due to varying State/Territory Government subsidies that may apply). Registered Users should contact their Duke of Ed Centre for information about fees and payment options (fees can be paid via the ORB or directly to the Duke of Ed Centre). The Duke of Ed Centres receive information about registration fees from their relevant State/Territory Duke of Ed Office.

A young person is considered to be registered to use the Duke of Ed only after:

1. They have completed all registration procedures and parental/guardian consent is received.
2. Payment of the registration fee is received.
3. They have been formally accepted by their Duke of Ed Leader via the ORB.

3.2 Using the ORB

All activity selected for Duke of Ed accreditation must be recorded by the Registered User in their ORB. In special circumstances, paper or other electronic means may be used but this format must be approved by the relevant State/Territory Duke of Ed Office.

The ORB has user accounts for Duke of Ed Leaders and Registered Users with interactivity between the user types for approval of registrations, activity selection, goals, proposed Activity Assessors and approval of completed/validated Sections.

The ORB is available at onlinerecordbook.org. There is also the ORB Participant App (available via the [App Store](#) or [Google Play](#)) which many Registered Users find easier and more convenient to use. Please note, registration must be done via the website as the App does not support this function.

Further details on using the ORB can be found in the [ORB User Guide](#).

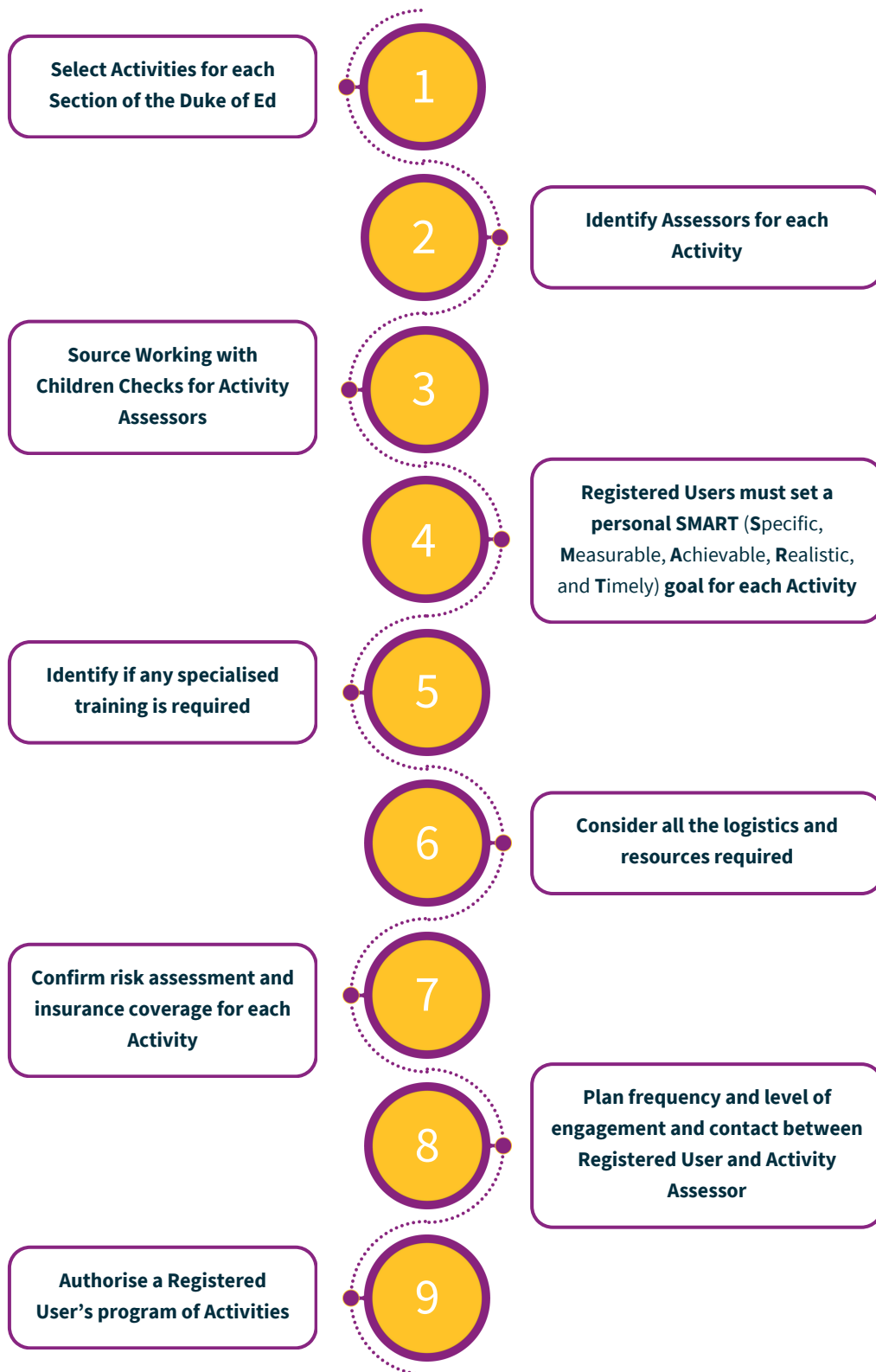
3.3 Selecting Activities

This section outlines the steps that a Registered User is to follow (in collaboration with their Duke of Ed Leader and Activity Assessor) to ensure they undertake a balanced program. Please note, the *Duke of Ed – Activity Plan* is a useful tool to assist with this.

When choosing activities, Registered Users must consider:

1. Any special requirements that apply to that particular section (see [Chapter 4: Physical Recreation](#), [Chapter 5: Skills](#), [Chapter 6: Voluntary Service](#), [Chapter 7: Adventurous Journey](#) and [Chapter 8: Gold Residential Project](#)).
2. Any specific requirements of the Duke of Ed Centre.
3. Minimum time commitments for the Level.
4. Activities counted towards a Duke of Ed Level must be unpaid. 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 Registered User benefits financially from participating in an activity, the activity is not to be counted towards a Duke of Ed Level.

3.4 Planning and Approving a Duke of Ed Program of Activities



The following information outlines the steps that a Registered User, Duke of Ed Leader and Activity Assessor need to complete to plan a Registered User's program.



Select Activities

A Registered User needs to choose their activities for each Section of their Duke of Ed. The Duke of Ed Leader guides and evaluates the suitability of the program of activities and informs the Registered User of **Adventurous Journey** options.

When determining the suitability of activities for a Registered User, the following should be considered:

- i. A Registered User's interests, personality, strengths/abilities, limitations, special needs or circumstances, family situation and other commitments and activities they are engaged in.
- ii. The full program of activities the Registered User intends to accredit with the Duke of Ed.
- iii. Whether the Registered User wants to try a new activity or has something they are already doing and want to improve.
- iv. If there is an activity that a Registered User wants to do but is unsure about, they should be encouraged to do some research and discuss it with their Duke of Ed Leader, friends and family.
- v. If the Registered User prefers to choose something they can do with their friends, drawing inspiration and motivation from the group, or if they'd rather choose an activity that no one else in their peer group is doing.
- vi. If the activity will aid the development of the Registered User, based on their personal characteristics and circumstances. For example, a Registered User who has low self-esteem may be encouraged to do a team sport for their **Physical Recreation** rather than an individual activity.
- vii. It is important for Registered Users to choose activities they enjoy and that will help them to broaden their abilities and feel a real sense of pride and achievement.
- viii. Registered Users do not have to undertake the same activity for the entire required time (although they are encouraged to do so, particularly for **Bronze** Level). If multiple activities are chosen, a Registered User may need more than 1 Activity Assessor to ensure that the person signing off is a subject-matter expert. Changes can be made to proposed activities before commencing (and even after), subject to Duke of Ed Leader approval.
- ix. Registered Users are encouraged to select different activities across the 4 Sections for a balanced program, but it is also possible to select the same activity for more than 1 Section. However:
 - a. the same hours cannot be counted for both.
 - b. different and clearly defined goals need to be set.
- x. Activities can be job-related but are not to be a paying job or fulfil vocational or work experience requirements (see [6.5 Activity Ideas and Goal Setting](#) for more details and examples that apply to the **Voluntary Service** Section).

- xi. If the Duke of Ed Centre allows activity external to the organisation, membership of a specialised club or organisation may assist with undertaking the activity. For example, with the **Physical Recreation** Section, it can be helpful for a Registered User to link in with a sports 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.

2 Identify Activity Assessors

While the Duke of Ed Leader is responsible for approval of all Activity Assessors recruited by the Duke of Ed Centre, it is common for Registered Users, especially at **Silver** and **Gold** Levels, to propose suitable Activity Assessors for approval.

3 Source Working with Children Checks

All Volunteers are to undertake a *Working with Children* (WWC) check as required by their applicable State or Territory.

