

# INTERNATIONAL HANDBOOK FOR AWARD LEADERS





## About The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award (the Award) is a Non-Formal Education and Learning framework supporting young people to find their purpose, place and passion in the world.

In more than 120 countries, our globally recognised accreditation is available to all 14 to 24-year-olds, inclusive of all backgrounds, locations, cultures and abilities. Through the programme, each young person becomes part of something special while developing their individual interests, universal skills and life ambitions. Since its launch in 1956, it has inspired millions of young people to transform their lives.

Participants design their own Award programme within the framework, set their own goals and record their own progress. By creating opportunities for young people to develop skills, get physically active, take part in voluntary service and experience adventure, the Award can play a critical role in their development outside the classroom. The Award allows young people's achievements to be consistently recognised worldwide, giving them unique international accreditation of their experiences.

The Award helps to inspire and challenge individuals, communities and societies around the world. Young people who take part in the Award develop universal skills such as, confidence, resilience, problem solving and leadership. This in turn impacts on their communities, who can see improvements in areas including employability, health and wellbeing, and educational attainment.

Through the Award, young people can believe in the power of their potential, make a difference in their community and take control of their future, creating entire generations of innovators and changemakers who are truly world-ready.

The Award is overseen by the Duke of Edinburgh's International Award Foundation (hereafter referred to as 'the Foundation'). The Foundation is the licensing body for the Award globally. More information about the Foundation can be found here: <https://intaward.org/the-foundation>.

## A message from our Founder

Young people growing up in this modern, complicated world have many difficulties to face, and opportunities for personal achievement are often limited. At the same time, parents, teachers, voluntary organisation leaders, and employers, who recognise their responsibilities towards young people, also have their challenges.

The Award is intended to help both the young as well as those who are concerned for their welfare. The object is to provide an introduction to worthwhile leisure activities and voluntary service, as a challenge to the individual to discover the satisfaction of achievement and as a guide for those people and organisations who would like to encourage the development of their young fellow citizens.

I hope that everyone who takes part in the Award will find an added purpose and pleasure in their lives. I am quite sure that all those who help to run it will gain that special sense of satisfaction which comes from helping others to discover hidden abilities and to overcome a challenge.



**His Royal Highness, the late Prince Philip,  
Duke of Edinburgh, KG, KT**

Founder of The Duke of Edinburgh's International Award.

Foreword first used in Handbook for Award Leaders (2000) and all editions since.

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# CHAPTER 1

## INTRODUCTION, PHILOSOPHY AND PRINCIPLES

- 1.1 Introduction to the Handbook
- 1.2 The responsibilities of an Award Leader
- 1.3 The Guiding Principles
- 1.4 Codes for Award Operators
- 1.5 Award Outcomes
- 1.6 Award Impacts





## 1.1 Introduction to the Handbook

This Handbook provides Award Leaders, and other adults involved in delivering the Award, with the core information required to deliver the Award in any location. It is a tool that gives Award Leaders the practical advice and guidelines to help young people to design, plan and achieve their Award. It is designed to help you to provide the best support and guidance possible to Award participants.

Whilst the Award has enduring principles and defined requirements, its unique strength is its ability to be used flexibly with any group of young people, whatever their needs and backgrounds.

The Handbook aims to mirror this philosophy, offering best practice advice, support and the flexibility to shape the Award based on the unique needs and requirements for your location and participants, whoever and wherever you are.

The Handbook can be used by any adult supporting a participant through their Award journey. It contains references and links to a wealth of information and online training to suit anyone looking for support, whatever role they are taking on.

Adults delivering the Award can find additional information and resources on our website - [intaward.org](http://intaward.org), and on the Award Community, our interactive learning and sharing platform ([awardcommunity.org](http://awardcommunity.org)). If you have any questions regarding the delivery of the Award that cannot be answered by the Handbook, on the Award Community or our website please do not hesitate to contact your Award Operator – for example your National Award Operator or, in the case of an Independent Award Centre, the Foundation.

## 1.2 The responsibilities of an Award Leader

The role of the Award Leader is the most participant facing of all adult roles within the Award. Award Leaders are the people who are actively working with participants, helping them to choose their activities, monitoring their progress, and coordinating aspects of their Award programmes. Award Leaders may serve in other adult roles within the Award at an organisation. Award Leaders must have the following essential skills:

- Be familiar with the aims, principles, requirements and conditions of the Award
- Be able to communicate with adults and young people
- Be able to plan and organise effectively
- Be computer literate and able to use web-based programs
- Be able to provide inspirational leadership and motivate young people to work together as a team
- Be able to build, maintain and facilitate effective working relationships with a wide range of people
- Able to plan, manage, and monitor own tasks and time, as well as others, if needed

### Practical Experience

- Experience in working with young people in a Non-Formal Education environment
- Experience mentoring and guiding young people to set and strive toward personal goals

### Personal Attributes

- Integrity
- Respected within the organisation
- Committed to ensuring high standards
- Commitment to the Guiding Principles of the Award
- Flexible
- Self-motivated



## 1.3 The Guiding Principles

There are 10 Guiding Principles that underpin the philosophy of the Award.

They are designed to ensure that a young person has a meaningful and purposeful journey through their Award, as well as ensuring that the impact of achieving their Award provides a lasting personal legacy. The Award's Guiding Principles are as follows:

### 1. Individual

Individuals design their own programme, which can be tailored to suit their personal circumstances, choices, and local provision. They start at whichever level suits them best and they can take as long as they wish (within the age limit) to achieve their Award.

### 2. Non-competitive

Doing their Award is a personal challenge and not a competition against others. Every participant's programme is tailor-made to reflect their individual starting point, abilities and interests.

### 3. Achievable

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

### 4. Voluntary

Whilst the Award may be offered within school, college, work time, custody or extra-curricular activity, individuals choose to do a programme and must commit a substantial amount of their free time to undertake their activities.

### 5. Developmental

Participating in their Award programme 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.

### 6. Balanced

The Award provides a balanced framework to develop the individual's mind, body and community spirit by engaging them in four activities at Bronze and Silver levels, and five activities at Gold level.

### 7. Progressive

At each level, the Award demands progressively more time, commitment and responsibility from the participant.

### 8. Inspirational

The Award inspires individuals to exceed their expectations. They are encouraged to set their own challenges and goals before starting an activity, aim for these goals and by showing improvement, will move towards achieving an Award.

### 9. Persistence

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

### 10. Enjoyable

Participants and Leaders should find the Award enjoyable, fulfilling and rewarding.



## 1.4 Codes for Award Operators

In addition to the 10 Guiding Principles, there are three criteria to which all Award Licence Holders must adhere. These criteria relate to the Award's Operational Principles, Code of Practice and Reciprocal Participation.

### 1.4.1 The Operational Principles

- Participants must be between 14 and 24 years of age.
- The basic structure of the Award consists of the four mandatory sections:

#### **Voluntary Service, Skills, Physical Recreation and Adventurous Journey.**

- There are three levels of Award: Bronze (for those aged 14 or over), Silver (for those aged 15 or over) and Gold (for those aged 16 or over)\*.
- The minimum period of participation for direct entrants to qualify for an Award is six months for Bronze, 12 months for Silver, and 18 months for a Gold Award.
- At Gold level, participants must undertake a Gold Residential Project away from home.

### 1.4.2 The Code of Practice

All Operators and deliverers of the Award must:

- Maintain comparable standards of operating practice as advised by The Duke of Edinburgh's International Award.
- Manage the Award fairly and impartially in all respects.
- Ensure that the Award is open to all, subject to the age parameters.

### 1.4.3 Reciprocal Participation

- All Award Operators agree, wherever possible, to allow participants from any other licensed Operators to transfer their participation to them and to recognise the validity of achievements recorded by other Award Operators or Partners.

\*Based on direct entrant requirements. Some National Award Operators allow young people doing their Award at school to start their Award before their 14th birthday. This allows young people to start their Award journey together with their peers. Under these circumstances the young person must be older than 13. Please contact your relevant National Award Operator for clarification.



## 1.5 Award Outcomes

The Award can play a vital role in providing opportunities for young people to develop essential universal life skills, complementing their formal education or things they are learning in the workplace. This enables them to grow in confidence and in their ability to contribute positively to their communities. The Award's success and flexibility is evidenced by the fact that it has spread to more than 120 countries and territories around the world.



### 1. 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.



### 2. Resilience and determination

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



### 3. Relationships and leadership

Motivating others, valuing and contributing to team working, negotiating, establishing positive relationships, interpreting others, managing conflict, empathising etc.



### 4. Creativity and adaptability

Imagining alternative ways of doing things, applying learning in new contexts, enterprising, innovating, remaining open to new ideas, reading situations correctly and adapting as required.



### 5. Planning and problem solving

Navigating resources, organising, setting and achieving goals; decision-making, researching, analysing, critical thinking, questioning and challenging, evaluating risks, reliability.

Drawing on previous research undertaken on the Award and other youth organisations and existing research and recommendations on the outcomes of Non-Formal Education and Learning, the Foundation has developed a description for the outcomes of the Award for young people. It has been found that the Award helps young people develop the following social and emotional capabilities:



### 6. Managing feelings

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



### 7. Communication

Explaining, expressing, presenting, listening, questioning, using different ways of communicating.



### 8. Personal and social well-being

A person's state of mind, relationship with the world around them and the fulfilment they get from life: well-being, life satisfaction.



### 9. 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, working place, recreational activities.



### 10. Intercultural competence

Ability to operate in different cultural settings (of different ages, skills, religions, languages, etc.) and adaptability to changing circumstances and ability to sense and respond to new contexts.

## 1.6 Award Impacts

The Award has developed a number of impact measures by examining existing research and evidence on its effectiveness as a youth development programme. Much of this evidence is based on young people's own reports of how doing their Award has transformed their outlook.

It also takes into account the views of employers, educational institutions, parents and youth leaders.

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



### 1. Improved employability and earning potential

Increase in employability and earning potential due to improved life skills.



### 2. Improved physical health and fitness

Improved physical health due to increased long-term participation in physical activities.



### 3. Improved mental health and emotional wellbeing

Improved mental health and emotional wellbeing due to increased social interaction, self-confidence, enhanced life skills and sense of purpose.



### 4. Increased engagement with charitable and community causes

Increased engagement with charitable and community causes directly, through the Voluntary Service section of the Award, and indirectly, through increased likelihood of long-term participation in volunteering and other forms of community and local participation.



### 5. Improved environmental impact

Increase in positive, or reduction in negative, environmental impacts as a result of behaviour change resulting from being more aware of environmental issues and having increased connection with and compassion for nature.



### 6. Increased social cohesion

Increased social inclusion and community cohesion, not specifically captured by the other impacts in the framework. This encompasses the resources and relationships provided by people and society, including skills, knowledge, wellbeing, relationships, shared values and institutions.



