THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD
AUSTRALIA

AWARD HANDBOOK

Welcome to The Duke of Edinburgh's International Award

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

Update Details	Locations / pages
Glossary updated	Glossary
Fundamental Principles	1.6.2
Age Requirements (13 years)	1.7.3
Mode of Journey	6.11
Mobile Phones & Digital Devices	6.15
Award Outcomes and Impact	Chapter 11

© JANUARY 2018 The Australian National Award Authority
Publisher: The Duke of Edinburgh's International Award - Australia
Address: PO BOX R1959 Royal Exchange Sydney NSW 1225
ABN 70 114 267 195

First Edition 1969. Previous Editions 2009, 2012, 2013, 2014, 2017
2014 Review Team: Peter Kaye AM, Kelly Wood, Glen Byrne, Mark Roach,
2017 Review Team: Peter Kaye AM, Tracy Bradley and SAOAs

This book is copyright. Apart from any fair dealing for the purpose of running or undertaking The Duke of Edinburgh's International Award in Australia or for the purpose of private study, research, criticism and review, as permitted under the Copyright Act, no part of this publication may be produced, stored in or introduced into a retrieval system, or transmitted, in any form or by any means without prior written permission of the above copyright owner of this book.

Message from the Chairman…

As the Chairman of The Duke of Edinburgh's International Award - Australia, it is an honour to welcome you to the newest edition of the Australian Handbook. This document is an important one as it outlines the rules and the conditions of the Award program in Australia. This self-development program has been equipping, empowering, connecting and transforming young people in Australia since 1959, changing the lives of over 775,000 Award participants to date.

Each year over 38,000 young Australians actively take part in the Award making us the largest structured youth development program in Australia, engaging not only young people, but also a network of over 60,000 adult Volunteers.

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

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

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

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

The Hon. Gary Nairn AO, Chairman

Table of Contents

(Click on section to go straight to that page)

Welcome to The Duke of Edinburgh's International Award 2

Message from the Chairman... 3

Glossary 8

1.1 What is The Duke of Edinburgh's International Award? 12
1.2 Reach..... 12
1.3 Vision 12
1.4 Purpose 12
1.5 Commitment 12
1.6 Principles..... 12
1.7 Award Requirements 12
1.8 Getting Started and Doing an Award 12
1.9 Summary 12

Chapter 1 - The Duke of Edinburgh's International Award 13

1.1. What is The Duke of Edinburgh's International Award? 13
1.2. Reach..... 13
1.3. Vision 14
1.4. Purpose 14
1.5. Commitment 14
1.6. Principles..... 14
1.6.1. Guiding Principles 14
1.6.2. Fundamental Principles 15
1.6.3. Operational Principles..... 16
1.7. Award Requirements 17
1.7.1. The Award Framework..... 17
1.7.2. Time Requirements..... 18
1.7.3. Age Requirements 20
1.8. Getting Started..... 21
1.8.1. Before starting..... 21
1.8.2. Participant Registration.....22
1.8.3. Planning and Activity Approvals 23
1.8.4. Doing the Activities 24
1.8.5. Completing an Award and Award Approval 25
1.9. Summary.....27

Chapter 2 - Structure **28**
2.1 The Duke of Edinburgh's International Award Structure 28
2.1 The Duke of Edinburgh's International Award Structure 29
2.1.1 The National Award Authority (NAA) 30
2.1.2 State/Territory Award Operating Authorities 30
2.1.3 Award Units 31
2.1.4 Open Award Centres 31
2.2 Volunteers 32
2.2.1 Award Leaders 32
B) Award Leader Roles and Responsibilities: 33
2.2.2 Assessors 34
2.2.3 Supervisors 36
2.3 Summary 38

Chapter 3 – Physical Recreation **39**
3.1 Aim 40
3.2 Ethos 40
3.3 Benefits 40
3.4 Requirements 41
3.5 Assessment 42
3.6 Recording Activity 43
3.7 Steps for Participants 44
3.8 Activity Ideas 45
3.9 Differentiating between the Sections – Information and Examples 47
3.10 Physical Recreation Summary 49

Chapter 4 - Skills **50**
4.1 Aim 51
4.2 Ethos 51
4.3 Benefits 51
4.4 Requirements 52
4.5 Assessment 53
4.6 Recording Activity 54
4.7 Steps for Participants 55
4.8 Ideas 56
4.9 Differentiating between the Sections - Information and Examples 60
4.10 Skills Summary 62

Chapter 5 - Service **63**
5.1 Aim 64
5.2 Ethos 64

5.3 Benefits 64
5.4 Requirements 65
5.5 Assessment 67
5.6 Recording Activity 68
5.7 Steps for Participants 69
5.8 Ideas 70
5.9 Examples 72
5.10 Service Summary 73

Chapter 6 – Adventurous Journey 74
6.1 Aim 75
6.2 Ethos 75
6.3 Benefits 75
6.4 Requirements 76
6.5 The Adventurous Journey Components and Process 78
6.6 Types of Adventurous Journey 79
6.7 Preparation and Training 81
6.8 Supervision 83
6.9 Practice Journeys 84
6.10 Practice & Qualifying Journeys Conducted on the Same Journey 85
6.11 The Qualifying Journey 85
6.12 Journey Logs/Reports 86
6.13 Assessment 87
6.14 Recording Activity 88
6.15 Mobile Phones & Digital Devices 90
6.16 Steps for Participants 91
6.17 Ideas 92
6.18 Inappropriate Adventurous Journeys 92
6.19 Adventurous Journey Summary 93

Chapter 7 – Residential Project 94
7.1 Aim 95
7.2 Ethos 95
7.3 Benefits 95
7.4 Requirements 96
7.5 Assessment 97
7.6 Recording Activity 98
7.7 Steps for Participants 98
7.8 Ideas 99
7.9 Residential Project Summary 100

Chapter 8 – Risk Management **101**
8.1 Parents, Carers and Guardians 102
8.2 Child Protection 103
8.3 Privacy 103
8.4 Insurance 104
8.5 Volunteer Checks 105
8.6 Adventurous Journeys 105
8.7 Incident Reporting 105
8.8 Our Policies 106
8.9 Risk Management Summary 107

Chapter 9 – Adventurous Journey Guidelines **108**
9.1 Planning and Preparation 110
9.2 First Aid 113
9.3 Safety and Safe Practice 114
9.4 Route Planning and Navigation 118
9.5 Campcraft and Accommodation 120
9.6 Environmental Care 121
9.7 Team Building and Leadership 122
9.8 Equipment 123
9.9 Adventurous Journey Guidelines Summary 124

Chapter 10 – History and Background **125**
10.1 How It All Began 126
10.2 The Award in Australia 127
10.3 The Duke of Edinburgh's International Award Foundation and the Association 127
10.3.1 The International Declaration 128
10.3.2 The Code of Practice 128
10.4 History and Background Summary 129
10.5 Beyond Participation for Awardees 129

Chapter 11 – Award Outcomes and Impact **130**
11.1 Introduction 131
11.2 Unique Strengths of the Award 131
11.3 Award Outcomes 132
11.4 Award Impact 133

PARTICIPANT AWARD PLAN 135
VOLUNTEER CODE OF CONDUCT 137
CONTACTS 139

Glossary

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

Adventurous Journey – One of the mandatory Sections of the Award, which requires Participants to undertake an expedition or exploration in a challenging and unfamiliar environment, with an agreed purpose and in a small team of 4-7. It is completed for all three levels (Bronze, Silver and Gold) and comprises 3 main components: Preparation and Training; Practice Journey(s) and a Qualifying Journey.