4 Set Goals

Registered Users must set a personal SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely) goal for each activity (in collaboration with each Activity Assessor) and decide which of their regular activities will be undertaken as their Major Section (if applicable, see [1.8 Major Section Prerequisite](#)). Note that there is a team goal for the **Adventurous Journey** (see [7.5.2 Setting a Team Goal](#)). Setting goals allows for current interests to be used and showcased using the Duke of Ed whilst allowing for further learning and challenges. For example, someone already undertaking cooking may set a goal to learn a new cuisine. See chapters on each Duke of Ed Section for more details and examples of goal setting.

5 Identify if any specialised training is required

This is often applicable for the **Voluntary Service** Section with certain organisations before spending time onsite undertaking the volunteering. This may involve completing a site work health and safety induction, or, for example, completing an animal handling and care course before volunteering at an animal shelter.

6 Consider all the logistics and resources

- i. These may include transportation, fees/costs, suitable attire, timing, carer support, supervision (particularly regarding the **Adventurous Journey** Section) and health needs.
- ii. For an **Adventurous Journey**, the Duke of Ed Leader works with the Activity Assessor to ensure Practice and Qualifying Journeys are adequately supervised (see [7.5.5 Supervision](#)). **Adventurous Journey** supervision is typically influenced by the Duke of Ed Centre's Risk Management Policy and any applicable State/Territory legislation and regulations.

7 Confirm risk assessment and insurance coverage for each Activity

Check and confirm that the proposed activity is covered and not listed as an exempt activity under the Duke of Ed Centre's insurance policy.

8 Plan frequency and level of engagement and contact

Prior to commencing any activity, the Registered User and Activity Assessor should discuss and agree upon:

- i. The proposed frequency of engagement in the activity.
- ii. The nature and frequency of the communication that will occur between the 2 parties.
- iii. How the Registered User will log their activity and reflections (i.e., the format of their activity logs, what information they will include and how often they will occur).



Authorise a Registered User's program of Activities

Agreeing to the Registered User's proposed program of activities and associated Activity Assessor may be undertaken by the Duke of Ed Leader upfront or progressively (often Registered Users are not ready to identify and commit to all their activities before commencing a Duke of Ed Level).

3.4.1 Differentiating between Physical Recreation, Skills, and Voluntary Service

Sometimes an activity seems to fit into multiple Sections, and so it is not clear which it should count towards. To understand whether an activity is more suitable for a particular Section, it is important to look at the overall aim and ethos of that Section. For **Physical Recreation**, the emphasis is to improve physical fitness and wellbeing by engaging in regular physical activity, whereas for **Skills** the aim is to broaden non-physical personal interests and skills. For **Voluntary Service**, the focus is to connect with and contribute to others by offering useful voluntary service to a genuine cause.

The Aims of the 5 Duke of Ed Sections



Voluntary Service

Registered Users volunteer in their communities, make a positive contribution to society and demonstrate social responsibility.



Physical Recreation

Encourages young people to improve their fitness and performance, and enjoy healthy lifestyles for good mental and physical wellbeing.



Skills

Enables Registered Users to develop their talents, broaden their abilities, increase their self-confidence and improve their employability.



Adventurous Journey

Young people discover through team work in an unfamiliar environment a sense of adventure.



Gold Residential Project

Registered Users broaden their experience by staying in an unfamiliar environment with other young people, taking part in a worthwhile project and building new relationships.



Below are some examples where similar activities can have vastly different aspects and some guidance on how to decide the most suitable Section for an activity.



Example 1: Football can be a Physical Recreation, Skills or Voluntary Service activity

Football 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.

Training to be a qualified referee, umpire or coach would not meet the requirements of the **Physical Recreation** Section – but would be a fit for the **Skills** Section. Ongoing coaching of a football team would not meet the requirements of the **Physical Recreation** Section; although at times a physical activity, the intent is mainly 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 2: Dance can be a Physical Recreation or Skills activity

Registered Users may opt to do dance for their **Physical Recreation** Section. All styles of dancing are classified as **Physical Recreation**. On the other hand, if a Registered User 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 (rather than dancing).



Example 3: Archery can be a Physical Recreation or Skills activity

For **Physical Recreation**, the young person may be actively completing necessary physical conditioning, learning to shoot, improving their accuracy, or competing. However, learning the skill of making a bow and arrow could fit the **Skills** Section.



Example 4: Surf Life Saving can be a Physical Recreation, Skills, or Voluntary Service activity

For **Physical Recreation**, a young person may take part in training sessions such as swimming squad and paddle-board training. For **Skills** they may undertake first aid and other lifesaving training. For **Voluntary Service**, they may volunteer to be on patrol, help coach Bronze Medallion participants or assist with first aid training sessions.

3.5 Undertaking Activities – Requirements and Steps

Once activities have been planned (including appointment of the Activity Assessor and Supervisor) and approved by the Duke of Ed Leader, Registered Users must meet the following requirements:

1. **Commence 1 or more of their activities** and undertake it regularly.
2. Meet the **minimum time requirements** for the Level chosen (see [1.9 Time Requirements](#)).
3. **Understand that regular time commitment** means at least 1 hour per week (see [1.9 Time Requirements](#)) **per activity**.
4. Undertake activities substantially **in their own time** (see Glossary for definition of '[Substantial](#)')
5. **Show regular commitment, progress, and improvement** in their chosen activity.
6. **Log activities regularly** (if this isn't done, it can be difficult to remember what/when activities were completed).
7. **Record and reflect on their activity** – Users need to complete a log entry in the ORB for each time they have engaged in 1 of their Duke of Ed activities:
 - i. Each log should include specific details of the activity undertaken during the time spent on the activity.
 - ii. When the activity is ready to submit to the Activity Assessor for validation and comment (this is managed automatically by an algorithm calculating logs against Duke of Ed time requirements), there should be some content entered by the Registered User that reflects on their experience and progress towards their personal goal.
 - iii. In addition to the log description, Users are also able to upload up to 2 supporting materials such as photos, video, or other documentation to their log entries. Logs can only be entered once the User's activity selection for the Section has been authorised by the Duke of Ed Leader.
 - iv. Logs can also be recorded by other paper or electronic means agreed between the Duke of Ed Centre and the relevant State/Territory Duke of Ed Office.
 - v. **Adventurous Journey** Section requires the creation of a Journey Log and Journey Report, see [7.9 Reporting](#) for more information.
8. **Complete the required Adventurous Journey training and preparation** before undertaking the Practice Journey(s) and later the Qualifying Journey. Please note, a specific set of requirements apply to **Adventurous Journeys** (see [7.5.3 Adventurous Journey Requirements](#)).
9. Registered Users should **keep the Duke of Ed Leader and Activity Assessors informed and updated on progress**. If a Registered User is unhappy with the activity they have chosen, they should discuss their concerns with their Duke of Ed Leader.

3.6 Assessing Activities

Activity Assessors are responsible for writing the final Assessment Report and signing off the Section which they are assessing. When a Registered User has finished completing their activity, they need to ensure their activity logs are complete, then forward the assessment page from the ORB to the Activity Assessor and request that they complete the final assessment.

When the Activity Assessor receives notification, a Registered User has completed their activity, they need to:

1. Review the activity log and write an Assessor's Report which covers:
 - i. Minimum hours have been completed.
 - ii. Regular effort has been applied (engagement has been reasonably spread over the minimum duration).
 - iii. Progress towards the goal was satisfactory.
 - iv. Details of learning or behavioural development observed.
2. For **Physical Recreation** and **Skills** Sections, team sports are to be assessed on how the individual performed and contributed, not on how well the team performed overall. Group activities are to be assessed on each individual's contribution to planning, execution, and completion.
3. An Activity Assessor's comments are to be personalised, positive and encouraging, always focusing on successes and achievements rather than failures.
4. The Duke of Ed is not assessed as Pass or Fail. If a Registered User has not met the requirements of a Section, the Activity Assessor should leave the assessment blank and discuss their concerns with the Registered User and the relevant Duke of Ed Leader. The Duke of Ed is about achieving a personal best (PB) and is focused on regular participation, effort, and improvement – a Registered User can still achieve a Level if they have not completed the goal. If the Activity Assessor believes there has been a lack of regular effort and improvement, they should encourage the Registered User to try again and resubmit their records for assessment.
5. Once the Activity Assessor's final report is received and all paperwork is completed, the Registered User is required to submit the Sections to the Duke of Ed Leader for final assessment through the ORB.

3.7 Approving a Level

Upon receiving notification about the completion of a Section via the ORB, the Duke of Ed Leader/Coordinator must check that all the requirements have been met. This includes that:

1. All relevant documentation has been created, such as activity logs and Qualifying Journey Reports, and that they contain enough detail.
2. Activity Assessment Report has been completed and received.
3. Any other required supporting documentation has been received (diaries, photos etc).