### 7. Reduced offending

Reduction in first-term offending and reduction in reoffending by young offenders, due to long-term increased levels of physical activity, improved life skills, increased social inclusion and improved social skills resulting from increased levels of social interaction.



## CHAPTER 2

# AWARD FRAMEWORK AND REQUIREMENTS

- 2.1 Introduction
- 2.2 Award sections and levels of achievement
- 2.3 Setting section goals
- 2.4 Activity logs
- 2.5 Participant registration
- 2.6 Participant age requirements
- 2.7 Starting another Award level
- 2.8 Participant time requirements
- 2.9 Working with young people with additional needs
- 2.10 Award Flexibilities





## 2.1 Introduction

All Award Centres follow the same framework regardless of where in the world they are located. This framework ensures that all young people undertaking the Award have a consistent experience.



### BRONZE

For those over 14 years.  
6 months minimum participation.



### SILVER

For those over 15 years.  
12 months minimum participation.



### GOLD

For those over 16 years.  
18 months minimum participation.

## 2.2 Award sections and levels of achievement

The Award framework is the enduring structure of the Award that has changed very little since its inception in 1956. The Award has four sections designed to provide a balanced programme of personal development and challenge. A summary of the Award framework's levels and sections is shown below:



### VOLUNTARY SERVICE

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



### SKILLS

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



### PHYSICAL RECREATION

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



### ADVENTUROUS JOURNEY

Young people discover a spirit of adventure and gain a deeper understanding of the environment and the great outdoors.



### GOLD RESIDENTIAL PROJECT

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



## 2.3 Setting section goals

The setting of realistic and achievable goals by a participant is essential in allowing them to undertake a purposeful and challenging activity. The setting of poorly defined goals does not motivate a participant to either commit to, or finish, the section. The role of the Award Leader in helping the participant set suitable goals is therefore a crucial responsibility. This must be done in consultation with the relevant subject matter expert – normally the Section Assessor – in the given activity that a participant chooses to complete.

Goals should be **SMART**:

**Specific, Measurable, Achievable, Realistic** and specify how much **Time** it will take.



Goals should be periodically reviewed in discussion between the participant, the Award Leader and the Section Assessor. It is important that the goal remains realistic throughout the Award, and should be subject to revision if necessary. The goal should also motivate a participant to finish their activity rather than cause them to give up because the task is too difficult.

Goals should be relevant to the individual. This means that goals will take a different form, and contain different levels of detail for each participant. The important thing is that they are discussed between the participant, the Award Leader and the Section Assessor.

At the start of the relevant chapters, you will find a brief explanation about the ethos of the SMART goal for each section of the Award.

## 2.4 Activity Logs

Participants should complete regular logs to document progress towards their SMART goal in each of the Award sections. Below are some useful questions to help you support participants in completing their activity logs:

- Are your logs personal to you?
- Do they show progress towards your SMART goal?
- What did you plan to do?
- Was this different to what you actually did?
- What activity happened in the time recorded?
- Were there any challenges?
- What went well?
- How can you improve next time?

## 2.5 Participant registration

Enrolment or registration in the Award commences by mutual agreement between the participant and their Award Leader or another suitable adult, for instance the Award Coordinator.

There is usually a fee payable to the Award Operator to enable the young person to register and to have access to the Online Record Book (ORB) to record their Award activities. Some locations have slight variations depending on local circumstances.

Only activities undertaken after a young person has been registered can count towards their Award – the Award Leader and participant therefore must discuss and agree the start date to ensure that a participant has all of their activities and commitment recognised.



## 2.6 Participant age requirements

The Award is available to young people between the ages of 14 and 24. If a participant is unable to complete their Award before their 25th birthday because of illness, injury or other unavoidable circumstances, an application for an extension must be made by the participant’s Award Centre to the relevant national office or to the Foundation if they are participating within an Independent Award Centre.

The minimum age for direct and continuing participants at each level are as follows:

Level	Minimum age range	
	Direct entrants	Award holders / continuing participants
Bronze	14	N/A
Silver	15	*
Gold	16	**

At Bronze level – flexibility is permitted if a young person, aged 13, is part of a peer group where the majority are 14 or older and wishes to start their Bronze Award with their peers.

\* At Silver level – young people who have completed their Bronze level may start their Silver level without a delay being imposed, even if they are not yet 15.

\*\* At Gold level – young people who have completed their Silver level may start their Gold level without a delay being imposed, even if they are not yet 16. However, Gold participants cannot achieve their Gold Award before their 16th birthday.

Please be aware that the minimum age ranges for continuing participants are optional and that some National Award Operators may have the same age ranges for direct entrants as for continuing participants.

## 2.7 Starting another Award level

Upon successful completion of their Award, participants can begin another Award level, provided they have met the entry requirements detailed earlier in this chapter.

Participants may only work towards one Award at a time. Participants should be encouraged to complete all sections of their current Award level before progressing to another level. The Award is about achieving the personal goals that the participant sets for themselves in all sections, and not simply about counting numbers of hours engaged in one specific activity. If it proves difficult to complete the whole Award in a reasonable time, then they may start a section at the next level provided they:

- have completed that section in their current level
- have reached the minimum age of entry for the new level

## 2.8 Participant time requirements

As the Award is a programme of individual challenge, participants are encouraged to work at their own pace and show regular and ongoing commitment over a period of time. The Award is referred to as a marathon, not a sprint. Subject to the maximum age limit, participants can take as long as they want to complete their Award, although they are obviously encouraged to stick with what they are doing rather than give up for a period.

In the Voluntary Service, Skills and Physical Recreation sections, participants are required to participate regularly in their chosen activity. The Award cannot be achieved in a shorter time span by working more intensely – the activities undertaken should be habit-forming and allow the young person to prove to themselves what they can achieve through persistence and commitment. There is no absolute rule as to what is considered regular participation, as the amount of time dedicated to an activity will depend on many things, including the activity itself and the participant’s own circumstances.

However, on average, participants must spend at least one hour per week on their chosen activity. One hour per week is the amount of time that is required to be logged on the Online Record Book. If a participant has a break for an extended period of time due to illness, studies or another important reason, then they will need to extend the minimum overall time taken to complete their Award.



Participants must persist for at least these minimum periods:

Level	Minimum period of participation by	
	Direct entrants	Award holders
Bronze	6 months / 26 weeks	N/A
Silver	12 months / 52 weeks	6 months / 26 weeks (if Bronze holder)
Gold	18 months / 78 weeks	12 months / 52 weeks (if Silver holder)

Participants must persist for at least these minimum periods for each section:

	Physical Recreation	Skills	Voluntary Service	Direct entrants	Adventurous Journey
Bronze	3 months / 13 weeks	3 months / 13 weeks	3 months / 13 weeks	All participants must do an extra 3 months in one of the following: Physical Recreation; or Skills; or Voluntary Service	2 days + 1 night
Silver	6 months / 26 weeks	6 months / 26 weeks	6 months / 26 weeks	Non-Bronze holders must do an extra 6 months in one of the following: Physical Recreation; or Skills; or Voluntary Service	3 days + 2 nights
Gold*	12 months / 52 weeks	12 months / 52 weeks	12 months / 52 weeks	Non-Silver holders must do an extra 6 months in one of the following: Physical Recreation; or Skills; or Voluntary Service	4 days + 3 nights

\*Plus additional requirement of 5 day / 4 night Gold Residential Project at the Gold level

## 2.9 Working with young people with additional needs

The Award is an inclusive framework that enables access to the Award for all young people, irrespective of their circumstances, and it is important that any individual who chooses to take up the challenge of participating in the Award, is able to do so.

It is sometimes the case that a participant has particular needs that require specific support. In such cases, the Award Leader can adapt the delivery of the Award to suit the individual's circumstances.

Award Leaders are advised to consult their National Office or the Foundation to request examples of good practice that describe how young people with disabilities or specific needs can complete their Award; ultimately, the Award is open to all young people, regardless of their personal circumstances.

## 2.10 Award Flexibilities

The Award Flexibilities are variations to the Award framework that can be applied where doing so would enable greater access to the Award. The Award Flexibilities can be applied on an individual basis with prior approval from the Foundation or NAO. The Award Flexibilities can also be applied to a team, or teams, in the Adventurous Journey section.

More information about them and how the Award's inclusive philosophy and adaptive framework allows for all young people to meet the requirements, irrespective of their circumstances is included at the start of each chapter.



## CHAPTER 3

# SAFEGUARDING AND CODE OF CONDUCT

- 3.1 Introduction
- 3.2 Safeguarding policy
- 3.3 Code of Conduct





### 3.1 Introduction

The Duke of Edinburgh's International Award Foundation ('the Foundation') has zero tolerance for harassment or exploitation against Award participants, their communities, Award Operators, our partner organisations, staff, or volunteers.

### 3.2 Safeguarding policy

Organisations working with young people must be held to the highest possible standards of safeguarding. The Award is committed to:

- Ensuring the interests and well-being of children, young people and vulnerable adults are taken into account, in all our considerations and activities, wherever in the world those may be
- Respecting the rights, wishes and feelings of the children, young people and vulnerable adults with whom we, our licensees and associated organisations work
- Taking all reasonable practicable steps to protect children, young people and vulnerable adults from neglect, physical, sexual and emotional abuse and to promote their health, wellbeing and human rights
- Promoting the welfare of children, young people and vulnerable adults and their protection within a position of trust

Award Leaders and other adults working with the Award are required to comply with their own organisation's safeguarding/child protection policy, as well as comply with whatever national laws are in place. It is also the case that Award Centres are licensed subject to a set of standards, one of which requires all staff and volunteers working with young people to be vetted for suitability (using the most appropriate local systems) and to sign a Code of Conduct agreement laying out their obligations.

More information on the Foundation's approach to safeguarding can be found on the Foundation's website: <https://intaward.org/wp-content/uploads/2022/11/Safeguarding-policy-November-2022.pdf>.

It is the responsibility of each adult involved in the Award's delivery to ensure that:

- Their behaviour is appropriate at all times
- They observe the rules established by the Award and by their own organisation for the safety and security of children, young people and vulnerable adults
- They follow the procedures of their organisation following suspicion, disclosure or allegation of any abuse, including those regarding the reporting of any suspicion, disclosure or allegation
- They recognise the position of trust in which they have been placed
- In every respect, the relationships they form with the children, young people and vulnerable adults under their care are appropriate

Organisations that work with young people need to have appropriate policies and procedures in place to ensure, as a minimum, that they:

- Do not rely on just their good name for protection
- Try to ensure at least one other person is present when working with young people or at least be within sight or hearing of others
- Aim to provide separate sleeping accommodation for Award Leaders and young people when staying somewhere overnight
- Provide access for young people to talk to others about any concerns they may have
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or forms of behaviour they do not like

### 3.3 Code of Conduct

In addition to requiring appropriate vetting to national standards and compliance with national guidelines for the protection of children, young people and vulnerable adults, the Foundation has published a Code of Conduct with regard to safeguarding that describes what it expects of individuals and the organisations to which they belong.