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

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

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

Award – The name given to the program The Duke of Edinburgh's International Award and /or the certificate and badge received upon completion of a Bronze, Silver or Gold level.

Award Coordinator – The senior Award Leader in larger Award Units with two or more Award Leaders. They are the key contact in an Award Unit and are responsible for setting up and running the Award in that organisation, supporting other Award Leaders, overseeing Award groups and communicating with the relevant State/Territory Award Operating Authority and/or National Office. Throughout the Handbook, the term Award Leader is used as the generic term including Award Coordinator.

Award Framework – This refers to the 4 Sections of the Award (plus Residential Project for Gold) and the 3 levels.

Award Handbook – The key reference publication regarding the conditions and requirements of the Award in Australia produced and distributed by the National Award Authority (NAA) in Australia.

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

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

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

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

Award Unit – A body (legal entity) such as a school/ company/club/organisation that has been granted a Licence by the National Award Authority or State/Territory Award Operating Authority to run The Duke of Edinburgh's International Award in Australia. See also Award Leader.

Bronze Award – A Bronze Award can be commenced at 14 years of age* and requires a minimum 6 month commitment *see 1.7.3

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

Division – A State or Territory body sub-licensed to manage and deliver the Award program. A Division Licence may be held by a Government Department or a company/association established for the purpose of delivering the Award. A Division is formally known as a Licenced State/Territory Award Operating Authority.

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

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

Family members should not be a Participant's Assessor or Supervisor however, exceptions may be granted by the Award Leader, on behalf of the Award Unit, or the SAOA who will consider the level and nature of familiarity of the "family member" to the Award Participant and any special needs relationship eg medical or special care provider.

Gold Award – The highest level of the Award available only to those aged 16 and above, requiring a minimum 12-month commitment.

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

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

Licence – The Duke of Edinburgh's International Award Foundation licences the running of the Award in Australia to the National Award Operator, The Duke of Edinburgh's International Award – Australia (ACN 114 267 195). The Duke of Edinburgh's International Award – Australia then licenses State/Territory Award Operating Authorities (SAOA's) using a tiered Licence agreement, which enables the SAOA,'s to license Award Units.

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

Mentor – A Volunteer appointed by the Award Unit, typically by the Award Leader, to directly support and encourage one or more Participants

should an Award Leader need extra assistance. The mentor is typically not highly trained in the program and may also be an Assessor for one of the Sections. Awardees are often a target group to act as mentors for younger Participants. The mentor's role is to make regular contact, show interest, and assist with trouble shooting or with locating potential Assessors. Also refer to "Assistant Leader".

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

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

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

National Award Authority/Operator (NAA,NAO) -The body authorised to run The Duke of Edinburgh's International Award on a national basis in a country. Only one NAA is licensed in each country or territory.

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

Open Award Centre (OAC) – An Award Unit, which does not have access restrictions such as needing to be a student or a member. Internationally an Open Award Unit operates across a broader geographic area, eg city / region / state. This differs to most Award Units, which are approved to manage the Award for a specific organisation, eg a school, club, or community group. An OAC must be licensed with either a State/Territory Award Operating Authority or the NAA as a National OAC

Online Learning Hub (OLH) – An online community managed by the IAF for Award Leaders across Australia and internationally. It can also be used to access Level 1 Training if not available through the State/Territory Operating Authority.

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

Participant – A young person who has been accepted to participate in a Bronze, Silver or Gold Award through the registration process.

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

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

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

Record Book (Paper Book) – Used prior to the ORB to record Participant's Award activities, progress and completion. If Participants are unable to use the ORB due to internet access

issues or special needs, then Participants, Award Leaders, Assessors and State/Territory Award Operating Authorities may use offline paper records to manage the progress and approval of an Award.

Regular Activity – Consistent effort by Participants logged towards the Physical Recreation, Skills and Service Sections of an Award (these three Sections are also often referred to as the regular Sections). Regular activity is defined in this Handbook, however, the Award Leader has the discretion to allow activities that are best completed in larger blocks of time.. If there are gaps in the regular activity due to, for example, holidays and exams, the Participant will need to make up for these gaps in order to fulfil the minimum time requirements.

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

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

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

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

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

State/Territory Award Operating Authority (SAOA) – Licensed by the NAA/NAO as the governing, administrative and support body of the Award in each State/Territory. Award Operating Authorities are authorised to license Award Units within their State/Territory to deliver the Award. State/ Territory Operating Authorities also provide support to these Award Units. These are collectively referred to as Divisions.

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

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

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

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

Chapter 1- The Duke of Edinburgh's International Award

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

1.2 Reach

1.3 Vision

1.4 Purpose

1.5 Commitment

1.6 Principles

1.7 Award Requirements

1.8 Getting Started and Doing an Award

1.9 Summary

Chapter 1 - The Duke of Edinburgh's International Award

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

The Duke of Edinburgh's International Award (the Award / the Duke of Ed) is a positive and rewarding challenge of self-discovery. By undertaking four core activities (Sections) within the Award Framework and regularly working towards individual goals[1], Participants aged 14-25 are equipped and empowered to achieve their personal best, take ownership of their own goals and life choices and become actively engaged within their community and workforce.

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

Open to all young people aged 14-25 (Refer to the Section 1.7.3 - Age Requirements for more detail); the Award is offered in over 140 countries worldwide and is available at Bronze, Silver and Gold levels, each progressively longer and more challenging. Each of these levels consist of four core Sections:

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

With the Gold Award having an additional required Section – the Residential Project.

Participation is entirely voluntary and is structured so Participants can design their own unique program centered around their interests and passions, as well as sometimes reflecting the priorities of their host Award Unit.

1.2. Reach

In Australia over 40,000 young people are engaged in the program annually, supported by a network of over 65,000 adult Volunteers. The Award is run in cities, rural and remote areas, through government and non-government schools, universities, and a wide range of organisations such as Indigenous communities, new refugee support programs, sports clubs, employers, prisons and youth detention centres, and community organisations such as Surf Life Saving, disability groups and other youth programs.