Section approval can happen progressively. Final submission is to occur once all Sections have been completed.

Duke of Ed Leaders can sign off on **Bronze** and **Silver** Levels and recommend State/Territory Duke of Ed Office **Gold** Level. However, the authority to delegate final approval for all Levels is retained by the relevant State/Territory Duke of Ed Office. For further information, refer to [*Policy 4.6 – Duke of Ed Approval and Presentations*](#).

3.8 Progressing through Levels

Registered Users are to be encouraged to complete all Sections of the Level of the Duke of Ed that they are undertaking before progressing to another Level. However, if the Duke of Ed Leader has very good cause for allowing the Registered User to commence the next Level, then they may do so provided that they:

1. Have completed 3 Sections of their current Level.
2. Have substantially commenced the Section that has not been completed.
3. Have reached the minimum age of entry for the new Level.
4. Only log hours in the new Level for the 3 Sections they have completed in the previous Level.
5. 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 1 Section to be completed as a Major Section.

Circumstances where Duke of Ed Leaders might exercise this discretion may include: the Registered User is undertaking an activity that cannot be readily delayed, for example, an **Adventurous Journey** where the Registered User was prevented from completing their current Level in time through no direct fault of their own (i.e., illness, weather or Activity Assessor non-availability).

3.9 Accreditation and Duke of Ed Ceremonies

Upon completion of a Duke of Ed Level, Registered Users will receive a Duke of Ed Certificate, Duke of Ed Badge and Digital Accreditation/Badge (introduced in 2025) as recognition and acknowledgement of their achievement. The Duke of Ed Certificate and Duke of Ed Badge design is approved by the National Award Operator (NAO). Section Certificate templates (to be printed and presented by Duke of Ed Centres) are also available from the National Office.

Bronze and **Silver** Level ceremonies are organised by each Duke of Ed Centre. **Gold** Level ceremonies are organised by each State/Territory Duke of Ed Office. The **Gold** Level Badge is sent to the Duke of Ed Centre to arrange a presentation at the earliest opportunity.

The Duke of Ed **Bronze**, **Silver** and **Gold** Level ceremonies are a public recognition of the Registered User's achievements. They are an integral feature and contribute to the Duke of Ed's positive impact on young people who complete their certification. The ceremony is a significant occasion, and Certificates are usually presented by a person of high organisational or community standing.

Digital accreditation of Level completion is issued by the Duke of Ed via Credly, a major international digital credentialling platform. Information on [*how to accept and manage your digital badge*](#) is available at [*support.credly.com*](http://support.credly.com).

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- 4.1 Aim
- 4.2 Ethos
- 4.3 Benefits
- 4.4 Requirements
- 4.5 Activity Ideas and Goal Setting



Chapter 4 Physical Recreation

Chapter 4 - Physical Recreation

4.1 Aim

To improve physical fitness and mental wellbeing by getting active.

4.2 Ethos

The **Physical Recreation** Section of the Duke of Ed Framework requires Registered Users 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.

The Section encourages Registered Users to develop long-lasting healthy fitness habits that will hopefully extend well beyond the completion of the Duke of Ed.

4.3 Benefits

Physical activity has many benefits for Registered Users. The activity should be enjoyable and the goals realistic, so that at the end of the Section Registered Users feel a real sense of achievement.

General benefits of the Physical Recreation Section

- Developing a healthy lifestyle
- Improving fitness
- Increasing self-esteem
- Interacting socially, especially in a team sport, but also through meeting people with interest in a similar individual sport
- Enhancing self-discipline, perseverance, and self-motivation
- Experiencing a sense of achievement
- Raising awareness of the variety of opportunities available in the area
- Encouraging teamwork (if the activity is a team sport)
- Enjoyment

Specific outcomes

-  Confidence
-  Resilience and determination
-  Relationships and leadership
-  Creativity and adaptability
-  Personal and social wellbeing

4.4 Requirements

For this Section, Registered Users must:

1.	Undertake a physical activity regularly where they exert a sustained level of energy and physical activity
2.	Meet the requirements outlined in 3.5 Undertaking Activities – Requirements and Steps
3.	Meet the minimum time requirements for the Duke of Ed Level chosen, outlined in 1.9 Time Requirements
4.	Meet the age requirements outlined in 1.10 Age Requirements

4.5 Activity Ideas and Goal Setting

The best measure for deciding whether an activity is suitable is to assess whether the Registered User will improve their physical wellbeing when undertaking it. If in doubt, please contact your [State/Territory Duke of Ed Office](#) for advice.

It is also important to consider what goals might be appropriate when selecting an activity. These points should be considered:

1. Many of these activities can also be undertaken individually or as part of a group. If part of a group, each Registered User must set their own goals and ensure they are challenged at a personal level.
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.
3. A goal for a team sport might be to improve in a certain position or to get to the season finals.
4. A goal for an individual pursuit might be to improve a personal best time.
5. 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.
6. 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 opportunity 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.
7. Registered Users do not have to undertake the same activity for the entire required time although they are encouraged to do so, particularly for **Bronze** Level. They may choose, for example, 2 activities such as a winter activity and a summer activity that can be split over the required time.

Below are some ideas for the **Physical Recreation** Section. Remember this list is a guide only and is not exhaustive. For a more extensive list, please view the [Duke of Ed Top Activities](#).

Ideas for individual activities



Ideas for group activities



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- 5.1 Aim
- 5.2 Ethos
- 5.3 Benefits
- 5.4 Requirements
- 5.5 Activity Ideas and Goal Setting



Chapter 5 Skills

Chapter 5 - Skills

5.1 Aim

To broaden the development of personal interests and practical skills.

5.2 Ethos

This Section of the Duke of Ed Framework encourages the development of new interests and practical skills or improvement of 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.

In some ways, this is the broadest Section of the Duke of Ed, as it offers so many choices based on a Registered User's interests and passions, whether they be artistic, creative, musical, academic, technical, cultural or otherwise. The **Skills** Section allows young people to be ambitious and unearth and cultivate new talents within themselves.

5.3 Benefits

Because the **Skills** Section is so broad, Registered Users can take part in activities that interest them and develop skills they may have previously thought were out of their reach. However, like all Sections of the Duke of Ed Framework, the activities chosen should be enjoyable and the goals set realistic, so that at the end of the Section Registered Users feel a real sense of achievement.

General benefits of the Skills Section

- Discovering new abilities and developing these or improving existing talents
- Increasing self-confidence by successfully setting and achieving a goal
- Refining awareness of one's own potential
- Developing time management and planning skills
- Enhancing self-motivation
- Interacting socially by meeting new people and interacting with other people, often older, in a meaningful way
- Improving employability by learning vocational skills

Specific outcomes

-  Confidence
-  Resilience and determination
-  Relationships and leadership
-  Creativity and adaptability
-  Personal and social wellbeing

5.4 Requirements

For this Section, Registered Users must:

1.	Undertake an activity which develops or improves on a desired skill
2.	Meet the requirements outlined in 3.5 Undertaking Activities – Requirements and Steps
3.	Meet the minimum time requirements for the Duke of Ed Level chosen, outlined in 1.9 Time Requirements
4.	Meet the age requirements outlined in 1.10 Age Requirements

5.5 Activity Ideas and Goal Setting

The best measure for deciding if an activity is suitable is to assess whether the Registered User can develop competence and their attributes within their chosen activity, set achievable goals and if the activity will require regular effort. If in doubt, a Duke of Ed Leader is to contact their relevant [State/Territory Duke of Ed Office](#) for advice.

It is also important to consider what goals might be appropriate when selecting an activity. These points need to be considered:

1. Many of these activities can also be undertaken individually or as part of a group. If part of a group, each Registered User must set their own goals. For example, 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. An individual goal in this instance could be to learn to play 3 new songs confidently in 13 weeks.
2. It is also important to ensure that a Registered User is challenged on a personal level. For example, if reading is not a strength of a Registered User, they may choose a reading challenge to improve their ability. A suitable goal might be to read a challenging book (or books) or participate in a book club. A competent reader who loves reading could also undertake reading in their **Skills** Section, but it would be appropriate to set a different challenge, such as tackling novels that are more complex and undertaking a difficult comprehension task for each one.
3. They may choose up to 3 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 songwriting. Regular commitment (1 hour a week or 2 hours a fortnight) must still be shown, as well as improvement in both activities undertaken.

Below are some ideas for the **Skills** Section. Remember this list is a guide only and is not exhaustive. The list of possible activities is almost infinite. For a more extensive list, please view the [*Duke of Ed Top Activities*](#).