All volunteers, regardless of appointment or role, are expected to adhere to this Code of Conduct and treat it as a description of a minimum standard of behaviour, recognising that further standards may be required by their own national legislation or policies set by their National Award Operators or their own organisations.



The Code of Conduct is applicable to in-person, online, social media and virtual situations, situations, and applies to all Adults in the Award, including but not limited to Foundation and licensed Operator staff, volunteers and associated personnel 24 hours per day, 7 days a week (including weekends, holidays, on or off duty or abroad).

All organisations that work with Award participants should have appropriate policies and procedures in place to ensure, as a minimum, that they allow adults to comply with this Code of Conduct. Some Operators will use their own Code of Conduct that is worded differently from this one.

It is recommended that, as a minimum, all volunteers re-sign the Code of Conduct and where appropriate take a refresher version of the e-learning safeguarding guidance every three years.

### **ALWAYS:**

- Treat everyone with respect.
- Provide the example you wish others to follow.
- Plan activities that involve groups of three or more - or at least which are within sight or hearing of others.
- Respect everyone's right to personal privacy.
- Provide access for young people to talk to others about any concerns they may have.
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Avoid situations that compromise or are unacceptable within your relationship of trust with young people.
- Remember that someone else might misinterpret your actions, no matter how well intentioned.
- Recognise that caution is required in sensitive moments, such as dealing with bullying, bereavement, or abuse.

### **NEVER:**

- Permit abusive youth peer activities (e.g. bullying).
- Have any inappropriate physical or verbal contact with others.
- Use any substance that adversely affects your ability to do your job or affects the reputation of the Award.
- Engage in any criminal activity.
- Behave in a way which threatens the security of yourself, any young person or adult you come into contact with or others.
- Jump to conclusions about others without checking facts.
- Exaggerate or trivialise child-abuse and child protection issues.
- Show favouritism to any individual.
- Make suggestive remarks or gestures, even in fun.
- Believe "it could never happen to me".

The Duke of Edinburgh's International Award Foundation has a zero-tolerance approach to the exploitation of all persons involved with the Award. We are aware that Sexual Exploitation and Abuse (SEA) is a particular risk in a youth organisation such as ours. All credible allegations of SEA will be investigated according to our Serious Incident Reporting Policy.

### **If you are concerned:**

- 1. Tell your Manager or another person in authority immediately**
- 2. Write careful notes of what you witnessed, heard or were told**
- 3. Include the time and date and full names of those involved**
- 4. Pass your notes to your Manager or another person in authority as soon as possible**

### **If a young person tells you they are being neglected, mistreated or abused, you must:**

- 1. Ensure they can speak without interruption and accept what they say**
- 2. Be understanding and reassuring – do not give your opinion**
- 3. Tell them you will try to help but must pass the information on**
- 4. Write careful notes of what was said using the actual words**
- 5. Include the time and date and full names of those involved**
- 5. Tell your Award Coordinator or another person in authority immediately**



## CHAPTER 4

# GETTING STARTED

- 4.1 Introduction
- 4.2 Getting started
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## 4.1 Introduction

Many young people say that, more than anybody else, it was their Award Leader who inspired them to complete their Award, demonstrating the key role that an Award Leader plays in a participant's Award journey.

This chapter concentrates on the role that adults, especially Award Leaders and Assessors, have in the mentoring and supporting of a young person through their Award and the outcome and impacts this support has on a young person.

Developing an understanding of the uniqueness and benefits of the Award, and the impact it has on young people's lives, helps us to appreciate the value of mentoring and guiding young people through their Award.

## 4.2 Getting started

Once the participant has been registered to begin their Award, they need to be guided by an adult who understands the Award and who can provide advice and encouragement. This is the role of the Award Leader. The Award Leader must therefore understand the sections and levels of the Award and most importantly, must assist directly or indirectly with helping the participant set and achieve challenging goals.

Being an Award Leader is most like being a mentor to a young person than anything else. Many Award Leaders are also teachers and report that they use a different set of skills when working with young people in the Award, than when they are working in the classroom. In particular, they tell us that they tend to coach rather than instruct, facilitate and guide young people to make their own decisions, and encourage active reflection by Award participants on the learning that is taking place.

The Award Leader must stay in touch with their participants throughout their Award or, if the participant is moving on to another level or Award Centre, help to ensure that they are connected to another Award Leader. As a guide, many Award Leaders connect with their Award group or participants a few times per month. As well as guiding and mentoring their participants, Award Leaders should support participants to find challenging activities and suitable Assessors (see section below).

The process that the Award Leader and participant go through when undertaking each section is a cycle of planning, doing and then reviewing the activity. The participant should be engaged throughout this process, with their Award Leader and Section Assessor guiding and mentoring them from start to finish. Their roles are especially important in ensuring that the participant sets achievable SMART goals from the start and reflects on the impact of their activity at the end. These goals should be achievable in the timeframe of the Award and should take into account the starting ability of the participant.



### 4.3 Planning and preparing for an activity

To start the Award, participants should work with their Award Leader to choose their activities in all four sections, as well as the Gold Residential Project (if doing Gold level), and make an achievable and realistic plan to start doing their activities. There is no set syllabus or common standard to achieve. Instead, there are a number of personal goals to set. Participants should choose activities that interest them and are suitable to pursue over a sustained period of time.

As far as possible, the ideas should come from the participant, with the Award Leader acting as a facilitator. Some Award Centres may, however, have preferred activities for participants to undertake, such as volunteering in a sports club to support sports events. This requires prior agreement between the Award Centre and the relevant licensing authority. It is important to recognise that the Award Centre has the authority to give final approval for all activities and Section Assessors.

Participants may end up with a definite plan of action after the first briefing or may have to research for further details. Award Leaders should help participants, if required, but should not end up doing all the work for them. Remember that the Award is first and foremost the participant's own programme.

In the Voluntary Service, Skills and Physical Recreation sections, participants, helped by their Award Leader, should find an adult who is knowledgeable and experienced in that activity and can help them to set individually challenging and realistic goals. This adult would be known as the Section Assessor.

The Section Assessor will often be known by the participant, but they must not be a family member. The suitability of the Section Assessor as a subject matter expert for the relevant activity must be approved by the Award Leader prior to commencing any activity. It is the responsibility of the parent or guardian (if the participant is under the age of 18) to ensure they meet any risk or child protection requirements ([see Chapter 3; Safeguarding and Codes of Conduct](#)) applicable to their Centre or country.

Depending on the activity, any legal requirements within your country, and the available resources, this adult could be a professional teacher or youth worker, a qualified instructor/coach, or an experienced and knowledgeable individual without any formal qualification. The Award Leader should be able to provide advice as to the suitability of the Section Assessor's ability to guide and teach the participant in the chosen activity and within the requirements of the Award.

The Section Assessor or Instructor does not need to be fully familiar with the entire Award, however, they must understand the essence and philosophy of the Award, the requirement of the particular section, and be conscious that they must authorise that a participant has completed their section's activity. The Award Leader needs to ensure that the Section Assessor or equivalent understands that it is about a young person setting challenging personal goals, engaging regularly in their chosen tasks, and demonstrating improvement. It is not about achieving excellence or becoming an expert, although some young people may do this.

In helping a young person choose their activities for each section, the Award Leader should try to encourage a young person to do something new that would be challenging and enjoyable for them. Taking on a new challenge should give the young person a new experience and skills. It may also be useful in their future career.

In the Adventurous Journey section, the purpose and nature of the journey needs to be agreed by the journey group and their Adventurous Journey Supervisor, and the Adventurous Journey Assessor who also verifies that the Qualifying Journey has been successfully carried out. Please see Chapter 8 of this Handbook for more information about the Adventurous Journey section.

For the Gold Residential Project, the participant and Award Leader should agree on the activity and a suitable Assessor. For more information about the Gold Residential Project, please see Chapter 9 of this Handbook. Depending on the activities chosen for the various sections – particularly for the Adventurous Journey and Voluntary Service sections – participants are required to do some training to ensure their own safety and the safety of others.



#### 4.4 Completing a section activity

Participants carry out their activity and should strive to achieve their SMART goal. Once they have pursued their activity for at least the minimum period (please refer to the 'Requirements' paragraph within the Voluntary Service, Skills and Physical Recreation chapters), and shown commitment and improvement, they then get their section signed off by their Section Assessor. In addition to being knowledgeable, experienced and, where appropriate, qualified in the activity, the Section Assessor will also provide opportunities to:

- Discuss progress with the participant
- Clarify any questions and provide guidance
- Help the participant to solve difficulties and problems
- Give advice on suitable interim targets to achieve
- Allow the participant to learn from their experiences

During their activity, a participant may find their original goal too challenging or too easy, and so should revise it to make the challenge more appropriate. Participants should discuss this with their Award Leader or Section Assessor to agree their new goal or goals.

#### 4.5 Logging activities

Whether using the Online Record Book (or equivalent), the participant, with advice from their Award Leader, records their section goal(s), logs each weekly activity and uploads any supporting evidence.

Only then will the Section Assessor authorise the completion of the section, providing a summary of training completed, time undertaken, any qualifications gained and general performance.

#### 4.6 Changing activities

If the initial choice of activity proves to be unsuitable, participants may choose another activity and count the time spent towards their overall minimum time requirement. This needs to be done in consultation with their Award Leader who should use judgement on how often this can happen.

No purpose is served by forcing participants to continue with an activity that they dislike, but consideration should also be given to the fact that allowing several changes of activity detracts from the aim of fostering commitment.

The ideal situation is that the participant picks one suitable activity in each section, and sticks with it for at least the required minimum amount of time.

#### 4.7 Activities within a group

Except for the Gold Residential Project and the Adventurous Journey section, which must be undertaken along with other people, participants may follow their chosen activity on their own or as part of a group. In all activities, however, it is the individual participant's work and effort that counts. If a group activity ceases, owing to circumstances beyond the participant's control, the effort they have made can still count towards their Award requirements, although they will have to make up any time shortfall in a new activity.

#### 4.8 Reviewing activities

The Section Assessor and participant must review each activity from time to time to give the participant an opportunity to raise any issues or concerns and reflect on their goal and learning. At the end of a section, there is a final review. This should look back over the entire process and look at what happened, how the participant felt, and what was learned from the experience.

The Award Leader or Assessor can specifically refer to the outcomes and benefits of the Award and discuss with the participant how their experience relates to these. For example, a participant's Adventurous Journey may directly relate to Outcome 10: The environment, in that their journey increased the participant's awareness of environmental issues.