[1] For the Adventurous Journey a team goal is set.

1.3. Vision

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

1.4. Purpose

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

1.5. Commitment

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

1.6. Principles

1.6.1. Guiding Principles

These principles are design features and explain why the Award has such a positive impact.

1. **Individual**

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

2. **Non-competitive**

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

3. **Achievable**

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

4. **Voluntary**

   Whilst the Award may be offered within school, university, work time, custody or as extra-curricular activity, individuals freely choose to participate in the Award and must commit a substantial amount of their free time in undertaking their Award activities.[2]

5. **Development**

   Participating in an Award program fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of

[2] Like all Award activities, Participants must not receive payment or sponsorship that reflects a commercial gain for any of the activities being undertaken for the Award. Also refer to 1.8.1

their environment and community, transforming them into responsible young adults. They have the chance to discover their potential through the encouragement and individual programming provided by their assisting Volunteers.

6. **Balanced**

   The Award provides a balanced framework of activity to develop the individual's mind, body and community spirit by engaging them in a range of a minimum of four different challenges.

7. **Progressive**

   The Award is about setting goals and working towards these. At each level of engagement, the Award demands progressively more time, commitment and responsibility from the Participant.

8. **Inspirational**

   The Award inspires Participants 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, achieve 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 program requirements.

10. **Enjoyable and Rewarding**

    Participants and Award Leaders will find the Award enjoyable, fulfilling and rewarding. The logging of activity, reflection of achievement, guidance and feedback from assisting Volunteers, progressive recognition as well as the final Award achievement make the Award journey very rewarding.

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

1.6.2. Fundamental Principles

1. The criterion for gaining an Award is individual improvement through persistence and achievement, taking into account the Participant's initial capabilities, and without any element of competition between Participants.

2. Participation is entirely voluntary and the individual Participant has a choice in the selection of activity options within the four Sections (five Sections at Gold level).

3. There is no discrimination against participation on grounds of gender, race, religion or political affiliation.

1.6.3. Operational Principles

1. **Age**

   Participants need to be between their 14th and 25th birthdays to undertake the Award. (Refer to the Section 1.7.3 - Age Requirements for more detail).

2. **Structure**

   The structure of the Award program consists of four mandatory Sections: Service, Adventurous Journey, Skills and Physical Recreation. At Gold level, Participants are also required to undertake a fifth Section, the Residential Project,

3. **Levels**

   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). See Section 1.7.3 for further detail regarding age requirements

4. **Minimum Time**

   The minimum period of participation for direct entrants to qualify for an Award is 6 months for Bronze, 12 months for Silver and 18 months for a Gold Award. See Section 1.7.2 for further detail regarding time requirements

1.7. Award Requirements

1.7.1. The Award Framework

There are three levels to the Award:

Bronze

Silver

Gold

Each of these levels consists of four mandatory Sections:

Service

Physical Recreation

Skills

Adventurous Journey

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

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

For each Section, Participants must select an activity that fits within the Section guidelines and undertake this for the minimum required time (dependent on their Award level). For example, a

Participant may choose swimming for Physical Recreation, guitar for Skills, assisting at a charity shop for Service and a hiking expedition for their Adventurous Journey.

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

Please see the following information for details

1.7.2. Time Requirements

	BRONZE	SILVER	GOLD
Skills	3 months [i.]	6 months [i.]	12 months [i.]
Physical Recreation	3 months [i.]	6 months [i.]	12 months [i.]
Service	3 months [i.]	6 months [i.]	12 months [i.]
Plus for the Major Section	All Participants must complete an additional 3 months in either Physical Recreation, Skills or Service.	Participants who have not achieved a Bronze Award must complete an additional 6 months in either Physical Recreation, Skills or Service.	Participants who have not achieved a Silver Award must complete an additional 6 months in either Physical Recreation, Skills or Service.
Adventurous Journey	2 days + 1 night [ii.]	3 days + 2 nights [ii.]	4 days + 3 nights [ii.]

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

Time Requirements Explained

1) The Award Time Requirements are minimum time requirements and are expressed in whole months, during which there must be regular time commitment.
   (a) Regular time commitment is based on a minimum of one (1) hour per week. However, the Award Leader has discretion to allow activities that are best completed in larger block of time[1], such as two (2) hours per two week period or four (4) hours per four week period.
   (b) Participants are encouraged to continue their activities beyond the minimum time requirements.
   (c) If a Participant is required to take a break in their activities (eg due to illness, school holidays or exams) they may still count their previous activities toward their Award. Breaks are fine so

long as the Participant shows regular commitment over the specified whole number of months required for the Award level they have chosen. The Award Leader may elect to extend the overall duration of the section. For example if a Participant has had to have a 2 month break from undertaking their service activity for the Silver Award then when they resume they may be required to complete this section over an 8 month period, ie. the original 6 months plus a 2 month extension.

(d) The minimum length of time for undertaking Award activities is a condition of completing The Award.

(e) It is not possible to achieve an Award in a shorter time span by working more intensely.

2) Satisfactory completion of the Adventurous Journey Section includes:

(a) Preparation and training appropriate for the journey being undertaken including the mode(s) of travel being utilized.

(b) At least one Practice Journey of the same time frame and using the same mode(s) of travel as the Qualifying Journey at each level of the Award.

(c) See chapter 6 in this Handbook for more detail regarding the Adventurous Journey Section.

3) Activity time undertaken prior to being accepted as a Participant by the Award Leader cannot be included in the minimum participation time requirements.

[1] Larger blocks of time would typically be more appropriate for Participants living in remote areas, Participants living with mobility restrictions, or for activities requiring access to facilities not readily available on a weekly basis.

1.7.3. Age Requirements

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

A Participant does not have to achieve the Bronze and/or Silver Award in order to undertake the Gold Award; however, they must be 16 years of age in order to gain direct entry into the Gold level.