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- 6.1 Aim
- 6.2 Ethos
- 6.3 Benefits
- 6.4 Requirements
 - 6.4.1 Special Requirements for Voluntary Service
- 6.5 Activity Ideas and Goal Setting



Chapter 6

Voluntary Service

Chapter 6 - Voluntary Service

6.1 Aim

To connect with and contribute to communities by giving useful voluntary service to others.

6.2 Ethos

The most personal of all the Duke of Ed Sections, **Voluntary Service** involves Registered Users 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 them.

Voluntary service gives 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 also allows Registered Users to connect with individuals and groups they may have previously overlooked or not been aware of and to make a real difference.

6.3 Benefits

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

General benefits of the Voluntary Service Section

- Learning patience, tolerance and compassion
- Overcoming ignorance, prejudice, apathy and fear
- Increasing awareness of the needs and problems of others
- Exploring and improving interpersonal and self-development skills
- Enhancing leadership qualities
- Trusting and being trusted
- Making a real difference to the lives of others
- Accepting the responsibility of commitment to others
- Meeting new people from different backgrounds
- Forming a lifelong habit of community involvement
- Enjoyment and a sense of satisfaction in helping others
- Being able to relate to others from different generations

Specific outcomes

-  Confidence
-  Managing feelings
-  Resilience and determination
-  Relationships and leadership
-  Civic competence
-  Intercultural competence
-  Personal and social wellbeing
-  Communication

6.4 Requirements

For this Section, Registered Users must:

1.	Undertake an activity regularly donating time to a genuine cause
2.	Meet the requirements outlined in 3.5 Undertaking Activities – Requirements and Steps
3.	Meet the minimum time requirements for the Duke of Ed Level chosen, outlined in 1.9 Time Requirements
4.	Meet the age requirements outlined in 1.10 Age Requirements
5.	Meet any requirements outlined below in 6.4.1 Special Requirements for Voluntary Service

6.4.1 Special Requirements for Voluntary Service

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

A Registered User may choose 2 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 for an overseas aid organisation.

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

Note that any **Voluntary Service** activity must not be to benefit the Registered User's family, unless there are extenuating circumstances such as a member of the family having a specific health need or the Registered User having some constraint preventing them from undertaking their service outside the family home. Such discretionary approval may be given by a State/Territory Duke of Ed Office or a Duke of Ed Centre where such a delegation has been approved in writing.

6.5 Activity Ideas and Goal Setting

The best measure for deciding whether an activity is suitable is to assess whether the Registered User 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 Duke of Ed Centre or [State/Territory Duke of Ed Office](#) for advice.

It is also important to consider what goals might be appropriate when selecting an activity. Goals should be personalised accordingly to ability, so that every Registered User is challenged. Activities could be undertaken individually or as part of a group. If part of a group, each Registered User must set their own goals.

Below are some ideas for the **Volunteer Service** Section. Remember this list is a guide only and is not exhaustive. The list of possible activities is almost infinite. For a more extensive list, please view the [Duke of Ed Top Activities](#).



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

1. Helping your own grandparents or family members (may be allowed under extenuating circumstances).
2. Walking the neighbour's dog, as distinct from helping walk dogs at an animal shelter.
3. Helping out in some kind of business (e.g., a shop or café), as distinct from assisting in a charity 'op shop'.
4. Babysitting (paid or unpaid), in private homes, would normally not meet the requirements of this Section. Assisting at a not-for-profit childcare centre or playgroup on a regular bases would qualify as suitable. There are also important safety and carer requirements associated with this type of **Voluntary Service** that need to be carefully considered.
5. Fundraising for Duke of Ed Activities such as **Adventurous Journeys** or **Gold Residential Projects**.

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- 7.1 Aim
- 7.2 Ethos
- 7.3 Benefits
- 7.4 Adventurous Journey Overview
- 7.5 Planning Requirements
 - 7.5.1 Team Requirements
 - 7.5.2 Setting a Team Goal
 - 7.5.3 Adventurous Journey Requirements
 - 7.5.4 Time Requirements for Practice and Qualifying Journeys
 - 7.5.5 Supervision
 - 7.5.6 Conducting Practice and Qualifying Journeys Together
- 7.6 Preparation and Training Requirements
 - 7.6.1 Required Competencies
- 7.7 Special Requirements for Practice Journeys
- 7.8 Special Requirements for Qualifying Journeys
- 7.9 Reporting
 - 7.9.1 Journey Logs
 - 7.9.2 Journey Reports
- 7.10 Adventurous Journey Assessment
- 7.11 Virtual Adventurous Journeys
- 7.12 Adventurous Project
- 7.13 Activity Ideas
- 7.14 Inappropriate Adventurous Journeys



Chapter 7

Adventurous Journey

Chapter 7 - Adventurous Journey

7.1 Aim

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

7.2 Ethos

The **Adventurous Journey** is about developing team and group work skills, and this is achieved by getting out into an unfamiliar and challenging environment with an agreed Team Goal. More than any other Section of the Duke of Ed Framework, the **Adventurous Journey** focuses on creating a team challenge, teamwork and social connection – between the team members who will undertake the journey and also with the Volunteers who instruct, supervise and assess it. 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 a team challenge, 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.

The **Adventurous Journey** may consist of many different types of physical effort in different locations, for example:

1. Bushland adventure
2. Urban adventure
3. Research adventure
4. Conservation adventure
5. Virtual or hybrid (partly virtual) adventure

7.3 Benefits

Personal dedication and perseverance are required for the **Adventurous Journey** and some Registered Users may find the challenge is much harder than they anticipated. The rewards of completing it, however, are numerous – elation, a real sense of achievement, self-confidence, trust, and belief in oneself and others. The full range of outcomes are outlined below.

General benefits of the Adventurous Journey Section

- Working as part of a team
- Experiencing group dynamics, and getting a better understanding of one's own role and the role of others in a team
- Enhancing leadership skills
- Improving planning and organisational abilities and attention to detail
- Learning to make real decisions and accept their consequences
- Obtaining a sense of achievement and satisfaction by overcoming challenges and obstacles
- Developing self-reliance and independence
- Developing health and fitness
- Experiencing and appreciating the outdoors and unfamiliar environments
- Gaining the appropriate knowledge and skills to journey safely in that environment
- Exercising imagination and creativity by choosing their own journey
- Improving their investigating, reviewing and communication skills

Specific outcomes

-  Confidence
-  Managing feelings
-  Resilience and determination
-  Relationships and leadership
-  Planning and problem solving
-  Intercultural competence
-  Personal and social wellbeing
-  Communication

7.4 Adventurous Journey Overview

The **Adventurous Journey** Section is comprised of 5 components, with specific requirements and processes that apply to each.

The 5 components are:

- Planning** → Planning and outlining the nature of the **Adventurous Journey** and the team goal
- Preparation and Training** → Setting expectations and ensuring Registered Users are competent in the necessary skills to safely undertake their Practice Journey
- Practice Journey(s)** → Preparing the team for their Qualifying Journey
- Qualifying Journey** → Undertaking the Qualifying Journey using skills and knowledge acquired from Practice Journey
- Reporting** → Registered Users submitting final report and Activity Assessor giving final approval

7.5 Planning Requirements

An **Adventurous Journey** can consist of many activities although some formats, such as tourist-style trips, family holidays and some school camps do not qualify (see [7.14 Inappropriate Adventurous Journeys](#)). It is important that a Registered User understands how the **Adventurous Journey** is going to be delivered by the Duke of Ed Centre. The Registered User and Duke of Ed Leader will discuss options for the proposed **Adventurous Journey** and the specific location it will take place in prior to making any bookings, so that any requirements or limitations set by the Duke of Ed Centre are taken into account.

While Registered Users may, in consultation with their Duke of Ed Centre, choose a provider external to their Duke of Ed Centre for the **Adventurous Journey** experience, the Duke of Ed Leader must ensure that this operator has the competence and has an appropriate Risk Management Plan in place. It is paramount that all proposed **Adventurous Journeys** adhere to applicable State or Territory Government requirements (policies and regulations), adventure activity standards and industry guidelines (see [Chapter 9 Risk Management](#)).

In some instances, where 1 or more of the requirements of an **Adventurous Journey** cannot be met, a Registered User may undertake an Adventurous Project instead of an **Adventurous Journey** (see Glossary for definition of '[Adventurous Project](#)'). It is also possible for part or all of an **Adventurous Journey** to be completed by a virtual mode; this is subject to approval by the relevant Duke of Ed Leader and specific requirements apply (see [7.11 Virtual Adventurous Journeys](#)).

The **Adventurous Journey** Section usually involves multiple journeys (at least 1 Practice Journey before the Qualifying Journey).