## 4.9 Recording completion of an activity

Continuous accurate recording of activities is critical to the effective management of the Award. It is the responsibility of each Award Leader and relevant Section Assessor to verify that the participant has been showing regular commitment to each activity over at least the required minimum time, met the average minimum hours, as well as having achieved or made progress in meeting the goals which were agreed at the beginning of their activity. The participant's activity log on the Online Record Book is the evidence that the Assessor uses to make their decision. The Award Leader must ensure that the four-step process below is followed in order to authorise a participant's section:

1. The participant emails or prints off their section's Assessor Report from the Online Record Book for their Assessor. Alternatively, the participant can request this via the Online Record Book and an email is sent to the Assessor.
2. Their Assessor considers the content of this report, assessing whether the participant has completed sufficient time and has achieved their goal(s).
3. If the Assessor is happy to proceed, they must then add any comments in the comments box and sign off the Assessor Report. If the participant has not demonstrated the commitment and progress required, then the participant should be encouraged to continue until the Assessor is confident that the progress towards their activity goal and Award requirements are completed satisfactorily; the Award Leader must be made aware of this situation.
4. Once the Assessor has considered, commented on and signed the report, the participant then scans and uploads the Assessor Report onto the Online Record Book so that their Award Leader can 'sign off' the section. If the Assessor report has been requested via the Online Record Book, the Assessor's comments will be automatically uploaded to the Online Record Book.

## 4.10 Authorisation of an Award

Participants qualify for a level of the Award when they have completed the four sections (plus, in the case of the Gold level, the Gold Residential Project) and when the satisfactory completion (duration, hours, regular effort and progress towards goal) is confirmed by their Award Leader. It is the Award Operator's role to work with Award Centres to agree, authorise and inform participants, via their Award Leader, when and where they will receive their Award.

Some Award Centres may have met the requirements to verify their own Awards meaning that they can authorise Bronze and Silver Awards, therefore only referring to the Foundation or national operator for the authorisation of Gold Awards.

## 4.11 Award Ceremonies

Celebrating the achievements of young people is a crucial part of the Award. This can be done as a ceremony or presentation as a part of a school assembly, graduation / commencement activities, or as a stand-alone event.

Usually, Bronze and Silver Awards are presented at a local event, with Gold Awards often presented at an event in the presence of a head of state, ambassador or other high-level patron.

Operators can purchase Foundation supplies, including certificates and pins via the Award materials supplier: [dukeofed.com.au/resource/iaf-award-supplies](http://dukeofed.com.au/resource/iaf-award-supplies).



## CHAPTER 5

# VOLUNTARY SERVICE

- 5.1 Introduction
- 5.2 Aim
- 5.3 Ethos
- 5.4 Outcomes and benefits
- 5.5 Requirements
- 5.6 Types of activities





## 5.1 Introduction

This section of the Award provides a young person with a greater sense of worth from having given voluntary service and help to others and their community. The opportunity to give voluntary service over an extended period of time enables young people to witness and experience the benefits that their service provides to others and encourages them to become more active, engaged citizens.

## 5.2 Aim

To learn how to give useful voluntary service to others and their communities.

## 5.3 Ethos

This section seeks to give participants a sense of compassion, to help them become more active, engaged citizens, playing their part in strengthening and improving their communities. Participants should undertake an activity by volunteering their time to support others, whether that be people, the community, the environment or animals. They should learn and benefit from undertaking their service whilst positively contributing to their communities.

As a result of this, the focus of the SMART goal for this section should be **what the individual can do for others, their community or the environment.**

## 5.4 Outcomes and benefits

The specific benefits will depend on the type of Voluntary Service chosen. The general benefits – matched to the overall Award Outcomes – include:

- Learning patience, tolerance, and compassion
- Overcoming ignorance, prejudice, apathy and fear
- Increasing awareness of the needs and challenges of others
- Exploring and improving interpersonal skills 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



## 5.5 Requirements

Voluntary Service is a part of the Award where participants will have a real impact on the lives of other people, as well as in their own life. It is therefore important that participants are properly prepared so that this impact is positive and preferably enduring.

The goal that a participant identifies when undertaking their Voluntary Service should reflect the ethos of the section; the focus of the activity is to provide service, so the goal should reflect what service they want to provide, rather than what they can gain from doing so. There should be a genuine need for the service, in addition to what a participant wants to do.

### 5.5.1 Award Flexibilities

Where traditional options are not available, and it will increase access to and engagement in the Award, participants are able to volunteer for family members, or volunteer virtually from home.

Award Centres must request permission to use Award Flexibilities from their National Award Operator or from the Foundation in the case of Independent Award Centres. Please be aware that Award Flexibilities may not be offered by all National Award Operators. Where Award Flexibilities are offered, approval will be given on a case-by-case basis.

## 5.6 Types of activities

The list of possible activities is almost unlimited and is often dictated by available resources or opportunities. To ensure the essential balance of the overall Award, participants and Award Leaders should be careful not to pick activities that are too similar to the chosen Physical Recreation or Skills activities, in line with the Award's guiding principle of being 'balanced'.

Activities chosen should reflect the ethos of the section, and as a result should not be paid work, unpaid work or work experience.

There are many people and organisations that are willing to provide participants with opportunities for practical service. These include: social workers, doctors, religious leaders, schools, hospital or prison authorities, youth departments, conservation groups, local government authorities, voluntary youth organisations, animal welfare organisations, service clubs, and agencies which work internationally and both national and international non-governmental organisations or agencies. The Award Leader should encourage participants to do some research in their local area to identify a suitable opportunity and activities should generally fall into the following categories:



**Supporting people in the community**



**Community education and health education**



**Supporting a local emergency service**



**Environmental service**



**Youth work**



**Charity work**



## CHAPTER 6

# SKILLS SECTION

- 6.1 Introduction
- 6.2 Aim
- 6.3 Ethos
- 6.4 Outcomes and benefits
- 6.5 Requirements
- 6.6 Types of activities





## 6.1 Introduction

The Skills section provides the opportunity for a participant either to improve on an existing skill, or to try something new. As with other sections, a level of commitment over time to progress in a skill leads to a sense of achievement and well-being, as well as possibly leading to improved employability.

## 6.2 Aim

To encourage the development of personal interests and practical skills.

## 6.3 Ethos

This section should stimulate new interests or improve existing ones. These interests are typically of an intellectually challenging or creative nature and may be hobbies, vocational or job-related skills, as well as social, individual or cultural activities.

Participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

The SMART goal for this section should focus on **what the individual will achieve themselves**.

## 6.4 Outcomes and benefits

The specific benefits to the participant will depend on the skill chosen, but there are some benefits that are more general. These, in addition to the fact that the activity should be enjoyable and matched to the overall outcomes and impacts for the Award, include:

- Discovering and developing new abilities, or improving on 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



## 6.5 Requirements

Participants should choose an activity which they find interesting and will be able to follow over a sustained period of time, in line with the goal-setting approach outlined in [Chapter 2.3](#). To ensure the essential balance of their overall Award, participants and Award Leaders should be careful not to pick activities that are too similar to their chosen Voluntary Service or Physical Recreation activities.

## 6.6 Types of activities

The list of possible activities is almost unlimited but participants should be careful not to pick activities that are considered, in Award terms, to be a Physical Recreation or a Voluntary Service section activity.



**MUSIC**



**SPORTS RELATED**  
e.g. leadership, coaching  
and officiating



**ARTS AND  
CRAFTS**



**NATURE AND THE  
ENVIRONMENT**



**ANIMALS**



**MEDIA AND  
COMMUNICATIONS**



**GAMES**



**LIFE, TECHNICAL &  
VOCATIONAL SKILLS**

The types of activities for the Skills section can be grouped broadly into the following categories:

Award Leaders and participants may be unsure as to whether an activity is a Skill or Physical Recreation. For instance, refereeing sports matches may be seen as both a Skill and Physical Recreation. Umpiring or coaching can also be undertaken as a Service, so in such circumstances, there should be a discussion between the participant and Award Leader to determine whether the activity that they wish to pursue as a Skill works well alongside the activity they are undertaking for their Physical Recreation (and Voluntary Service) section. In the end, it comes down to ensuring that the participant undertakes a balanced programme that matches the overall philosophy of the Award and is in keeping with the Guiding Principles.



## CHAPTER 7 PHYSICAL RECREATION

- 7.1 Introduction
- 7.2 Aim
- 7.3 Ethos
- 7.4 Outcomes and benefits
- 7.5 Requirements
- 7.6 Types of activities





## 7.1 Introduction

Encouraging healthy behaviours has benefits not only for participants but also for their communities, whether through improved health, or active participation in team activities. The Physical Recreation section therefore specifically aims to improve the health, team skills, self-esteem and confidence of participants.

## 7.2 Aim

To encourage participation in physical recreation, to help improve performance, health and fitness.

## 7.3 Ethos

This section should encourage participants to improve their personal physical performance through training and perseverance in their chosen activity. Involvement in physical recreation should be an enjoyable experience, regardless of physical ability.

This section is based on the belief that having a healthy body can often help to develop a healthy mind. Physical activity is essential for a person's wellbeing, and by introducing young people to enjoyable physical activity they will hopefully develop long-term beneficial habits. Accomplishing a physical challenge also gives a lasting sense of achievement and satisfaction. Participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

The SMART goal for this section should focus on **what the individual will achieve themselves**.

## 7.4 Outcomes and benefits

Taking part in any form of physical activity should be enjoyable and has many benefits, including:

- Developing a healthy lifestyle
- Improving fitness
- Increasing self-esteem
- Interacting socially, especially in a team sport, but also through meeting people with an 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



### 7.5 Requirements

The requirements apply equally to all young people, regardless of physical ability. They are just as applicable to elite athletes as to those who are not familiar with sport. Participation, persistence and improvement are the key outcomes.

Working with their Award Leader, participants should choose a physical activity that interests them and in which they can show improvement over a sustained period of time, following the goal-setting approach outlined in [Chapter 2.3](#). To maintain the essential balance of the Award, participants should be careful not to pick activities that are too similar to the chosen Voluntary Service or Skills activities.

Participants may choose a physical activity that they do on their own or as part of a team, and although the Award itself is non-competitive, competitive sports are acceptable for Award purposes. In the case of a team sport, it is the individual participant's personal effort and commitment that counts.

### 7.6 Types of activities

The list of possible activities is almost unlimited but participants should be careful not to pick activities that are considered, in Award terms, to be a Skills section or a Voluntary Service section activity (or at least ensure there is a balance to their programme). Essentially, the chosen activity should be physically challenging or demanding for the participant.