	BRONZE	SILVER	GOLD
Minimum age to start	14 years [1]	15 years [2]	16 years [3]
Maximum age to start	24 years 6 months	24 years (direct entrant)	23 years 6 months (direct entrant)
Minimum age to finish an Award (without exception, see below)	14 years 6 months [4]	15 years 6 months [4] Bronze Award holders: 15 years 6 months [4] Direct entrants: 16 years	Silver Award holders: 17 years Direct entrants: 17 years 6 months
Maximum age to finish without exception	Before 25th birthday [5]	Before 25th birthday [5]	Before 25th birthday [5]

Age Requirements Explained

1. At Bronze level, if a person is aged 13 but part of a school year /peer group where the majority are 14 years or older that young person can start their Bronze Award with the rest of the group upon the approval of the Award Leader. Note: This provision for 'whole of year' provision is being piloted in Australia in 2017 and 2018.
2. If the young person is a direct entrant to Silver, they must be 15 years old to start the Award. A person may commence Silver at 14 and 9 months or above if they have completed their Bronze Award. Note: In practice, this means that young people who are given concession to start Bronze or Silver early will need to wait longer to receive their Award in order to meet the minimum finishing age requirements.
3. No activity undertaken before a Participant's 16th birthday may be counted towards a Gold Award.
4. Participants who have commenced their Bronze or Silver Award slightly earlier will need to wait until they meet the minimum age for completion before they can submit their Award for final approval.
5. Completion before 25th birthday refers to completing and logging all activity for each of the Sections. Final submission and sign off after 25th birthday is allowed recognising delays may be outside of the Participant's control (including Assessor sign off).
6. Activity time undertaken prior to being accepted as a Participant by the Award Leader cannot be included in the minimum Section time requirements.
7. Whilst the Award may be offered within school, university, work time, custody or as extra- curricular activity, individuals freely choose to participate in the Award and must commit a substantial amount of their free time in undertaking their Award activities. See Glossary for definition of Substantial.
8. Please contact your State/Territory Award Operating Authority if you have any questions about age range and commencing the Award.

1.8. Getting Started and Doing an Award

1.8.1. Before starting

Participants need to consider the following before registering to start the Award:

1.	The choice to do the Award is entirely **voluntary** and every Award is different. Each Participant chooses, with the guidance of their Award Leader, the activities they want to take part in for each Section.
2.	It is a very **individual program** that offers young people a balanced framework and a structure to fulfill their passions and ambitions in a way that suits them. Apart from the requirements for each Section, and the training and safety requirements for the Adventurous Journey Section, the activities a Participant chooses to undertake is entirely up to them, subject to the approval of their Award Leader and other requirements which may be set by their Award Unit. Participants have the flexibility and freedom to progress through the Award according to their personal needs and abilities.
3.	The Award Leader and Assessors **guide and mentor** Participants by helping them to select activities, set achievable goals, and to offer encouragement along the way.
4.	To gain an Award, Participants must show **commitment, progress and improvement towards their set goals**. Sometimes Participants may start the Award and stop part way through; this is acceptable - it is not a sprint, but a marathon. Award Leaders and Assessors are there to encourage them to continue, even after a break.
5.	The Award is **complementary** to the many other activities that young people may already be doing so long as the activities: 1. are substantially in the Participant's own time (generally outside of compulsory activities undertaken in school, university or work hours), 2. require regular effort in the Physical Recreation, Skills and Service activities, and 3. have a goal attached to each activity, this being a team goal for Adventurous Journey
6.	For Participants to count activities they are already involved with towards the Award, they must **extend** on this activity by setting a suitably challenging goal. For example, if a Participant is currently playing netball, they may extend on that activity by setting a goal to improve their shooting or their defensive efforts.
7.	The activities counted towards a Duke of Edinburgh's International Award must be **unpaid.** It may however be acceptable in some circumstances for travel to and from an activity to be subsidised by an organisation or club. If a Participant benefits financially from participating in an activity, this activity is not to be used towards an Award.
8.	Activities are completed **substantially** in the Participant's own time. This means that whilst some activity may take place within school, university or work hours, most of the activity counted towards the Award must occur outside of these scheduled /compulsory times. See Glossary for definition of Substantial.
9.	The **Participant Award Plan** can assist in the planning and selecting of Award activities to ensure a suitable and balanced program, and help identify the subject matter experts who can undertake the role of an activity Assessor. A copy of this is available at the rear of this Handbook or can be downloaded from Participant resources at: dukeofed.com.au.

1.8.2. Participant Registration

Registration in the Award program is by mutual agreement from the Participant (young person) and the relevant Award Unit. NOTE: Parental/Guardian consent is required for Participants under 18 years of age. Appropriate formal consent must be obtained prior to the Participant being accepted by their Leader and before any activities can be commenced.

Participants do their Award via an Award Unit, which will typically be their school, tertiary institution or a local club. If a local Award Unit is not readily available a young person my register to do their Award through an Open Award Centre (OAC). This is an Award Unit which is open to any Participant within a broader geographical area. See 2.1.4 for more information or contact the local State or Territory Award Office for OAC locations.

Registration steps:

1. Register on the Online Record Book (ORB) (www.dukeofed.com.au) selecting the relevant Award Unit- and which level of the Award will be undertaken (Bronze, Silver or Gold).

   NOTE: Parental/Guardian consent is required for Participants under 18 years of age.
2. Confirm with the Award Leader how payment is to be made. This may be done online through the registration process or via payment directly to the Award Unit.

Please note: Registration fees differ in each State and Territory, Participants need to contact their Award Unit for fee information. Award Units need to contact their State/Territory or National Award Operating Authority for information regarding fees and payment processes.

A Participant is considered to be registered for the Award only after:

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

NOTE: All Award registrations and Award approvals must be completed using the ORB.

1.8.3. Planning and Activity Approvals

The **Participant Award Plan** can assist in the planning and selecting of Award activities to ensure a balanced program and help identify the subject matter experts who can undertake the role of an activity Assessor. A copy of this is Plan available at the rear of this Handbook or can be downloaded from Participant resources at: dukeofed.com.au.

1 **Discuss and Decide on Activities**

a) Participants should discuss activities with their Award Leaders and decide on the activities to be undertaken for each Section, checking for any requirements set by the Award Unit.

b) NOTE: It is not a requirement to decide on all activities for each Section in order to start the Award. Participants are encouraged to think about and plan what they may do for each Section of their Award and then decide to start one Section. Changes can be readily made to proposed activity before commencing and even after commencing subject to Award Leader approval before deciding on activities for the other Sections.

c) For Participants under 18 years of age, parental/guardian consent is required. Appropriate formal consent must be obtained prior to the Participant being accepted by their Leader and before any activities can be commenced.

2 **Determine the Suitability of Activities**

The activity selection and approval of activities is managed by the Award Unit and the Participant. If Award Leaders are not sure if an activity may be suitable then the process for determining the suitability of an activity for a Participant is to:

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

3 **Identify Assessors**

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

4 **Setting Goals**

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

Working with Children checks

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

5 **Regular Contact and Updates**

For each activity, the Assessor is required to maintain regular contact and provide support, advice and encouragement for the Participant. The frequency will depend on the activity and how much supervision is required and the needs of the Participant. If any doubt by the Assessor on the frequency of contact required, the Award Leader is to provide guidance.

6 **Assessor Sign Off**

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

a) The required minimum hours have been met
b) The required minimum duration (ie months) has been met
c) There was the appropriate regularity of effort applied

7 **Final Documentation and Checks**

a) Upon final submission of an Award by a Participant, the Award Leader is required to check that all of the requirements of the Award have been met by the Participant. This includes any relevant documentation such as activity participation logs and diaries, Adventurous Journey records, supporting documentation and photos and Assessor reports. All Participants must register online using the ORB and have their Awards signed off (approved) online via the ORB.

b) All Award activity must be recorded by the Participant in their ORB, via the Participant App or by other paper or electronic means as agreed with the Award Leader.

c) If access to the ORB is temporarily unavailable, then Participants may record their activities manually using suitable offline records with the objective to transfer this information across to the ORB prior to the submission of their Award for Award Leader approval.