7.5.1 Team Requirements

Ideally an **Adventurous Journey** is undertaken with a group of peers. A minimum of 4 Registered Users are required in each **Adventurous Journey** group, while the maximum is 7. Groups larger than 7 must be split into smaller sub-groups. This is to ensure that all members are involved in the planning, training and decision-making processes.

Please note, the State/Territory Duke of Ed Office may allow non-Registered Users to make up group numbers where circumstances require. All team members, regardless of whether they are using the Duke of Ed Framework, are to be involved in all aspects of planning and undertaking the **Adventurous Journey**.

7.5.2 Setting a Team Goal

Every **Adventurous Journey** involves a group working towards a set Team Goal. It should be in the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) format and have a clearly defined purpose.



Some examples include:

1. To complete a 3 day hike in a National Park using graded tracks, focusing on developing camp skills and teamwork.
2. Travelling by public transport over 5 days along the south coast of NSW to investigate the history of shipwrecks in the area.

The Registered User should work with the other members of the team to define what the Team Goal will be. The Team Goal must be discussed with the Duke of Ed Leader and approved before an **Adventurous Journey** is undertaken.

7.5.3 Adventurous Journey Requirements

As the purpose of the Practice Journeys are to prepare Registered Users to complete the Qualifying Journey, all **Adventurous Journeys** must meet certain conditions.

These **15 requirements** must be checked off prior to undertaking an **Adventurous Journey**.

All Practice and Qualifying Journeys must be approved by the Duke of Ed Leader on behalf of the Duke of Ed Centre before each journey commences. Any variation to the requirements due to exceptional circumstances requires prior approval by the relevant State/Territory Duke of Ed Office.

For this Section, a Registered User must:



1.	Endeavour to undertake the Adventurous Journeys with members of their peer group
2.	Ensure the minimum and maximum numbers of Registered Users in each team are adhered to (see 7.5.1 Team Requirements)
3.	Have a clearly defined and agreed SMART Team Goal
4.	Ensure all members of the group are involved with planning, training and decision making both prior and during an Adventurous Journey

5.	Obtain approval from their Duke of Ed Leader prior to commencing any activity. This includes approval for all preparation and training, team goals, all Practice Journeys and the Qualifying Journey
6.	Undertake sufficient preparation and training
7.	Obtain written <u>parent/guardian consent</u> prior to departing on each journey if under the age of 18
8.	Be supervised and also assessed by suitably skilled, experienced or qualified people
9.	Ensure that both the Practice and Qualifying Journeys are undertaken in an environment that is unfamiliar and challenging to the Registered User(s) (physical or virtual)
10.	Ensure that Practice and Qualifying Journeys are similar in terms of nature and difficulty (e.g., a similar terrain and climate conditions), however they should not cover the same route. The journeys must involve substantial individual effort and should use the same mode or combination of modes of travel, e.g., canoeing, walking, etc (exceptions may apply, see <u>7.8 Special Requirements for Qualifying Journeys</u>)
11.	Ensure that appropriate Risk Management has been researched and approved by the Duke of Ed Leader
12.	Undertake sufficient Practice Journeys to ensure that the Qualifying Journey can be safely undertaken
13.	Only use simple self-catering accommodation (in an appropriate shelter, tent, hostel, or other basic accommodation), plan and manage their own simple catering, and be largely self-sufficient throughout the journey. Overnight accommodation at home in extenuating circumstances (e.g., for medical/health reasons) requires prior approval by the relevant State/Territory Duke of Ed Office and verification by the National Office
14.	Ensure that the Qualifying Adventurous Journey meets the minimum time requirements for the chosen Level of the Duke of Ed as outlined in <u>7.5.4 Time Requirements for Practice and Qualifying Journeys</u>
15.	The Registered User should keep a Journey Log of all activity so that they can create their Journey Report (see <u>7.9 Reporting</u>) which needs to be submitted for approval

Please note that if the journey being planned does not meet 1 or more of these requirements, it may qualify as an Adventurous Project (see Glossary). Please contact your relevant State/Territory Duke of Ed Office to discuss.

7.5.4 Time Requirements for Practice and Qualifying Journeys

Min. Time Requirements

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

* Time spent sleeping, cooking, eating and any journeying not related to achieving the Team Goal is not considered purposeful effort.

Note: Practice Journeys may be shortened or waived (see [7.7 Special Requirements for Practice Journeys](#))

7.5.5 Supervision

In addition to the Duke of Ed Leader, there are 2 additional roles responsible for helping Registered Users complete their **Adventurous Journey** activities: Supervisors and Activity Assessors. Please note, on occasion, the same person may be both a Supervisor and an Activity Assessor. There may also be multiple Supervisors for an **Adventurous Journey**. Please refer to [2.2.3 Activity Assessors](#) and [2.2.4 Supervisors](#) for more details and a full breakdown of responsibilities for each role.

The following is an overview of the supervision requirements that must be fulfilled:

1. All journeys (Practice and Qualifying) must have at least 1 Supervisor who is suitably skilled, experienced, and qualified.
2. The nature and level of supervision will be determined by the Activity Assessor in conjunction with the Supervisor and must be approved by the Duke of Ed Centre.

IMPORTANT NOTE: Check with your relevant State/Territory Duke of Ed Office to confirm any additional **Adventurous Journey** supervision requirements or industry guidelines which may apply, especially with Registered Users under 18 years of age. All relevant Duke of Ed Centre policies and any specific State/Territory legislation and/or regulations must be adhered to.

7.5.6 Conducting Practice and Qualifying Journeys Together

Practice and Qualifying Journeys may be undertaken back-to-back if it's not viable to deliver them as separate journeys. This may include journeys being undertaken overseas or interstate, where approved by the Duke of Ed Centre and Duke of Ed Leader.

1. 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 Registered Users, Activity Assessors and Supervisors to reflect on the Practice Journey and incorporate any new learning into the preparation for the Qualifying Journey. This period of time also allows Registered Users to opt out of undertaking the Qualifying Journey if they are not ready.
2. It is important to check with the relevant State/Territory Duke of Ed Office to confirm any additional approval requirements.

7.6 Preparation and Training Requirements

7.6.1 Required Competencies

An **Adventurous Journey**, by its very nature, has an element of uncertainty and therefore 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 one does occur. The key to this is the proper preparation and training of Registered Users so that they can safely undertake their Practice Journey and then their Qualifying Journey.

Most Registered Users will need considerable preparation and training unless they are already highly skilled in the necessary techniques. This needs to be conducted by a suitably experienced or qualified person approved by the Duke of Ed Centre. Consideration also needs to be given to any relevant State/Territory legislation, adventure activity standards and industry guidelines.

After training, the Activity Assessor must be satisfied that the group is able to competently carry out their Practice Journey in a safe and self-reliant manner. Specific competencies may require sign-off and/or training prior to the Practice Journey, depending on the type of journey or environment.

Some examples of competencies that may need to be demonstrated:

1. Understanding of the **Adventurous Journey** planned.
2. First aid and emergency procedures relevant to the type of journey or environment.
3. Safety and safe practices.
4. Route planning and navigation.
5. Accommodation and hygiene.
6. Teamwork, problem solving and leadership training.
7. Meal planning, preparation of food and cooking.
8. Environmental awareness and care.
9. Necessary equipment and how to use it.
10. Technical skills for the mode of travel, e.g., bike tyre repair, paddling or knot tying.
11. Observational and recording skills.

The depth of the information covered and the mode of its delivery:

1. Is a matter for the judgement of the Activity Assessor and must be based on the type and difficulty of the journeys.
2. Depends on the experience, condition, characteristics and competence of the Registered Users.
3. Depends on the duration of the journey.

Once the Activity Assessor is satisfied that the preparation and training has been completed and competencies demonstrated, they will sign off the Registered User's records indicating that they are ready and able to undertake their Practice Journey safely.

7.7 Special Requirements for Practice Journeys

1. The aim of the Practice Journey is to provide Registered Users with sufficient experience so they can plan and undertake their Qualifying Journey as independently and safely as possible with confidence. Even a highly skilled group of individuals will usually take part in at least 1 Practice Journey to become familiar with working as a team (although please note, team composition may change between Practice and Qualifying Journeys).
2. The duration of the Practice Journey should be the same as the Qualifying Journey, however the Duke of Ed Leader, in consultation with the Activity Assessor, can take previous experience and skills into consideration to reduce or waive the Practice Journey. Changes may include:
 - i. The duration of the Practice Journey being reduced by the Activity Assessor (in consultation with the Duke of Ed Leader) if the Registered Users have demonstrated competence outside of the Duke of Ed. In this case the minimum time requirement should be:
 - a. 1 day (6 to 7hours) for **Bronze** or **Silver** Level.
 - b. 1 day (8 hours) and 1 night for **Gold** Level.
 - ii. A Practice Journey being waived where a Qualifying Journey has been completed for a previous Level for a similar type of journey, mode of travel and by largely the same group.
3. Registered Users must undertake as many Practice Journeys as required to ensure their safety when undertaking their planned Qualifying Journey. The Activity Assessor (in consultation with the Duke of Ed Leader) is responsible for ascertaining the number of Practice Journeys applicable to ensure a successful team outcome and overall individual and group safety.