The types of activities for the Physical Recreation section can be grouped broadly into the following categories:

<b>BALL AND RACKET SPORTS</b>	<b>FITNESS ACTIVITIES</b>	<b>GYMNASTICS</b>
<b>ATHLETICS</b>	<b>CYCLING</b>	<b>WATER SPORTS</b>
<b>WINTER SPORTS</b>	<b>MARTIAL ARTS</b>	<b>HORSE RIDING</b>
<b>DANCING</b>	<b>ADVENTURE SPORTS</b>	<b>STREET SPORTS</b>



## CHAPTER 8

# ADVENTUROUS JOURNEY

- 8.1 Purpose of the Adventurous Journey
- 8.2 Ethos
- 8.3 Outcomes and benefits
- 8.4 The 10 Requirements of an Adventurous Journey
- 8.5 Flexibilities to the 10 Requirements
- 8.6 Mobile devices
- 8.7 Risk assessment
- 8.8 Emergency procedures
- 8.9 Insurance
- 8.10 International Adventurous Journeys
- 8.11 Working with external activity providers





## 8.1 Purpose of the Adventurous Journey

The Adventurous Journey section encourages a sense of adventure and self-discovery whilst undertaking a journey with a small group of participants, who work together to achieve a common Team Goal.

## 8.2 Ethos

The opportunity to engage in adventurous and challenging activities provides participants with the chance to learn more about their wider environment, including the impact that their and others' activities can have on it.

The Adventurous Journey also helps develop their self-confidence, health and fitness, teamwork, and leadership.

With suitable training and supervision, the Adventurous Journey section aims to take young people out of their comfort zone within a safe and secure setting.

This Section of the Award is a team challenge and is not designed as an individual test of camping, navigation or survival skills.

The SMART Team Goal should focus on what the team will explore and discover.

## 8.3 Outcomes and benefits

- Working as part of a team
- Understanding group dynamics, the participant's own role and the role of others in a team
- Enhancing leadership skills
- Improving planning and organisational ability, and attention to detail
- Learning to make real decisions and accept real consequences
- Obtaining a sense of achievement and satisfaction by overcoming challenges and obstacles
- Developing self-reliance and independence
- Improving health and fitness
- Developing research, observation and investigative skills
- Experiencing and appreciating the outdoor environment
- Gaining the appropriate knowledge and skills to journey safely in that environment
- Exercising imagination and creativity by choosing their own journey
- Developing and improving presentational skills



## 8.4 The 10 Requirements of an Adventurous Journey

All Adventurous Journeys must meet the following requirements. Any journey which meets these requirements may be used to complete this section of the Award.

### 1. The Journey

- a. The Qualifying Adventurous Journey must be a minimum of: two days and one night at Bronze level, three days and two nights at Silver level and four days and three nights at Gold level.
- b. All Adventurous Journeys must comprise of two elements: a Journey and a clearly defined Team Goal.
- c. The emphasis of the Journey element vs the Team Goal element should be discussed and agreed with the Adventurous Journey Supervisor during the planning stage.
- d. The Team Goal must be in the SMART format and should describe an overall purpose for the journey. This can be in the form of, for example, a research project, investigation, or something the group will aim to achieve for the duration of the Adventurous Journey.

### 2. The Group

- a. The group, for all journeys, must contain no fewer than four and no more than seven members (eight for modes of travel which require tandem pairs).
- b. Groups must be allowed to make independent decisions throughout, and must work separately from any other groups.
- c. Group members do not all need to be undertaking the same Award level. However, the challenge must be at an appropriate level for all group members.
- d. Groups may include members who are not Award participants. Non-Award participants should be of a similar ability and experience to the group they are joining.
- e. All participants must be involved in the planning of their journey, including the route, logistics and any equipment required for the journey or the Team Goal. It is important that participants take ownership of their journey.

### 3. Training and Practice

- a. Suitable training must, as a minimum, ensure group competency in the activities being undertaken (for example, navigation, kayaking, cycling etc), route planning and consideration of risks. Any non-Award participants within the group must also be involved in training.
- b. Participants at Silver and Gold level must undertake a minimum of one Practice Journey per level. At Bronze level, the requirement to complete a Practice Journey may be waived at the discretion of the Foundation or National Award Operator (as applicable).
- c. Practice Journeys must include, as a minimum, at least one day and one night in the chosen environment. A longer period may be required if the Adventurous Journey Supervisor deems it advisable to do so.
- d. The number of Practice events (Journeys or training sessions) required will depend upon the ability of the group. This is a decision for the Adventurous Journey Supervisor.
- e. Groups may use the same location for both the Practice and Qualifying Journeys, but must complete different routes.
- f. Modes of transport used in the Practice Journey must match those planned to be used in the Qualifying Journey.

### 4. Modes of Transport

- a. Teams must use modes of travel which require their own effort.
- b. 'Own effort' includes any form of non-motorised or animal-based transport. This includes individual effort or combined effort as a team or pair. Flexibility exists for young people with health conditions or impairments.
- c. Multiple modes of transport within one Adventurous Journey are permitted, provided all logistics have been planned by the group, while remaining as self-sufficient as practical.
- d. Modes of transport used in the Qualifying Journey must match those used in the Practice Journey.



## 5. Location

- a. Adventurous Journeys may take place in all locations, including areas known to the participants.
- b. Groups may use the same location for both the Practice and Qualifying Journeys, but must complete different routes.
- c. The environment or terrain must present a sufficient challenge, as appropriate for the Award level and ability of the group.
- d. Required distances are deliberately not stipulated at any Award level due to the huge variety of Adventurous Journeys, modes of travel and type of terrain and/or climate, coupled with the group's Team Goal.

## 6. Purposeful Activity

- a. Groups must aim to undertake a minimum of 6 hours (for Bronze), 7 hours (for Silver) and 8 hours (for Gold) per day of purposeful activity.
- b. Purposeful activity is defined as time spent journeying, working towards the Team Goal and activities such as setting up/clearing campsites and cooking.
- c. The weighting of the Journey element vs the Team Goal element should be discussed and agreed with the Adventurous Journey Supervisor. This will determine the correct number of hours of purposeful activity to assign to each activity.
- d. Required distances are deliberately not stipulated at any Award level due to the huge variety of Adventurous Journeys, modes of travel and type of terrain and/or climate, coupled with the group's Team Goal.

## 7. Adults

- a. The number of adults present on an Adventurous Journey will depend on the location and type of activities being undertaken.
- b. All Adventurous Journeys must be supervised and assessed by suitable and experienced adults.
- c. Adventurous Journey Supervisors and Adventurous Journey Assessors are managed by the Award Centre and must have completed any requirements, such as training or registration, required by the Foundation or National Award Operator (as applicable).
- d. Adventurous Journey Supervisors are appointed by the Award Centre and have overall responsibility for the group whilst training and undertaking their Adventurous Journeys.
- e. Adventurous Journey Assessors are managed by the Award Centre. They may be part of the Award Centre staff or may be allocated to an Adventurous Journey by the National Award Operator. Adventurous Journey Assessors are responsible for assessing whether a group meets all of the requirements outlined in this table.
- f. Award Centres must source suitably qualified activity instructors, as appropriate for the location and type of activities being undertaken.

## 8. Accommodation

- a. Accommodation must be in tents or other simple self-catering accommodation, including hostels, huts and school facilities.
- b. Participants' accommodation may be physically separated in different rooms, tents or buildings.
- c. If using portable tents, these must be transported by the group.

## 9. Self-sufficiency

- a. The group must carry all necessary equipment and supplies, split appropriately between all participants. Equipment must not be transported separately from the group.
- b. Participants must consume at least one substantial cooked meal each day. Groups must carry the relevant equipment and ingredients for cooking and preparing meals.
- c. There is flexibility for medical and cultural purposes, as well as for environments and climates where total self-sufficiency is difficult to achieve.

## 10. The Report

- a. Throughout the Qualifying Journey, the group should work towards achieving their Team Goal.
- b. Individuals should also record personal reflections throughout their experience.
- c. On completion of the Qualifying Journey, the group is required to deliver a report to their Adventurous Journey Assessor.
- d. The report can be delivered in any form, as agreed by the group and their Adventurous Journey Assessor prior to the start of their Qualifying Journey.
- e. The report must include the involvement of all group members and should outline their experiences and how they have achieved their Team Goal.
- f. If the Adventurous Journey Assessor is unable to be present for the report, the Adventurous Journey Supervisor may fulfil this role.



### 8.4.1 The Journey

a. The Qualifying Adventurous Journey must be a minimum of:

- Two days and one night at Bronze level.
- Three days and two nights at Silver level.
- Four days and three nights at Gold level.

These timeframes are the minimum requirements to achieve each level of the Award. Longer journeys are permitted at all levels.

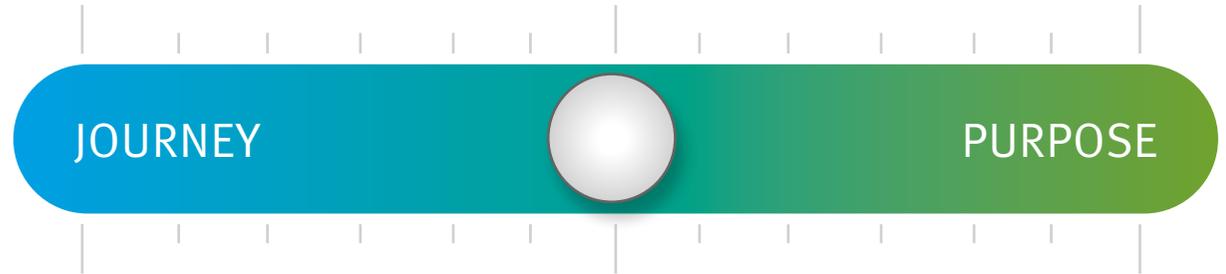
No minimum distance is specified, as all teams will have different abilities, use different forms of transport and work towards unique Team Goals. Teams must instead complete the required number of hours of Purposeful Activity per day (see 8.4.6.) which incorporates both the journey and the Team Goal.

Adventurous Journeys should be an appropriate challenge for the age and ability of the group.

b. All Adventurous Journeys must comprise of two elements: a Journey and a clearly defined Team Goal.

c. The emphasis of the Journey element vs the Team Goal element should be discussed and agreed with the Adventurous Journey Supervisor during the planning stage.

d. The Team Goal must be in the SMART format and should describe an overall purpose for the journey. This can be in the form of, for example, a research project, investigation, or something measurable which the group will aim to achieve for the duration of the Adventurous Journey.



Before an Adventurous Journey takes place, the group first needs to decide what they want to achieve. The total hours of purposeful activity should be divided between journeying, setting up their accommodation, cooking and time spent working towards the Team Goal. The type of journey and the focus of the Team Goal will define where the slider is placed on the image above.

The Team Goal should not be to simply complete the journey safely. It should be in the form of, for example, a research project, investigation, or something the group will aim to achieve for the duration of the Adventurous Journey.

**As long as both elements are present, any combination of a Journey and a Purpose is permitted for the Adventurous Journey section of the Award.**

The Team should discuss this and agree their plans with the Adventurous Journey Supervisor. Many Adventurous Journeys will balance these two elements evenly, but the below examples show ideas at either end of this sliding scale:

- A strong Purpose-led Adventurous Journey could be in the form of a short walking route in an urban environment, near to the Award Centre, while completing a detailed traffic survey at every intersection.
- A strong Journey-led Adventurous Journey could be in the form of navigating a challenging stretch of river in kayaks, while keeping note of any wildlife seen along the route.