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

1.8.4. Doing the Activities

For Participants under 18 years of age, parental/guardian consent is required. Appropriate formal consent must be obtained prior to the Participant being accepted by their Leader and before any activities can be commenced.

1. **Start activities** once registered and the activity is approved by the Award Leader and an approved Assessor is appointed.

2. **Regularly undertake activities** - With the guidance and encouragement from the activity Assessor(s), Participants undertake activities for the required time in pursuit of their goals. Participants also need to undertake their activities **regularly** - at least 1 hour per week, 2 hours per fortnight or four hours

per four-week period (block time periods are dependent on Award Leader approval, refer to Section 1.7.2 below).

3. **Upload photos, video or other notes to the ORB Activity log** (Library) if appropriate.

4. Participants **complete the required Adventurous Journey training and preparation** before undertaking the Practice Journey(s), and later, the Qualifying Journey.

5. **Log activities regularly** otherwise, it can be difficult to remember what/when activities were completed.

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

1.8.5. Completing an Award and Award Approval

1. At the end of the Participant's activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording (logging) activity by the Participant and the Assessor's comment represents the experiences and achievements of the Participant for that Section of the Award and remarks should be personalised, positive and encouraging. It should always record success and achievement, not failure.

2. Upon completion of a Section, the Activity Assessor initially checks and signs off. They are confirming:

    a. Minimum hours have been completed
    b. Minimum duration (ie number of months) has been met
    c. Regularity of effort applied
    d. Progress towards the goal was satisfactory
    e. Upon completion of each Section of the Award and the overall Award, the Award Unit's Award Leader or Award Coordinator is required to check that all of the requirements of the Award have been met by the Participant. This includes any relevant documentation such as activity participation logs and diaries. Adventurous Journey records, supporting documentation and photos and Assessor reports.

3. Once all Sections are completed, including Assessors reports and sign off, each Section is ready to submit via the ORB to the Award Leader for approval.

4. Award Units typically approve Bronze and Silver Awards and recommend Gold Awards. However, the authourity to delegate final approval for all Award levels is retained by the relevant State/Territory Award Operating Authority. Each Award Unit must confirm with their relevant State/Territory Award Operating Authority regarding their Award Unit's approval delegation, which is related to the demonstrated experience of the Award Unit's Award Leaders. For further information refer to the Award's Natioanl Governance Policy 4.6, available at dukeofed.com.au.

5. Gold Awards, after preliminary approval by the Award Unit, are subject to a further review process and final approval by a State/Territory Award Operating Authority.

6. On completion of an Award, Participants will receive an **Award Certificate and Award Badge** as

recognition and acknowledgement of their achievement. The Award Certificate and Award Badge design is approved by the National Award Authority.

7. Bronze and Silver Award ceremonies are organised by each Award Unit and Gold Award ceremonies, where the Gold Award Certificate is presented, are organised by each State/Territory Award Operating Authority. The Gold Badge is sent to the Award Unit at the earliest opportunity, and presentation of the Gold Badge is arranged by the Award Unit at the earliest opportunity.

8. The Award ceremonies are a public recognition of the Participant's achievements. The ceremony is an integral feature of the Award and contributes to the Award's positive impact on young people completing their Award. The ceremony is a significant occasion and the Awards are usually presented by a person of high organisational or community standing.

9. Once Participants have achieved an Award level, they are able to register to continue to the next Award Level. Participants must not commence activities for a higher Award prior to having completed their current Award level.

10. All Awardees become Award Alumni. When 18 years of age, Alumni are contacted by their State/Territory Award Office or the National Award Office regarding ongoing opportunities to engage with the Award. This may include networking opportunities and information about product and services offered by the Award and its supporters. Further information is available on the website: dukeofed.com.au

1.9. Summary

1. The choice to do the Award is entirely voluntary.
2. There are 3 levels:
    a. Bronze
    b. Silver
    c. Gold
3. There are 4 mandatory Sections at each level:
    a. Service
    b. Skills
    c. Physical Recreation
    d. Adventurous Journey
    e. For Gold there is an additional Section- the Residential Project
4. Activity selection and activity Assessors must be approved by the Leader before any activities can be undertaken with them.
5. A Participant must register with an Award Unit.
6. The age range for undertaking the Award is 14-25 years noting there is provision for 13 year olds to also start. Refer to 1.7.3 for further information.
7. The minimum length of time for undertaking Award activities is a condition of the Award – it is not possible to achieve an Award in a shorter time span by working more intensely.
8. The activities a Participant chooses to undertake are individual but require the approval of the Award Leader.
9. The Award Leader or Assessors' role is to guide and mentor by helping with activity choice, to set achievable goals and to offer encouragement along the way.
10. There is a registration fee for doing the Award and this differs for each State and Territory.
11. For a Participant to gain an Award, they must show regular effort, commitment, progress and improvement, and this is recorded (logged) on the ORB, or other paper or electronic means as agreed with the Award Leader.

Chapter 2 - Structure

2.1 The Duke of Edinburgh's International Award Structure

2.2 Volunteers

2.3 Summary

2.1 The Duke of Edinburgh's International Award Structure

2.1.1 The National Award Authority (NAA)

The Duke of Edinburgh's International Award – Australia is the National Award Authority (NAA), licensed by The Duke of Edinburgh's International Award Foundation (IAF) to operate The Duke of Edinburgh's International Award in Australia, and retains the overall responsibility for all aspects of the Award's administration, management and delivery.

The NAA is responsible for:

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

The NAA has entered into Licences with an organisation or government agency in each Australian State and Territory to deliver the Award in their State or Territory. The NAA also Licences National Award Units and enters into agreements with National Delivery Partners.

2.1.2 State/Territory Award Operating Authorities

The Licence between the NAA and each State/Territory Award Operating Authority enables the State/Territory Award Operating Authorities to manage the delivery of the Award in their particular State or Territory. The NAA can also issue National Award Unit Licences.

The State/Territory Award Operating Authorities in turn Licence organisations as Award Units, (single and multi-site, including State Licences) who are responsible for delivering the Award to Participants.