Please check with your relevant State/Territory Duke of Ed Office to confirm any additional approval requirements for a reduced or waived Practice Journey.

7.8 Special Requirements for Qualifying Journeys

At all Duke of Ed Levels, it is a requirement that Registered Users undertake 1 Qualifying Journey. The following special requirements apply:

1. Ideally, all Practice and Qualifying Journeys should use the same mode (or combination of modes) of travel (e.g., canoeing, walking, public transport, etc). However, if multi-mode travel is used for the Practice Journey and only 1 mode is used for the Qualifying Journey, the Activity Assessor needs to satisfy themselves that the Registered Users have demonstrated sufficient competence to undertake that mode of travel for the longer duration. See [7.7 Special Requirements for Practice Journeys](#) for more information.
2. On occasion, environmental hazards (e.g., fire or flood) may restrict or alter access to a site resulting in changes to the planned Qualifying Journey.
 - i. If the mode of travel must change, Registered Users must demonstrate to the Activity Assessor that they have acquired sufficient competence for the new mode of travel.
 - ii. The Qualifying Journey may be undertaken without an overnight stay as the skills for the overnight component would have already been established.

Prior approval from the relevant State/Territory Duke of Ed Office is required for such variations.

7.9 Reporting

It is important that the Activity Assessor discusses the Journey Log and Journey Report with the Registered User prior to their journey and agrees what the expectations and requirements of its form and detail will be.

7.9.1 Journey Logs

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

Suggested information to include in the Journey Log includes:

1. Agreed SMART Team Goal.
2. Navigation/travel notes, including route times and route decisions made, new tracks or features discovered, sketch maps, etc.
3. Details regarding weather, terrain and landmarks/structures or natural formations experienced.
4. Environmental observations e.g., vegetation, people, infrastructure and animal or bird life observed.
5. Historic, cultural and scenic observations.
6. Adequacy of equipment, clothing, food, etc.
7. Campsites/accommodation used.
8. Experiences regarding teamwork, e.g., morale, leadership, decision-making, etc.
9. Personal reflections, including strengths, weaknesses, concerns, accomplishments, highs, lows, what you may have learnt about yourself, etc.
10. Any noteworthy observations or events.

11. Information regarding any incidents that may have occurred during your **Adventurous Journey**, such as:
 - i. change of route from the initial plan.
 - ii. unexpected weather impact.
 - iii. equipment failure.
 - iv. illness or injury to any group member.
 - v. what action was taken to deal with any incident.
12. Details regarding the accomplishment of the journey's purpose.

7.9.2 Journey Reports

Registered Users compile and submit a Journey Report to their Activity Assessor based on their Journey Logs. The report may be completed on an individual or group basis.

The Qualifying Journey Report may be written or presented in more than 1 medium. For example, the report could be verbally presented together with documentation or be in a multi-media format such as video diary, slide presentation or photo essay. Please note, the format, expected standard and detail of the report needs to be agreed upon with the Activity Assessor before the commencement of the journey.

The Qualifying Journey Report needs to include a comprehensive description of the journey and whether the SMART Team Goal was achieved. Subject to agreement with the Activity Assessor, the Report can also contain:

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 (see equipment list above).
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.

7.10 Adventurous Journey Assessment

There are 2 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 Activity Assessor and Duke of Ed Leader before a Registered User undertakes their journey. Please check with the relevant State/Territory Duke of Ed Office for any additional pre-approval requirements.
2. **Post-approval:** Upon the completion of each journey, each Registered User must be assessed to ensure they have each fulfilled all the relevant requirements (see [3.6 Assessing Activities](#)).

In addition to the assessment conditions that apply to all Duke of Ed Section activity, a Registered User has satisfied the requirements of the **Adventurous Journey** Section (see [7.5.3 Adventurous Journey Requirements](#)) if the Activity Assessor agrees that:

1. The Registered User has met the preparation and training requirements, completed at least 1 Practice Journey (if this journey hasn't been waived – see [7.7 Special Requirements for Practice Journeys](#)) and completed their Qualifying Journey.
2. Progress has been made on the baseline of the Registered User's initial knowledge and ability, and the Registered User has strived to meet and achieve the agreed **Adventurous Journey** purpose.
3. Minimum and maximum group-size requirements have been met.
4. An appropriate Qualifying Journey report has been submitted/presented.

After the Registered User completes their Qualifying Journey and submits their Qualifying Journey Report, the Activity Assessor completes their final Activity Assessor's Report.

7.11 Virtual Adventurous Journeys

Part or all of an **Adventurous Journey** may be completed by a virtual mode. The following guidelines apply to Virtual **Adventurous Journeys**:

1. The conditions outlined in [Virtual Adventurous Journey Requirements](#) must be met.
2. Virtual **Adventurous Journeys** are available for **Bronze** and **Silver** Levels with approval by the relevant State/Territory Duke of Ed Office – in consultation with the National 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. Duke of Ed Centres (and their Duke of Ed Leaders) may approve their Registered Users undertaking a Virtual **Adventurous Journey** (Virtual AJ), subject to all the requirements being met.

For more information, see [Virtual Adventurous Journey](#).

7.12 Adventurous Project

The Adventurous Project is an activity that may occur if **1 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. An 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 to 7 group members.
2. Before commencing an Adventurous Project, Registered Users must be adequately prepared, trained, and experienced, to ensure they can complete the Adventurous Project safely.
3. All Adventurous Project proposals must be discussed with the relevant State/Territory Duke of Ed Office to determine their suitability before being approved by the Duke of Ed Leader on behalf of the Duke of Ed Centre.

Note that in some States or Territories Adventurous Projects may be restricted to Registered Users over the age of 18, e.g., for solo journeys. Please check with the relevant State/Territory Duke of Ed Office.

Examples

A Registered User might take part in a fauna or environment study in the remote Tasmanian wilderness in a group of 3 and relying on food drops or undertake a sailing trip down the east coast of Australia as part of an organised sailing event. Other Registered Users 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.

7.13 Activity Ideas

Below are some ideas for the **Adventurous Journey Section**. Remember this list is a guide only and is not exhaustive. For a more extensive list, please view the [Duke of Ed Top Activities](#).



7.14 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, especially when the same small team is not engaged, are also usually not appropriate unless each of the requirements set out in [7.5.3 Adventurous Journey Requirements](#) can be met. Contact your State/Territory Duke of Ed Office for further information before planning such trips.

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- 8.1 Aim
- 8.2 Ethos
- 8.3 Benefits
- 8.4 Requirements
 - 8.4.1 Special Requirements for Gold Residential Project
- 8.5 Activity Ideas and Goal Setting



Chapter 8

Gold Residential Project

Chapter 8 - Gold Residential Project

8.1 Aim

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

8.2 Ethos

The **Gold Residential Project** offers a Registered User a unique experience that will broaden their horizons, challenge their outlook, and extend their comfort zone.

The **Gold Residential Project** involves working towards a common goal with people who are not the Registered User's usual companions. This purposeful experience also takes place away from the Registered User's usual place of residence, most often in an unfamiliar environment. It is hoped that the **Gold Residential Project** rewards **Gold** Level Registered Users with a sense of personal achievement, enhanced social connection with new and interesting people and a truly life-changing experience.

8.3 Benefits

Some of the benefits of undertaking the **Gold Residential Project** for Registered Users include:

General benefits of the Residential Section

- Meeting new people
- Experiencing an unfamiliar environment
- Building new relationships
- Working as part of a team
- Accepting responsibility
- Developing communication skills
- Developing confidence
- Showing initiative
- Learning new skills or enhancing existing ones
- Enjoying living and working with others

Specific outcomes

-  Confidence
-  Managing feelings
-  Resilience and determination
-  Relationships and leadership
-  Planning and problem solving
-  Intercultural competence
-  Personal and social wellbeing
-  Communication

8.4 Requirements

For this Section, Registered Users must:

1.	Meet the requirements outlined in 3.5 Undertaking Activities – Requirements and Steps
2.	Meet the minimum time requirements for the Duke of Ed Level chosen, outlined in 1.9 Time Requirements
3.	Meet the age requirements outlined in 1.10 Age Requirements
4.	Meet any requirements outlined below in 8.4.1 Special Requirements for Gold Residential Project

8.4.1 Special Requirements for Gold Residential Project

For this Section, Registered Users must:

1.	Be registered for the Gold Level
2.	Undertake shared purposeful activity which provides opportunities for broadening their interests and personal experience
3.	Live away from their usual place of residence 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 Duke of Ed Leader. As a guide, total travel time used as part of the minimum 5 days must not total more than 8 hours on 1 day
4.	Be in the company of others who are, in the main, not their usual companions
5.	Undergo briefing and/or training if required, before or during the residential period, so that they can contribute fully to the planned activity
6.	Undertake a residential experience of the young person's own choice, freely made and without any financial or material gain other than assistance with transport, accommodation, and/or meals

It is important to consider your personal circumstances wisely when choosing an appropriate activity for the **Gold Residential Project**. For example, it may be a project overseas that requires a financial investment.