**All Team Goals must include:**

1. A description of the environment or destination of the journey.
2. Confirmation of the mode(s) of travel during the journey.
3. A description of the purpose for the journey, the data which the Team is collecting or project they are completing.



### 8.4.2 The Group

- a. The group, for all journeys, must contain no fewer than four and no more than seven members (eight for modes of travel which require tandem pairs).**

For safety reasons, four participants is the minimum permitted group size. This ensures there are enough people present should an emergency situation occur.

The maximum permitted group size is seven participants. This is to ensure that the participants remain together as one group throughout the Adventurous Journey section, as they cannot split into teams of fewer than four members.

The team may be a maximum of eight participants if they are using a mode of transport which requires an even number of people, such as rafting, or tandem cycling and kayaking.

- b. Groups must be allowed to make independent decisions throughout and must work separately from any other groups.**

Groups are formed at the beginning of the section and, where possible, should remain the same throughout the preparation, training and the journeys themselves.

Groups should not be changed between Practice and Qualifying Journeys. However, it is recognised that there are situations where this may be necessary. If participants are added to a group during the preparation and training process, the group must be given additional team-building and development opportunities.

Participants should not be added to a group immediately before the Qualifying Journey takes place.

Where Award Centres have multiple groups completing Adventurous Journeys at the same time, groups must be encouraged to work and develop independently throughout the section.

- c. Group members do not all need to be undertaking the same Award level. However, the challenge must be at an appropriate level for all group members.**

- d. Groups may include members who are not Award participants. Non-Award participants should be of a similar ability and experience to the group they are joining.**

Smaller Award Centres have several options to ensure that their participants can successfully complete an Adventurous Journey:

- Participants who are completing different Award Levels may be part of the same group. The minimum requirements of the highest Award Level present must be followed, and the Adventurous Journey Supervisor must ensure that the challenge is at an appropriate level for all group members.
- Non-Award participants may join an Adventurous Journey group. However, they must be of a similar ability and experience to the group they are joining. They must have also received the required level of training for the activity(ies) taking place and must participate fully in all group tasks.

- e. All participants must be involved in the planning of their journey, including the route, logistics and any equipment required for the journey or the Team Goal. It is important that participants take ownership of their journey.**

Where possible, Award Centres should avoid delivering a ready-planned Adventurous Journey. An important element of the section is for participants to explore the options available to them and curate their own experiences.

It is understood that this cannot always be fully possible, but any effort which enables the participants to plan their own experiences will add value to this section of the Award.



### 8.4.3 Training and Practice

- a. Suitable training must, as a minimum, ensure competency in the activities being undertaken (for example, navigation, kayaking, cycling etc), route planning and consideration of risks. Any non-Award participants within the group must also be involved in training.**

The Adventurous Journey Supervisor must be satisfied that all participants are competent in the mode(s) of transport, and be confident that the team will be safe and successful before the Qualifying Journey takes place.

- b. All participants must undertake a minimum of one Practice Journey per level.**

Please see **8.5 Adventurous Journey Flexibilities** for exceptions to this requirement.

- c. Practice Journeys must include, as a minimum, at least one day and one night in the chosen environment. A longer period may be required if the Adventurous Journey Supervisor deems it advisable to do so.**

It is strongly recommended that Practice Journeys are of a similar length to the Qualifying Journey. However, as this may not always be possible, Practice Journeys must be a minimum duration of at least one day and one night in the chosen environment.

All Practice Journeys must take place in the same type of environment as the planned Qualifying Journey. However, this does not necessarily need to be in the same location.

The Adventurous Journey Supervisor must be satisfied that all participants are competent in the mode(s) of transport, and be confident that the team will be safe and successful before the Qualifying Journey takes place.

- d. The number of Practice events required (journeys or training sessions), will depend upon the ability of the group. This is a decision for the Adventurous Journey Supervisor.**

It is a requirement for all Adventurous Journey groups to complete at least one Practice Journey. Following completion of a Practice Journey, the group may need further practice or training in particular skills. Therefore, it may be necessary to organise additional Practice Journeys. However, as this may not always be possible or appropriate, Adventurous Journey Supervisors may instead organise additional practice events (for example, after school sessions) to practice particular skills, such as navigation or cooking on stoves.

The Adventurous Journey Supervisor must organise sufficient appropriate training to be confident that the group will be safe and successful on their Qualifying Journey.

- e. Groups may use the same location for both the Practice and Qualifying Journeys, but must complete different routes.**

A major part of the ethos of the Adventurous Journey section is to take participants out of their comfort zones. It is therefore important to ensure that participants are not familiar with the exact route of their Qualifying Journey prior to the event.

- f. Modes of transport used in the Practice Journey must match those planned to be used in the Qualifying Journey.**

For example, if the team are planning to kayak for their Qualifying Journey, they must show competence and safety in kayaking on their Practice Journey.



### 8.4.4 Modes of Transport

- a. Teams must use modes of travel which require their own effort.
- b. 'Own effort' includes any form of non-motorised or animal-based transport. This includes individual effort or combined effort as a team or pair (See 8.4.2). Flexibility exists for participants with health conditions or impairments.

Please see [Adventurous Journey Flexibilities](#) and contact your Award Operator for advice and guidance.

- c. Multiple modes of transport within one Adventurous Journey are permitted, provided that where possible, logistics have been planned by the group, while remaining as self-sufficient as practical.

Self-sufficiency is a major requirement of the Adventurous Journey section. Participants are permitted to use multiple modes of transport on their journeys as long as they remain as self-sufficient as possible.

This means that, where possible, the participants should have arranged the logistics of their transport themselves. For example, rather than trekking to a lake and expecting kayaks to be ready for them to paddle to the other side, they will have arranged themselves for the kayaks to be delivered to a certain location and collected from another location. The extent of group responsibility for this should reflect the age, experience and Award level of the participants.

- d. Modes of transport used in the Qualifying Journey must match those which were used in the Practice Journey.

Participants must demonstrate competence and safety in all modes of transport which are planned to be used on the Qualifying Journey.

For example, if the team trained in kayaking and demonstrated competence and safety in this activity on their Practice Journey, they must then use kayaking as their mode of transport for the Qualifying Journey.

### 8.4.5 Location

- a. Adventurous Journeys may take place in all locations, including areas known to the participants.

It is expected that if a journey takes place in a local, known environment, that the Adventurous Journey will be heavily weighted towards the Team Goal. (see 8.4.1)

- b. Groups may use the same location for both the Practice and Qualifying Journeys, but must complete different routes.
- c. The environment or terrain must present a sufficient challenge, as appropriate for the Award level and ability of the group.

The challenge includes both the Journey and the Team Goal. These should be weighted appropriately for the location and ability of the group.

- d. Required distances are deliberately not stipulated at any Award level due to the huge variety of Adventurous Journeys, modes of travel and type of terrain and/or climate, coupled with the group's Team Goal.

Please see [8.4.6](#) for more information about hours of Purposeful Activity.



### 8.4.6 Purposeful Activity

a. Groups must aim to undertake a minimum of:

- **six hours (for Bronze)**
- **seven hours (for Silver)**
- **eight hours (for Gold) per day of Purposeful Activity.**

b. **Purposeful activity is defined as time spent journeying, working towards the Team Goal and activities such as setting up/clearing campsites and cooking.**

Teams should create a plan for their activities during the Adventurous Journey. The timings for activities such as setting up/clearing campsites and cooking meals will be included in this plan. In situations where teams take longer than planned to complete particular tasks, the Adventurous Journey Supervisor and/or Assessor may need to adjust timings as necessary, to ensure that the planned journey route and the time needed to complete the Team Goal can still be achieved.

c. **The weighting of the Journey element vs the Team Goal element should be discussed and agreed with the Adventurous Journey Supervisor. This will determine the correct number of hours of purposeful activity to assign to each activity.**

Please see [8.4.1](#) for more information about the Team Goal.

d. **Required distances are deliberately not stipulated or at any Award level due to the huge variety of Adventurous Journeys, modes of travel and type of terrain and/or climate, coupled with the group's Team Goal.**

### 8.4.7 Adults

a. **The number of adults present on an Adventurous Journey will depend on the location and type of activities being undertaken.**

The Award encourages participants to be as independent as possible during their Qualifying Journey. However, in many locations, regulations for activities require certain adult-to-young person ratios to be maintained. In these situations, Adventurous Journey Supervisors are encouraged to give groups opportunities to make independent decisions wherever possible, despite being directly supervised.

b. **All Adventurous Journeys must be supervised and assessed by suitable and experienced adults.**

Award Leaders should be aware that requirements for Adventurous Journey Supervisors and Assessors may vary between Award Operators.

Please contact your Award Operator for more information about Supervisor and Assessor requirements in your location, or in the location where your planned Adventurous Journey will be taking place.

c. **Adventurous Journey Supervisors and Assessors are managed by the Award Centre and must have completed any requirements, such as training or registration, required by the Foundation or National Award Operator (as applicable).**

Please contact your Award Operator for more information about Supervisor and Assessor requirements in your location, or in the location where your planned Adventurous Journey will be taking place.



**d. Adventurous Journey Supervisors are appointed by the Award Centre and have overall responsibility for the group whilst training and undertaking their Adventurous Journeys.**

Below is a list of skills and areas of knowledge which may need to be considered when selecting an Adventurous Journey Supervisor:

- Be familiar with the aims, principles, requirements and conditions of the Adventurous Journey section
- Understand remote supervision
- Be familiar with the aims and principles of the Award
- Be able to communicate with adults and young people
- Be able to plan and organise effectively
- Be computer literate and able to use web-based programmes
- Be able to provide inspirational leadership and motivate young people to work together as a team
- Be able to build, maintain and facilitate effective working relationships with a wide range of people. Able to plan, manage, and monitor own tasks and time, as well as others, if needed.

**Practical Experience**

- Familiarity in the terrain that the journey is taking place
- Experience in working with young people in a Non-Formal Education and Learning environment
- Experience in outdoor education and training
- Expertise (or qualification, as per the country's legislation) and confidence in the chosen mode of travel
- Navigation and campcraft skills
- Knowledge of the journey area

**Personal Attributes**

- Integrity
- Respected within the organisation
- Committed to ensuring high standards
- Commitment to the guiding principles of the Award
- Flexible
- Self-motivated

**e. Adventurous Journey Assessors are managed by the Award Centre. They may be part of the Award Centre staff or may be allocated to an Adventurous Journey by the National Award Operator. Adventurous Journey Assessors are responsible for assessing whether a group meets all of the requirements outlined in this table.**

Adventurous Journey Assessors are required to assess groups against the 10 Requirements only. Adventurous Journey Assessors do not necessarily need to be qualified activity instructors, provided that (if needed) additional adults with these qualifications are also present.