Under these Licence agreements, the State/Territory Award Operating Authorities (also collectively referred to as Divisions) acknowledge their overall responsibility to deliver the program in compliance with the law in their State or Territory and further undertake to provide the Award Unit with:

1. Information, resources and promotional materials in relation to the Award
2. Administrative and support services
3. Award Leader training compliant with National Policy

4. Ongoing Award Leader professional development and networking opportunities
5. Access to the National Handbook
6. All National Policies with which Award Units must comply
7. Participant application and registration information/processes
8. Ongoing quality assurance monitoring and feedback
9. Authority to approve Awards for Bronze and Silver following an initial training and supervisory period. Refer to 1.8.5 of this Handbook
10. Details of insurance coverage provided by National Award Authority together with details of any changes to that insurance coverage. Refer to dukeofed.com.au.
11. Gold Award presentations by the State or Territory Patron or similar eminent person.
12. Licence and compliance monitoring and provision of feedback

2.1.3 Award Units

1. An Award Unit is an organisation Licenced by either the State/Territory Award Operating Authority or the National Award Office to conduct and deliver the Award in Australia. These Award Units can be schools, colleges, tertiary institutions, community organisations, service, sporting or social clubs, companies, or a group of interested parents who form their own association (registered) to operate the Award. Award Units must register their organisation through the ORB.

2. Once licensed, Award Unit appoint the Award Leaders and approves all Volunteers, and can determine who they will offer the Award to, plus determine any requirements or conditions regarding activity selection. The Award Unit also nominates one of their Award Leaders to be the key contact person with the State/Territory Award Operating Authority (SAOA) or National Office. That key contact person is referred to as the Award Coordinator.

3. Award Leaders must be trained to the minimum standard as set out in the National Governance Policies as approved by the National Board (referred to as Level 1 and Level 2 Award Leader Training) prior to undertaking their role. Level 1 must be completed before undertaking the Award Leader role and Level 2 is to be completed within 12 months of becoming an Award Leader. Also refer to 2.2.1. and to the Award's Natioanl Governance Policy 4.1, available at dukeofed.com.au.

4. The National Award Authority has entered into Licences with National Award Units; organisations whose operations cross multiple state boundaries and where licensing on a state-by-state basis is not a viable option.

5. All Award Units must ensure that relevant Child Protection Legislation requirements are observed for each adult who may work with an Award Participant under the age of 18 years.

2.1.4 Open Award Centres

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

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

2.2 Volunteers

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

The involvement of Volunteers is critical to the success of the program. Their desire to help young people explore their potential through the Award is most important. Volunteers need to be adequately briefed and/or trained, depending on their level of commitment and involvement.

The innate flexibility of the program means there is not a 'one size fits all' approach to our Volunteers; however, it is this same flexibility that invokes the need for a large number of Volunteers.

It is a requirement of the Award that all Volunteers agree to the Volunteer Code of Conduct. An copy of the Volunteer Code of Conduct is at the rear of this Handbook however, please refer to the SAOA/ Division Office or dukeofed.com.au for the latest versions.

2.2.1 Award Leaders

A) Award Leader Role:

1. Each Award Unit must appoint at least one Award Leader, but preferably two to ensure continuity, spread of work load and support diversity of Participants. An Award Leader is a Volunteer # who is the main contact for the Award Unit, and has overall responsibility of the delivery of the Award in that organisation.
2. In large Award Units with multiple Award Leaders, there will also be an Award Coordinator nominated, who is an Award Leader who is the main point of contact with the State or Territory Award Authority.
3. Award Leaders play a crucial role in the success of the Award program, without them there would be no Award. Their role is to engage young people in the program, and encourage and inspire Participants throughout their Award journey. The Award Leader(s) assist Participants with their registration and activity selection, and provide advice, support and encouragement.
4. Award Units typically approve Bronze and Silver Awards and recommend Gold Awards. However, the authourity to delegate final approval for all Award levels is retained by the relevant State/Territory Award Operating Authority. Each Award Unit must confirm with their relevant State/Territory Award Operating Authority regarding their Award Unit's approval delegation, which is related to the demonstrated experience of the Award Unit's Award Leaders. For further

information refer to the Award's Natioanl Governance Policy available at dukeofed.com.au

5. Award Leaders must be trained to the minimum standard as set out in the National Governance Policies as approved by the National Board (referred to as Level 1 and Level 2 Award Leader Training) prior to undertaking their role. Level 1 must be completed before undertaking the Award Leader role and Level 2 is to be completed within 12 months of becoming an Award Leader. Also refer to 2.2.1. and to the Award's Natioanl Governance Policy 4.1, available at dukeofed.com.au.

B) Award Leader Roles and Responsibilities:

1. Awareness of and compliance with Child Protection Legislation requirements in their relevant State/Territory.
2. Agreeing to the Award Volunteer Code of Conduct, (please refer to the SAOA/ Division Office front of this Handbook or dukeofed.com.au for the latestversion).
3. Developing and implementing strategies for attracting a broad spectrum of young people to participate in the Award.
4. Aligning and mapping the Award to their organisations' goals and requirements.
5. Advising, guiding and assisting young people to participate in the Award.
6. Ensuring members of all groups within the organisation are considered and catered for wherever possible.
7. Considering the engagement of young people experiencing a lack of motivation and direction.
8. Providing young people access to Award registration and distribution of literature/resources as required.
9. Encouraging Participants to choose and undertake a diverse and challenging range of activities and approving their program (including each activityselected).
10. Identifying suitable Assessors or assisting Participants to find suitable Assessors and Supervisors and approving these.
11. Checking Assessor, Supervisor and other volunteer suitability (ie experience and/or qualifications), approving, and keeping a record of these
12. Arranging or undertaking training and/or briefing of Volunteers including other Award Leaders, Assessors and, Supervisors
13. Ensuring all Volunteers (ie all Award Leaders, Assessors and, Supervisors) meet Child Protection Legislation requirements within that State/Territory.
14. Ensuring all Volunteers have agreed to the Volunteer Code of Conduct.
15. Keeping records of Participants and Volunteers approved by their organisation.
16. Assisting Participants use the ORB and logging their activities as required.
17. Pre-approval and final sign-off of all activities, including all components of the Adventurous Journey.
18. Award Leaders on behalf of the Award Unit typically approve Bronze and Silver Awards and recommend Gold Awards. However, the authourity to delegate final approval for all Award levels is retained by the relevant State/Territory Award Operating Authority. Each Award Unit must confirm with their relevant State/Territory Award Operating Authority regarding their Award Unit's approval delegation, which is related to the demonstrated experience of the Award Unit's Award Leaders. For further information refer to the Award's Natioanl Governance Policy 4.6, available at dukeofed.com.au. Gold Awards are subject to a further review and approval process by a State/Territory Award Operating Authority