In exceptional circumstances, the commitment may be split into 2 separate occasions. These exceptional circumstances may include medical reasons or lack of ready access to a 5 day opportunity.

In these situations, the same (or a very similar) activity must be pursued over both occasions, totalling 5 days of activity, and take place within a 12-month period. If there is any doubt, Duke of Ed Leaders are to contact their relevant State/Territory Duke of Ed Office before approving split residential activities.

For medical/health reasons or extenuating circumstances (e.g., remoteness), part of the **Gold Residential Project** may involve the Registered User going home to sleep or undertaking a component virtually. A key consideration for a Duke of Ed 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.

Note, **Gold Residential Projects** are often booked well in advance so upon arrival at the residential venue, it is recommended that the Registered User remind their Activity Assessor that the project will form part of their **Gold** Duke of Edinburgh's International Award.

8.5 Activity Ideas and Goal Setting

Below are some ideas for the **Gold Residential Project** Section. Remember this list is a guide only and is not exhaustive. For a more extensive list, please view the [Duke of Ed Top Activities](#).



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- 9.1 Parents, Carers and Guardian Consent
- 9.2 Child Protection
- 9.3 Privacy
- 9.4 Insurance
 - 9.4.1 Insurance Obligations of Duke of Ed Centres
 - 9.4.2 Insurance Obligations of the NAO
- 9.5 Volunteer Code of Conduct
- 9.6 Adventurous Journeys
- 9.7 Gold Residential Project
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- 9.9 Our Policies

Chapter 9

Risk Management

Chapter 9 - Risk Management

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

Assessment and risk management is done jointly by the Duke of Ed Centre, the Duke of Ed Leader and the Activity Assessor in consideration of the Registered User's circumstances.

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, Duke of Ed Centres and Volunteers. The minimum standard for all conduct is current State, Territory, and/or Federal legislation.

At times, the NAO may introduce requirements further to the standards that apply under Federal and State law. When this occurs, information will be distributed to Duke of Ed Centres via their relevant State/Territory Duke of Ed Office.

9.1 Parents, Carers and Guardian Consent

It is a requirement of the Duke of Ed that all Registered Users under the age of 18 must get parent/guardian consent before commencing any Duke of Ed activity. The [National Parent/Guardian Consent Form](#) can be signed and provided by:

1. Electronic submission via the ORB.
2. Printing the form and returning it to the Duke of Ed Leader.

The policies of the Duke of Ed Centre and State/Territory Duke of Ed Office concerning parental consent will inform how the consent can be provided (e.g., some states might require the form to be printed and signed).

Until an individual has submitted their consent form, received formal acceptance by the Duke of Ed Leader and paid their fees they are not considered Registered Users or covered by relevant insurance policies. Consent forms also need to be retained on file by Duke of Ed Centres.

Furthermore, by offering encouragement and acknowledging successes, parents, carers, and guardians can often make a significant contribution to helping a young person complete their Duke of Ed.

9.2 Child Protection

The Duke of Ed is committed to the safety, protection and wellbeing of all children and young people using the Duke of Ed Framework. In line with this:

1. We work with Duke of Ed Centres to promote ‘child-safe’ practices and protect children from harm, abuse, neglect, or exploitation in any form and take this responsibility very seriously.
2. We require Duke of Ed Centres to create child-safe environments, both internally and externally, where children/young people are respected, protected, empowered and made active in their own protection, and where staff and volunteers are skilled, confident, competent and well supported to comply with 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 relevant State/Territory Duke of Ed Office.

Refer to *Policy 3.12 - Protection of Children & Young People* along with the *Volunteer Code of Conduct*.

9.3 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). It is the responsibility of every Duke of Ed Centre to ensure personal information is handled appropriately and in line with these laws. See *Policy 3.5 - Privacy & Online Information* and *Policy 1.12 - Privacy Compliance*.

9.4 Insurance

9.4.1 Insurance Obligations of Duke of Ed Centres

1. All Duke of Ed Centres must have current insurance policies while holding a sub-licence. Insurance policy minimums should be as follows and any variation on this requires written approval from the National Duke of Ed Office:
 - i. Public and Product Liability insurance with a minimum cover of \$20,000,000 (\$20 million) for any 1 incident (or series of incidents) arising from 1 event for public liability and in the aggregate for the year in respect to product liability.
 - ii. Personal Accident insurance covering all Registered Users and Volunteers in relation to the Duke of Ed Framework activities, for a minimum aggregate limit of \$3,000,000 and Death and Capital Benefits limit of \$150,000.
 - iii. Workers Compensation insurance(s) as is required by law in the State or Territory of operation of the Duke of Ed Framework.
2. On the commencement date, and on each anniversary of the commencement date during the term, the Duke of Ed Centre must provide written evidence to the State/Territory Duke of Ed Office that it holds the insurance covers set out above, unless the Duke of Ed Centre is named (or is covered under the insurance policies of an organisation that is named) in the list of insured Duke of Ed Centres (available via *Insurance* at dukeofed.com.au).

3. The Duke of Ed Centre must have in place all insurance policies as stated in and required by the signed licence agreement. If the Duke of Ed Centre (or its Insurance policies) does not cover certain activities, then the responsibility for managing and communicating any risks lies with the Duke of Ed Centre. It is the responsibility of the Duke of Ed Centre to ensure proper coverage and transparency.

See [9.8 Incident Reporting](#) for the actions that are to be taken if an accident or incident occurs.

9.4.2 Insurance Obligations of the NAO

The Duke of Edinburgh's International Award – Australia (the Duke of Ed) to have insurance cover for all Registered Users and Volunteers (see 'Duke of Ed National Insurance Obligations for Duke of Ed Centres', as referenced in the Duke of Ed Licence Agreement (contact the relevant State/Territory Duke of Ed Centre for more information). This includes, but is not limited to, both personal accident and public liability insurance. Registered Users, their families and Volunteers need to refer to their relevant Duke of Ed Centres for further information.

The NAO insurance policies provide secondary cover; this may in certain cases provide an additional level of cover over and above the Duke of Ed Centre's insurance policy.

9.5 Volunteer Code of Conduct

All Volunteers who actively engage with Registered Users in the activities being used for the Duke of Ed, including but not limited to Duke of Ed Leaders, Activity Assessors and Supervisors, must agree to and sign the [Volunteer Code of Conduct](#).

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

9.6 Adventurous Journeys

Please see [Chapter 7](#) for specific details regarding **Adventurous Journeys**.

The Duke of Ed Centre is responsible for determining whether an **Adventurous Journey** is appropriate for each Registered User (or teams of Registered Users) and must undertake necessary risk management assessments according to Handbook requirements and organisational governance.

This includes but is not limited to ensuring that:

1. Proposed **Adventurous Journeys** meet Handbook requirements and State/Territory Duke of Ed Office requirements.
2. Registered Users have shown sufficient competencies to undertake **Adventurous Journeys**.

3. All Volunteers meet the Child Protection legislative requirements for each State/Territory.
4. Supervisors (both internal and external) are appropriately qualified for the proposed **Adventurous Journey**.
5. An Emergency Contact is nominated prior to departure for every **Adventurous Journey**, and they have copies of all important operational documents.
6. When applicable, prior to departing on every **Adventurous Journey**, trip intentions are lodged with the appropriate authorities noting the details of the Emergency Contact e.g., local police, landowners (such as National Parks/Lands authorities), etc.
7. Emergency/Communications devices are appropriate for the terrain of the **Adventurous Journey**.
8. Appropriate Emergency/Critical Incident Response and Communications Plans are completed and authorised for all **Adventurous Journeys**, which include:
 - i. Sourcing and interpreting weather conditions prior to **Adventurous Journeys** to ensure they meet the requirements and that contingencies are in place for unexpected weather events.
 - ii. Ensuring equipment to be taken is safe and appropriate for the **Adventurous Journeys**.
9. Appropriate insurance cover is in place for **Adventurous Journeys** type.

In addition to the requirements above, a Duke of Centre should establish a 'Pre-approval process' for Registered Users attending 'open' trips with an external Supervisor (e.g., in the school holidays) which should include but is not limited to:

1. Which approved provider they want to book with.
2. Details of the Journey (Practice or Qualifying, dates, location, mode of travel).