Below is a list of skills and areas of knowledge which may need to be considered when selecting an Adventurous Journey Assessor:

- Be familiar with the aims, principles, requirements and conditions of the Adventurous Journey section
- Be familiar with the aims and principles of the Award
- Be able to communicate with adults and young people
- Be able to facilitate team planning for young people
- Be computer literate and able to use web-based programmes
- Be able to provide inspirational leadership and motivate young people to work together as a team
- Be able to build, maintain and facilitate effective working relationships with a wide range of people
- Able to plan, manage, and monitor own tasks and time, as well as others, if needed.



### Practical Experience

- Experience in working with young people in a Non-Formal Education environment.
- Knowledge of the subject matter upon which the team goal is based.

### Personal Attributes

- Integrity
- Respected within the organisation
- Committed to ensuring high standards
- Commitment to the Guiding Principles of the Award
- Flexible
- Self-motivated

### f. Award Centres must source suitably qualified activity instructors, as appropriate for the location and type of activities being undertaken.

There is no requirement for Award Centres to deliver the Adventurous Journey section entirely in-house. Wherever necessary, Award Centres are encouraged to seek expert advice and support from external activity providers and/or individual instructors.

When planning activities, it is the responsibility of the Award Centre to ensure that any provider they work with has the relevant training/qualifications, insurance cover and safeguarding processes, for the country they are operating in and the activities being delivered.

Please see [8.11 Working with External Providers](#).

### 8.4.8 Accommodation

- a. Accommodation must be in tents or other simple self-catering accommodation, including hostels, huts and school facilities.**
- b. Participants' accommodation may be physically separated in different rooms, tents or buildings.**

The Adventurous Journey section is a challenging activity, and this includes the teams' eating and sleeping arrangements. Teams must stay in basic accommodation, which can include a wide variety of options including tents, hostels and school facilities.

Flexibility exists to ensure that all participants are able to participate in the Adventurous Journey. Award Centres should contact their Award Operator or the Foundation to clarify whether alternative plans are acceptable.

- c. If using portable tents, these must be transported by the group.**

The group is responsible for transporting all equipment throughout the journey. This means that weight can be distributed as necessary between different members of the team. Items such as tents can be split into different parts. It is not a requirement for an entire tent to be carried by each individual participant.



### 8.4.9 Self-Sufficiency

- a. The group must carry all necessary equipment and supplies, split appropriately between all participants. Equipment must not be transported separately from the group.**

The group as a whole is responsible for transporting all equipment throughout the journey. This means that weight can be distributed as necessary between different members of the team.

- b. Participants must consume at least one substantial cooked meal each day. Groups must carry the relevant equipment and ingredients for cooking and preparing meals.**

In order to maintain energy levels needed for the journey, it is important for participants to consume a substantial cooked meal at least once per day. This will require the team to practice using stoves or other basic cooking facilities. Cooking equipment and ingredients required for the event will need to be transported by the team.

- c. There is flexibility for medical and cultural purposes, as well as for environments and climates where total self-sufficiency is difficult.**

Participants must never be put in a dangerous situation through trying to remain self-sufficient. For example, Adventurous Journeys which are planned in hot or desert environments should consider alternative solutions for providing water to participants.

### 8.4.10 The Report

- a. Throughout the Qualifying Journey, the group should work towards achieving their Team Goal. See 8.4.1.**

- b. Individuals should also record personal reflections throughout their experience.**

For many participants, the Adventurous Journey will be a significant step outside of their comfort zone. Recording their thoughts and feelings throughout the event will be a beneficial exercise when they reflect on their experiences and development afterwards.

- c. On completion of the Qualifying Journey, the group is required to deliver a report to their Adventurous Journey Assessor.**

- d. The report can be delivered in any form, as agreed between the group and their Adventurous Journey Assessor prior to the start of their Qualifying Journey.**

The report can be delivered in any format, including but not limited to, presentation, video, animation, song, drawings/artwork. Participants should be encouraged to use their strengths and skills to present the findings of their Team Goal in a creative way.

- e. The report must include the involvement of all group members and should outline their experiences and how they have achieved their Team Goal.**

All group members must be involved in some aspect of producing the report, using strengths which they have identified during their team development.

- f. If the Adventurous Journey Assessor is unable to be present for the report, the Adventurous Journey Supervisor may fulfil this role.**

The Adventurous Journey Assessor is responsible for assessing the group against all of the 10 Requirements. However, if the report is to be presented at a later date, the Adventurous Journey Assessor may be unable to attend. This is often the case when an Adventurous Journey Assessor has been appointed by an National Award Operator, or if an Award Centre has used an external provider to assist with assessment. On these occasions, the Adventurous Journey Supervisor may fulfil this role.



### 8.5 Flexibilities to the 10 Requirements

Award Centres must request permission to use any Award Flexibilities from their National Award Operator or from the Foundation in the case of Independent Award Centres. Please be aware that Award Flexibilities may not be offered by all National Award Operators. Where Award Flexibilities are offered, approval will be given on a case-by-case basis.

The 10 Requirements for Adventurous Journeys must apply to all Adventurous Journey events. However, if something unexpected happens which prevents a journey from taking place, the Award Flexibilities can enable participants to continue to progress with their Award.

Award Flexibilities may only be applied in exceptional circumstances to enable participation in Adventurous Journey activities, where it wouldn't previously have been possible. One or multiple Flexibilities can be applied to the same journey.

Adventurous Journey Flexibilities can be used in a variety of situations, including unsafe weather conditions and participant injury. Flexibilities may be utilised by an individual or an entire team.

#### 8.5.1 Waiving of a Bronze Journey

The Bronze Practice Journey can be waived, or where a Practice Journey has been previously completed, it can be counted as the Bronze Qualifying Journey.

- This Flexibility may be utilised by an individual, an entire team, or by multiple teams from the same Award Centre.
- If the Bronze Practice Journey is waived for an individual or for an entire team, the Adventurous Journey Supervisor must be confident that the team will be safe and successful on their Qualifying Journey. This means that each of the skills which would have been checked on the Practice Journey, alongside the required team building, will need to be verified in a different way. It is recommended that additional Practice Events are organised to develop and verify these requirements. See [8.4.3](#) for more information.
- If the Bronze Practice Journey has been completed, the Qualifying Journey may be waived. In this situation, the Adventurous Journey Supervisor must be confident that the skills demonstrated during the Practice Journey would have enabled the team to be safe and successful on the Qualifying Journey. A report must still be delivered by the team, focusing on their experiences during the Practice Journey.

Award Centres must request permission to use Award Flexibilities from their National Award Operator or from the Foundation. Please be aware that Award Flexibilities may not be offered by all National Award Operators. Where Award Flexibilities are offered, approval will be considered on a case-by-case basis.

#### 8.5.2 Using next level Practice Journey as Qualifier

Participants can continue to the next level of the Award, without completing a Qualifying Journey and then be awarded their Award once the Practice Journey at the next level has been completed.

- This Flexibility may be utilised by an individual, an entire team, or by multiple teams from the same Award Centre.
- If participants or teams are unable to complete the Qualifying Journey, they may continue to the next level of the Award once all other elements have been completed.
- When the Practice Journey at the next level has been completed, the previous Award can be presented.
- This Award Flexibility can be implemented at Bronze or Silver Level.

Award Centres must request permission to use Award Flexibilities from their National Award Operator or from the Foundation. Please be aware that Award Flexibilities may not be offered by all National Award Operators. Where Award Flexibilities are offered, approval will be considered on a case-by-case basis.

#### 8.5.3 Virtual Adventurous Journey

Participants can take part in a Virtual Adventurous Journey at Bronze and Silver levels. The Virtual Adventurous Journey is a team-based project, designed to achieved similar learning outcomes to a traditional Adventurous Journey.

This option is designed to enable access to the Adventurous Journey section for participants who are unable to undertake a traditional journey for any reason. The Virtual Adventurous Journey includes the development of skills such as route planning, team dynamics, meal preparation and group research.

For further information about Virtual Adventurous Journey, please contact your National Award Operator, or the Foundation. Please be aware that Award Flexibilities may not be offered by all National Award Operators. Where Award Flexibilities are offered, approval will be considered on a case-by-case basis.



## 8.6 Mobile devices

### 8.6.1 Mobile Phones

Use of mobile phones is permitted within the Adventurous Journey section of the Award but it is necessary to consider when it is and is not sensible to use them on an Adventurous Journey. The Award Leader, Adventurous Journey Supervisor and Adventurous Journey Assessor, alongside the participants, must agree about the use of mobile phones before any journey.

Some considerations are:

- Whether the use of mobile phones will influence the experience and self-sufficiency of the team
- Whether mobile phones should be packed away for use in emergency only
- Whether there is a need for communication between the participants and between adult roles
- Whether mobile phones should be used as a navigation device
- The limitations of network coverage and battery life/charging
- Use of mobile phones to take pictures and gather evidence for the Team Goal

### 8.6.2 Global Positioning System (GPS)

Use of GPS devices is not prohibited within the Adventurous Journey section of the Award.

As with mobile phones, the use of GPS devices should be discussed and agreed by the Adventurous Journey Supervisor, Adventurous Journey Assessor and participants during the planning stage of the journey.

Satellites ensure that there is now extensive coverage to support GPS devices. However, like mobile phones, they are sometimes restricted by weather conditions and battery/charging limitations.

It is understood that access to accurate maps varies widely around the world. In areas where access to maps is restricted, GPS devices often offer the most accurate and safe solution to navigation. Wherever possible, the Award recommends that GPS supports and does not replace the use of a map and compass.

### 8.6.3 Other Smart Devices

Participants and teams may choose to wear or carry additional smart devices such as smart watches, pedometers and heart-rate monitors, which may assist with data collection for their Team Goal. As with other devices, the scope of their use should be discussed and agreed by the Adventurous Journey Supervisor, Adventurous Journey Assessor and participants during the planning stage of the journey.

Tracking devices may be used to assist Adventurous Journey Supervisors and Adventurous Journey Assessors in their roles. If used, teams must be aware of their existence, location and operation.

## 8.7 Risk assessment

Award Centres, and specifically Adventurous Journey Supervisors, have the responsibility to ensure that all Award activities are operated in a safe environment. It is a requirement that Award Centres carry out thorough risk assessments for all activities to identify and, where possible, mitigate any potential risk.

This requirement exists regardless of the type of journey, form(s) of transport, location or routes. All journeys and campsites/accommodation should be assessed and documented to minimise harm or injury.

Risk assessments are dynamic and should be continually reviewed prior to and during every journey or event.

## 8.8 Emergency procedures

To ensure participant and adult safety, it is essential that the correct procedures are followed to safeguard the interests of the young people, your organisation, and the Foundation.