19. Encouraging Participants to complete their Award, and progress to the next level where possible.
20. Liaising and, where appropriate, coordinating activities with other Award Units of the Award in their area.
21. Ensuring the Awards achieved are authorised and presented in accordance with the relevant State/Territory policies.
22. Arranging Award presentations as required for Bronze and Silver Badges and Certificates and Gold Award Badges. Gold Award Certificates are presented at ceremonies arranged by the State/Territory Award Operating Authorities. (also refer to 1.8.6, point 7)).
23. Publicising and promoting the Award.
24. Exercising appropriate duty of care regarding the safety and wellbeing of the Participants.
25. Managing the operation of the Award within their Award Unit in accordance with the Licence conditions.
26. Maintaining and upholding the Licence requirements, Principles and national policies of the Award (as provided for in this Handbook and online).
27. Ensuring the operation of the Award meets the requirements of the International Declaration and Fundamental and Operational Principles (please refer to Section 10.3 of this Handbook).
28. Ensuring that any documents, collateral, website pages or other items that utilise The Duke of Edinburgh's International Award logo meet all requirements of the Brand Identity Guidelines (available from the National Award Authority).
29. Ensuring that all new materials that utilise The Duke of Edinburgh's International Award logo and contains interpretive content* regarding the Award are approved by the relevant State, Territory or National Award Authority prior to circulation.
30. Undertake the role of Award Leader in a safe work environment. This includes: taking reasonable care for their own health and safety; that their conduct does not adversely affect the health and safety of others; that they comply with any reasonable instructions relating to health and safety; and that they cooperate with any reasonable policy or procedure relating to health and safety that applies to them, their colleagues, people they are supervising or who are considered to be in their care.

* Interpretive content refers to information regarding the Award program being re-worded that may infer another meaning and/or cause interpretation other than that specified in the Award Handbook

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

2.2.2 Assessors

A) Assessor's Role:

1. Assessors are Volunteers# who assist the young person with their Award. For each Section of the Award program (Physical Recreation, Skills, etc...), a Participant will need at least one Assessor with expertise in each of the chosen activities to guide them throughout their Award. In some instances, a Participant will require more than one Assessor per Section to ensure that each activity has been completed.

2. An Award Assessor performs a crucial role in the success of the Award program. They engage with Participants of the Award, and offer guidance, mentoring and encouragement as they assess activities for the Section of the Award that their expertise relates to.
3. They must be suitably skilled to assess a Participant's activity, write a short report at the completion of that activity, and sign off the Participant's records to verify the Participant has achieved the requirements of the Award.
   In most circumstances, **In most circumstances, an Assessor should not be a family member.** See Glossary for definition of family and possible exemptions.
4. An Assessor can assess more than one Participant. They may also be qualified to assess across multiple activities and/or Sections. An Assessor may be required to meet certification or qualification requirements if their activity is bound by a State/Territory or National accreditation requirement. Please note that an Award Leader can also be an Assessor but it is preferable that Participants have the benefit of interacting with as many adults as possible.
5. Generally Participants and Award Leaders are jointly responsible for finding Assessors, however, it is the responsibility of Award Leaders to check all Assessors, ensure they are suitable and to approve them. In some circumstances, an Award Leader, on behalf of their Award Unit, may create a pool of approved Assessors for popular activities previously undertaken by their Participants.

B) Assessor Responsibilities:

1. Be suitably experienced and/or qualified in the activity in which they are assessing.
2. Meet the Child Protection Legislation requirements in their State/Territory.
3. Agree to the Volunteer Code of Conduct prior to undertaking any assessment (please refer to the rear of this Handbook or www.dukeofed.com.au for the latest version).
4. Be approved by the Award Leader and therefore the Award Unit prior to the Participant commencing the activity they are the Assessor for.
5. Understand the requirements for the Section they are assessing eg regularity of effort, appropriate activities, goal setting.
6. Assist the Participant to identify and set achievable goals for the Section they are assessing and to develop a program to reach their goals.
7. Help the Participant to stay focused on the goals they have set.
8. Ensure the Participant undertakes Section activity substantially in their own time.
9. Keep in regular contact, encourage, and recognise improvements in the Participants efforts and keep a record of the Participant's progress.
10. Write a report at the completion of the Section activity, and sign off the Participant's records to verify they have achieved the requirements of the Award.
11. Undertake their role as an Assessor in a safe work environment. This includes: taking reasonable care for their own health and safety; that their conduct does not adversely affect the health and safety of others; that they comply with any reasonable instructions relating to health and safety; and that they cooperate with any reasonable policy or procedure relating to health and safety that applies to them, their colleagues, people they are supervising or who are considered to be in their care.

Please also refer to Chapter 8 of this Handbook ("Risk Management")

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

2.2.3 Supervisors

Please also refer to Chapter 6 of this Handbook for complete information regarding Adventurous Journeys and Adventurous Journey Supervisors/supervision.

A) Supervisor's Role:

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

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

B) Supervisor Responsibilities:

1. Be suitably experienced and/or qualified in the field (terrain and mode of journey) in which they are instructing and/or supervising e.g. hiking, canoeing, etc.
2. Hold appropriate qualifications from a relevant authority if such qualifications are available and/or required in your State/Territory. Supervisors must be highly competent in the activity and/or nature of the journey they are supervising.
3. Meet the Child Protection Legislation requirements in your State/Territory.
4. Agree to the Volunteer Code of Conduct prior to undertaking any supervision (please refer to page 6 of this Handbook or www.dukeofed.com.au for the latest version).
5. Be approved by the Award Leader and therefore the Award Unit prior to the

Adventurous Journey(s) commencing.

6. Supervise Practice and/or Qualifying Journeys for the Adventurous Journey Section of the Award.

7. Implement and oversee the arrangements concerning the safety of Participants whilst undertaking Practice and/or Qualifying Journeys, without interfering with the group's decisions or purpose, unless safety is a concern.

8. Engage the Participant group during their Practice Journey(s) for the purpose of reinforcing and supplementing their training and preparation as required.

9. If by agreement with the Award Unit the Supervisor is not accompanying the group, make contact with Participants at least once each day when they are undertaking their Practice and/or Qualifying Journeys.

10. Provide feedback to the Participants and/or their Assessor regarding any journeys they supervise, including individual and team strengths, weaknesses and areas of concern which need to be addressed prior to the Participants undertaking their Qualifying Journey or their final assessment being completed.

11. Undertake the role as a Supervisor in a safe work environment. This includes: taking reasonable care for their own health and safety; that their conduct does not adversely affect the health and safety of others; that they comply with any reasonable instructions relating to health and safety; and that they cooperate with any reasonable policy or procedure relating to health and safety that applies to them, their colleagues, people they are supervising or who are considered to be in their care.

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

Please also refer to Chapter 8 of this Handbook ("Risk Management") for detailed information regarding insurance, child protection and incident reporting.

2.3 Summary

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

Chapter 3 – Physical Recreation

3.1 Aim

3.2 Ethos

3.3 Benefits

3.4 Requirements

3.5 Assessment

3.6 Recording Activity

3.7 Steps for Participants

3.8 Ideas

3.9 Differentiating Between the Sections and Examples

3.10 Physical Recreation Summary

Chapter 3 - Physical Recreation

3.1 Aim

To improve physical fitness and wellbeing, and get active.