9.7 Gold Residential Projects

Please see [Chapter 8](#) for specific details regarding **Gold Residential Projects**.

The Duke of Ed Centre holds the overall responsibility for determining whether a **Gold Residential Project** is appropriate and is to undertake necessary risk management assessments according to Handbook requirements and organisational governance. Risk management considerations for **Gold Residential Projects** include:

1. Whether the proposed **Gold Residential Project** meets Handbook and the relevant State/Territory Duke of Ed Office requirements.
2. Any project (particularly overseas) is within the personal/family financial means of the Registered User.
3. Appropriate planning is conducted well ahead of time to ensure the viability of the project.
4. Ensuring any pre-approvals are in place with the Duke of Ed Centre and the relevant State/Territory Duke of Ed Office has been consulted (where appropriate) to ensure the Project is compliant.
5. The Registered User (with the guidance of the Duke of Ed Leader) identifying an Activity Assessor in the organisation where the residency will be undertaken and ensuring that they will be available to assist the Registered User throughout the project.

6. Confirming all participating adults meet the Child Protection legislative requirements for the relevant State, Territory or Country.
7. Ensuring that the appropriate insurance cover is in place for the type of **Gold Residential Project**.

Refer to your Duke of Ed Centre policy or if further clarification is required, contact your State/Territory Duke of Ed Office.

9.8 Incident Reporting

In the event of any incident involving Registered User, Volunteers or other adults engaged in activities as part of the Duke of Ed, an *Incident Report Form* (available via Resources at dukeofed.com.au) must be completed in conjunction with the Registered User's and Volunteer's Duke of Ed Centre.

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, Duke of Ed Centres and Duke of Ed Leaders must:



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

1. Activity and Section of Duke of Ed
2. Location
3. Weather
4. Date
5. Time of day
6. Other Registered Users and condition of group
7. Was there any foolish or inappropriate behaviour?
8. Witnesses
9. Provocation
10. Prior warning
11. 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 can identify trends and factors common to a number of incidents.

Another significant reason for the Incident Report is that what may commence as an ordinary personal injury matter has the potential to result in 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. Major incidents need to be reported within 48 hours.

Following the receipt of the *National 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.

9.9 Our Policies

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

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Chapter 10

History and Background

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 Framework 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. A girls' program was launched in 1958 and the 2 separate schemes (as they were called at the time) 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 Duke of Ed has developed and grown and is now used by young people in over 130 countries and territories. It has become the international leader for organising and accrediting non-formal education with the second component of the product being its youth developmental features. Managing and having non-formal education activities accredited through the Duke of Ed also builds strong core life skills such as perseverance, communication, problem solving, teamwork and self-challenge.

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 intaward.org.

Today, the design 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.

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 (Judge) Adrian Curlewis CVO CBE, President of the National Fitness Council at the time. While seeds were planted across Australia, the Duke of Ed commenced in 2 Sydney schools in 1959 and developed in each State and Territory, with the respective Chairpersons meeting as the Australian Coordinating Council from 1962.

The Australian Coordinating Council (ACC) became incorporated in 1986. In November 2000, the International Award Secretariat licensed 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 by the International Award Foundation to the National Award Operator (NAO).

The NAO has licensed five State and Territory authorities to operate the Duke of Ed Framework. The operations of the other 3 (ACT, South Australia, and Victoria) are managed directly by the NAO.

Each State/Territory Duke of Ed Board (some are referred to as a State Committee) further delegates the operation of the Duke of Ed Framework to Duke of Ed Centres which agree to meet the criteria for the Duke of Ed and support and encourage young people to use the Framework.

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

10.3 The International 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 Duke of Ed Centres 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 Framework. 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 (IC)* is the governing body for the Association. It consists of the Trustees and Secretary General of the International Award Foundation plus 20 elected members to speak to the interests of NAOs and Independent Award Centres. The International Council is chaired by 1 of the Trustees of the Foundation and operates as a consultative body to the Trustees and the IAF Secretariat.

Today much of 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 uses a regional structure for some of its work:

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

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 Framework 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.

1959

The Duke of Ed began in Australia in 1959

1983

The 1000th Australian **Gold** Level Duke of Ed was presented

2016

Duke of Ed Employer Project launched

1963

The NSW & VIC State Committees were established

2000

The Duke of Ed in Australia gained a tax deductible status

2017

HRH The Prince Philip, Duke of Edinburgh stepped down from public engagements with the Duke of Ed

1970

HRH The Prince Philip, Duke of Edinburgh visited Australia and presented **Gold** Levels

1976

5,000 New Duke of Ed Registrations per annum

2015

The Duke of Ed in Australia started funding disadvantaged youth

2012

20,000 New Duke of Ed Registrations per annum

1962

The National Coordinating Council was formed and the Duke of Ed was established in QLD, WA, TAS, and SA

2007

15,000 New Duke of Ed Registrations per annum

2024

Over 1,200 Duke of Ed Centres
32,940 New Duke of Ed Registrations per annum
Funded over 10,000 disadvantaged youth to date, to take part in the Duke of Ed

10.5 Beyond Participation for Alumni

Registered Users who have achieved their **Bronze**, **Silver** and **Gold** accreditation are encouraged to continue to be involved with the Duke of Ed. There are many ways for Alumni, Duke of Ed Leaders, and Activity Assessors to stay connected both in Australia and around the world:

1. Join our Global Award Alumni Network to re-engage with the Duke of Ed in Australia, reconnect with Duke of Ed Achievers, attend Alumni events, receive special offers and carry on the lifelong learning principles of the Duke of Ed.
2. Become a Duke of Ed Leader or an Activity Assessor and mentor Registered Users.
3. Volunteer 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 dukeofed.com.au.

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Chapter 11
Duke of Ed Outcomes

Chapter 11 - Duke of Ed Outcomes

Each person's experience of using the Duke of Ed Framework is deeply individual. However, many Alumni say that it was their Duke of Ed Leader who inspired them to complete the Framework, highlighting the importance of this key role. Developing an understanding of the uniqueness and benefits of the Duke of Ed, and the impact it has on young peoples' lives, helps to foster an appreciation of the value of mentoring people through their experience.

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.

"When I finished school I had no passion for anything, generally I just sat at home on the couch. The Duke of Ed 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. The Duke of Ed has changed my outlook on life and has opened my eyes to the importance of my culture and keeping it alive."

Ngarijan Rosser-Bonner – PCYC, QLD



Duke of Ed Outcomes



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.



Managing Feelings

Reviewing, self-awareness, self-control, reflecting, self-regulating, self-accepting.



Resilience and determination

Self-disciplined, self-management, self-motivated, focused, having a sense of purpose, persistent, self-controlled.



Relationships 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 innovative 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.



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.



Intercultural competence

The ability to operate in different cultural settings (with people of different ages, skills, religious backgrounds, language, 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.

Document Reference List

Document	Available at
Duke of Ed – Activity Plan	https://dukeofed.com.au/resource/activity-plan
Duke of Ed National Insurance Obligations	https://dukeofed.com.au/resource/insurance/
National Incident Report Form	https://dukeofed.com.au/resource/national-incident-report-form/
ORB User Guide	https://dukeofed.com.au/?s=orb+user+guide
Parent / Guardian Duke of Ed Consent Form	https://dukeofed.com.au/resource/duke-of-ed-parent-guardian-consent-form/
Policy 1.12 - Privacy Compliance	https://dukeofed.com.au/resource/privacy-compliance/
Policy 1.6 - Use of Name & Logo	https://dukeofed.com.au/resource/use-of-name-and-logo/
Policy 3.12 - Protection of Children & Young People	https://dukeofed.com.au/resource/protection-of-children-and-young-people/
Policy 3.5 - Privacy & Online Information	https://dukeofed.com.au/resource/privacy-policy/
Policy 4.1 - National Training Requirements & Duke of Ed Leader Accreditation	https://dukeofed.com.au/resource/training-requirements-leader-accreditation/
Policy 4.5 - Duke of Ed Handbook Australia	https://dukeofed.com.au/resource/handbook/
Policy 4.6 - Duke of Ed Approval and Presentations	https://dukeofed.com.au/resource/approval-and-presentations/
UN Sustainable Development Goals	undp.org/sustainable-development-goals
Virtual Adventurous Journey	https://dukeofed.com.au/resource/virtual-adventurous-journey/
Volunteer Code of Conduct	https://dukeofed.com.au/resource/volunteer-code-of-conduct/
Understanding ORB Activity Logging Algorithm PDF Guide	https://dukeofed.com.au/resource/understanding-orb-activity-logging-algorithm/
Working with Children	https://dukeofed.com.au/resource/working-with-children/

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