Award Centres must report any serious incident or accident that leads to, or could have led to, the death or serious injury of a participant or any adult involved in an Adventurous Journey to their Award Operator, in line with the National Award Operator's or Foundation's Serious Incident Reporting Policy.

Organisations must have emergency procedures and policies in place, and must ensure that all adults involved in an Adventurous Journey are aware of them.



## 8.9 Insurance

Your organisation must maintain reasonable and proper insurance against risk and liability for all adults and participants undertaking all Award activities. The level of insurance must be appropriate to the country and the nature of the Award activities undertaken.

Where insurance cover is not obtainable or maintainable, the Foundation must be notified. The Foundation does not provide any insurance for National Award Operators, Operating Partners, Award Centres or the young people participating in the Award. It is the obligation of the licensed Award Operator to seek qualified advice on the matter and make arrangements accordingly.

If the licensed Award Operator's current insurance policy does not accommodate activities of the type undertaken during the Adventurous Journey, additional cover must be arranged prior to the event being planned.

Where Adventurous Journeys are outsourced to an external activity provider, the Award Operator must ensure that the activity provider carries sufficient insurance to provide adequate cover. Activity providers or individually contracted instructors should have public (third-party) liability insurance in place. For Award activities, this should exist alongside the cover already held by the licensed Award Operator.

See 8.11 Working with external activity providers.

## 8.10 International Adventurous Journeys

An International Adventurous Journey is defined as one where it takes place in a country other than where the participant is registered.

During the planning stage, it is good practice for the home country's Award Centre to inform the National Award Operator (if there is one) in the destination country, as they are best placed to offer local knowledge and assistance. This should preferably take place a minimum of 10 days before the planned journey.

Award Centres should follow their own Award Operator's procedures, or contact the Foundation, to notify the Award authorities in the destination country of their plans.

Delivery of the Adventurous Journey must adhere to any Award and legal regulations of the destination country, as well as those of the home country.

Responsibility for the delivery of the Adventurous Journey remains entirely with the home country Award Centre.

## 8.11 Working with external activity providers

There is no requirement for Award Centres to deliver the Adventurous Journey section entirely in-house. Wherever necessary, Award Centres are encouraged to seek expert advice and support from external activity providers and/or individual instructors.

When engaging with an external activity provider, Award Centres should follow the requirements of their National Award Operator, which may have specific licensing requirements for these companies.

Where no National Award Operator exists, Award Centres may engage with any external activity provider, provided they have completed the required internal due diligence.

As a minimum, this should include:

- Checking the instructors have the relevant local/national activity qualifications
- Ensuring appropriate insurance cover is in place
- Ensuring the company/instructors meet any necessary national and local legislation
- Completing necessary safeguarding requirements

Some external activity providers have staff who have completed Foundation training. Independent Award Centres must ensure that where they intend for external individuals to undertake the roles of Adventurous Journey Assessor or Adventurous Journey Supervisor, that these individuals are suitably trained. The Foundation maintains a database of adults who have completed the relevant training. Please contact your Operations Manager for further information.



## CHAPTER 9

# GOLD RESIDENTIAL PROJECT

- 9.1 Introduction
- 9.2 Aim
- 9.3 Ethos
- 9.4 Outcomes and benefits
- 9.5 Requirements
- 9.6 Types of activities





## 9.1 Introduction

The Gold Residential Project is an additional requirement at Gold level and is an opportunity to use many of the skills developed during the overall Award experience such as teamwork and leadership.

## 9.2 Aim

To broaden experience through living and working with others in a residential setting.

## 9.3 Ethos

The Gold Residential Project gives participants a shared, purposeful experience with people who are not their usual companions, working towards a common goal. It should be an experience that broadens the participant's outlook and horizons.

The SMART goal for this section should focus on what the individual will themselves achieve or what they will do for others / the environment.

## 9.4 Outcomes and benefits

The specific benefits to the participant will depend on the type of residential experience chosen. The outcomes and benefits include:

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



## 9.5 Requirements

Completion of the Gold Residential Project is a requirement to achieve the Gold Award.

Participants are required to undertake a shared purposeful activity, where the majority are not their usual colleagues or friends and in an unfamiliar residential setting e.g. away from their home or other locations where they have already undertaken their Award activities.

The activity is to take place over a period of at least four nights and five consecutive days. In exceptional circumstances, the commitment may be spread over two weekends. In these circumstances, if approved by the Award Leader, the same activity must be pursued over both weekends and must take place within the shortest time spread but no longer than a 12-month period.

The Gold Residential Project may be related to activities followed in other sections of the Award. For example, a young person may have completed photography course for their Skills section and then taken part in a Gold Residential Project linked to photography. The key point is that the time allocated to the activity done or any course completed for the other section does not count towards completing this Gold Residential Project section.

### 9.5.1 Award Flexibilities

Where traditional options are not available and it will increase access to and engagement in the Award, participants may go home to sleep at night and/or may complete some or all of the Gold Residential Project virtually.

Award Centres must request permission to use Award Flexibilities from their National Award Operator or from the Foundation in the case of Independent Award Centres. Please be aware that Award Flexibilities may not be offered by all National Award Operators. Where Award Flexibilities are offered, approval will be given on a case-by-case basis.

The participant should be assessed on:

- Personal standards (application, punctuality and so on)
- Relationship with others on the activity
- Willingness to show initiative and take responsibility
- Level of effort and commitment to the project

## 9.6 Types of activities

There are many different opportunities for completing a Gold Residential Project. Some suitable categories are listed below. It is worth re-emphasising that the activity must be purposeful and not be considered as a holiday.

These may include:

- Personal training courses
- Environment and conservation projects
- Service to other people and communities
- Activity based

If participants are struggling to come up with an idea direct them towards the Gold Residential Project of the Foundation's website for examples from across the world at: <https://intaward.org/do/the-framework/>. What is important to remember and to reinforce when discussing with a participant, is that there is no definitive list, and the choice should match the overall philosophy and Guiding Principles of the Award. The choice should also reflect their individual and location specific circumstances.



## CHAPTER 10 ANY OTHER INFORMATION

- 10.1 Introduction
- 10.2 The History of the Award
- 10.3 Learning and development
- 10.4 Transfer of a participant between Operators, countries and Award Centres
- 10.5 Complaints procedure
- 10.6 Foundation contacts





## 10.1 Introduction

This chapter aims to provide you with other key pieces of information that you need to know to effectively fulfil your role as an Award Leader and the support that is available to you.

## 10.2 History of the Award

The Duke of Edinburgh's International Award was founded by His Royal Highness, the late Prince Philip, Duke of Edinburgh KG, KT in 1956, in conjunction with Kurt Hahn, the German educationalist.

Modelled on Hahn's 'Moray Badge' scheme, the Award, or DofE, as it is sometimes known, was intended as a means to support young people on their journey of self-development, regardless of their background, culture, physical ability, skills or interest. Concerned that young people's development was being held back, together they created a programme that would support young people on the journey of self-development as they find their purpose, passion and place in the world.

Today, there are consistently a million young people taking part in the Award every year, in more than 120 countries and territories.

To read more about this history of the Award, visit: [intaward.org/about/history-founder](https://www.intaward.org/about/history-founder)

To discover the countries that the Award operates in, visit: [intaward.org/do/regions-locations](https://www.intaward.org/do/regions-locations)



### 10.3 Learning and development

The training and development of adults is critical to enable them to support and deliver the Award effectively and contribute to the to the Award's growth.

The largest resource that the Award has is the number of adult staff and volunteers supporting the management and delivery of the Award; it is this worldwide community which can facilitate and spread good practice and knowledge and therefore help more young people get involved with the Award.

The Foundation has therefore developed a best practice guide that provides the necessary details about the required training that adults involved with the Award need to complete. It explains the Award's approach to learning and identifies key course objectives to ensure all Award staff, volunteers, and Award delivery supporters are competent in their role. You can read the full Award Learning Policy by visiting the Foundation's website: [intaward.org/key-resources/policies](https://intaward.org/key-resources/policies)

The Foundation's responsibility is to enable learning for Independent Award Centres and support learning for National Award Operators (NAOs) and Operating Partners (OPs). NAOs are responsible for sourcing and delivering their own training, however this should reflect the minimum standards established by the Foundation's training.

NAOs typically have training requirements for Award Leaders to undertake their role; please refer to your NAO office for specific details in your country.

The [www.awardcommunity.org](https://www.awardcommunity.org) website offers a series of learning and training opportunities and specifically provides access to online modules which should be completed in conjunction with this Handbook.

### 10.4 Transfer of a participant between Operators, countries and Award Centres

There will be occasions when a participant moves from one Operator to another – or even from one country to another; in these circumstances, the participant may be able to continue with their Award if they are moving to a country that delivers the Award.

In some cases, however, an Operator may not have an Award Centre available to which a participant can transfer.

Please follow this process for all transfers, regardless of whether the participant is undertaking or moving their Award within a National Award Operator (NAO) or Independent Award Centre (IAC).

#### 1. Initiate transfer

The Award Leader informs their National Office (if operating in an NAO) or The Foundation (if operating in an IAC).

#### 2. Verify transfer

The National Office or The Foundation requests the Award Leader to complete a participant centre transfer form (available at [www.awardcommunity.org](https://www.awardcommunity.org)).

#### 3. Manage transfer

The National Office or IAC sends the completed form to the receiving NAO or The Foundation (for IACs).

#### 4. Finalise transfer

The completed form is then sent to the receiving centre and the participant's Online Record Book account is transferred.

#### 5. Confirming transfer

The final transfer of the participant is then coordinated between the outgoing and receiving Centres.

### 10.5 Complaints procedure

The Award recognises that there will be occasions when someone wishes to complain about how activities are managed, how services are delivered or due to the conduct of an Award staff member or volunteer.

In the first instance, the complainant and Award Centre or National Award Operator (NAO) must try to resolve the issue informally. For Award Centres managed by an NAO, the Award Centre must refer to the NAO's complaints policy and procedures to resolve the issue. If this cannot occur, the following process should be followed:

1. The Foundation will designate a suitable member of staff to seek a resolution
2. The designated member of staff will acknowledge and confirm the complaint within five working days
3. The Foundation will seek to resolve the complaint within one month
4. Any outcome will be provided in writing to ensure that all are correctly informed and that any review or remedial action is carried out

If the complaint is not resolved and the complainant wishes to appeal, final resolution will be coordinated by the Foundation.

More information on the Foundation's complaints policy and processes can be found on the Foundation website: <https://intaward.org/wp-content/uploads/2021/07/Complaints-Policy-Final.pdf>



## 10.6 Foundation contacts

For any enquiries, please contact the Foundation's Operations Team: [operations@intaward.org](mailto:operations@intaward.org)

Or if you are in a country with a National Award Operator, you can find their details on the Foundation's website: [intaward.org/do/regions-locations](https://intaward.org/do/regions-locations)

For any comments or feedback on this Handbook, please contact the Foundation Operations Team.