3.2 Ethos

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

No matter what a young person's physical or mental ability or inclination is, as long as they have the determination, this Section offers the opportunity to develop healthy fitness habits that will hopefully carry on long after an Award has been achieved.

3.3 Benefits

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

General benefits of the Physical Recreation section	Specific outcomes
• Developing a healthy lifestyle • Improving fitness • Increasing self-esteem • Interacting socially, especially in a team sport, but also through meeting people with interest in a similar individual sport • Enhancing self-discipline, perseverance and self-motivation • Experiencing a sense of achievement • Raising awareness of the variety of opportunities available in the area • Encouraging teamwork, if the activity is a team sport • Enjoyment.	• Confidence • Resilience and determination • Relationships and leadership • Creativity and adaptability • Personal and social well-being

3.4 Requirements

For this Section, Participants must:

1.	Undertake a physical activity regularly (see information below) where they **'get physically active'** (ie requiring a sustained level of energy and physical activity), for the required minimum length of time depending on Award level chosen. The level of physical activity will be determined by the physical ability and wellbeing of the Participant.
2.	Meet the **minimum time requirements**, depending on the Award level chosen.
3.	Show **regular commitment**, progress and improvement in their chosen activity.
4.	Understand that regular time commitment means at least one (1) hour per week (also *refer to 1.7.2 Time Requirements Explained)*
5.	Undertake activities substantially **in their own time**. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times, noting that Award Leaders should take into consideration all of the Participant's Award activities and not determine "substantial" on an activity to activity basis alone. See Glossary for definition of Substantial.

See also Section 1.7.2 for more detail.

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

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

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

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

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

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

TIME REQUIREMENTS

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

3.5 Assessment

Also refer to Handbook Section 2.2.2 – Assessors

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

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

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

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

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

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

1. the Participant's commitment was substantially in their own time outside of school, university or work hours. See Glossary for definition of Substantial
2. regular effort has been shown during the period of participation.
3. progress has been made based upon the Participant's initial knowledge and ability, and the Participant has strived to meet their goals.
4. minimum hours and time requirement have been met.

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

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

3.6 Recording Activity

All Award activity must be recorded by the Participant in their ORB or other paper or electronic means as agreed by the Award Leader. Where a Participant has chosen to follow a Physical Recreation activity related to a school, university or work place sport, the report must indicate that a substantial commitment to the activity was shown outside of the school, university or work hours. See Glossary for definition of Substantial.

At the end of the activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording (logging) activity and comment represents the experiences and achievements of the Participant, and remarks should be personalised positive and encouraging. It should always record success and achievement, not failure.

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

3.7 Steps for Participants

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

3.8 Activity Ideas

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

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

IDEAS FOR INDIVIDUAL ACTIVITIES

Prior to undertaking any activities, please refer to The Duke of Edinburgh's International Award insurance policies available at: www.dukeofed.com.au

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

IDEAS FOR GROUP ACTIVITIES

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

3.9 Differentiating between the Sections – Information and Examples

1. Participants are encouraged to select different activities across the four Sections for a balanced program. However, if the same activity is selected for more than one Section then the same hours cannot be counted and different and clearly defined goal needs to be set. Eg if dancing is chosen for both Physical Recreation and Skills then a minimum of two hours per week is required with separate goals. Note: Refer to Examples below
2. Many young people are already participating in regular, organised sports and this can be used towards their Award. This could be team sports such as football, netball or softball, or it may be an individual sport such as swimming, athletics or tennis. A goal for a team sport may be to improve in a certain position, or to get to the finals. A goal for an individual pursuit may be to improve a personal best time.
3. Some young people may want to team up with a friend and work on their own personal fitness. This could mean jogging a couple of times a week or meeting up at the park to do circuit training. A goal for personal fitness may involve jogging longer distances, being able to complete more exercises, and so on.
4. A young person may have always wanted to do an activity, such as indoor rock climbing, but never had the motivation to do it. The Award offers the framework to do something new. A goal for a pursuit like this may be to complete a beginner's course, or undertake a beginner's activity successfully.
5. Award Leaders are responsible for guiding Participants to choose activities which best reflect their personal abilities and the requirements and framework of the Award. **Before determining the suitability of an activity in a program or suitability for a Section the Award Leader needs to;**
   a) Consider the Participant's personality, strengths, any special needs or circumstances
   b) Consider the other activities being undertaken or planned to be undertaken for their Award

   If an Award Leader is unsure about an activity, it is important to check with the State/Territory Award Operating Authority before allowing the Participant to commence the activity.
6. Sometimes an activity seems to fit in both the Skills and Physical Recreation Sections, and it is not clear which Section it should count towards. In order to understand whether an activity is more suitable for Skills or Physical Recreation, it is important to look at the overall aim and ethos for that Section.

EXAMPLES

These are examples only. Also refer to 4.9. There may be other activities where the Award Leader or State/Territory Award Operating Authority will be required to offer guidance to Participants.

For Physical Recreation, the aim is to improve physical fitness and wellbeing, and get active, through engaging in regular physical activity, whereas for Skills the aim is to

broaden personal interests and skills in a non-physical manner. Clay shooting or archery are Olympic Sports, but may be considered sedentary activities for some Participants. However, these activities often require body strengthening and general aerobic fitness to perform safely and effectively. Below are some examples where similar activities can be very different and how to decide the most suitable Section to undertake that activity in.

Example One: Football can be used as a Physical Recreation activity or a Skill activity. It would be considered Physical Recreation when active playing is involved and there is a goal that reflects that regular physical activity eg. where the specific goal may be to improve goal scoring, complete the regular competition or undertake specific fitness training related to playing football.

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

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

Example Two: Learning to drive is classified as a skill as minimal physical activity is required. On the other hand, Motorsports may be classed as Physical Recreation as this usually requires physical fitness.

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

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

Activities may appear similar so it is important that the goals are clearly defined,

meet that Sections' requirements and are approved by the Award Leader before commencement.

3.10 Physical Recreation Summary

i. The purpose of the Physical Recreation Section of the Award is to 'improve physical fitness and wellbeing, and get active'.

ii. The activity should raise the heartbeat.

iii. Minimum time requirements are:

   a. Bronze – 3 months

   b. Silver – 6 months

   c. Gold – 12 months

iv. Participants should set realistic goals and should be monitored and assessed on:

   a. Effort

   b. Perseverance

   c. Progress towards Participant's goal

v. All activity must be recorded (logged) in the Participant's ORB or if agreed by their Award Leader, using a written or other electronic form.

vi. The Physical Recreation Section is complete once the Assessor is satisfied all requirements of the Section are complete and they have submitted their final report.

Chapter 4 - Skills

4.1 Aim

4.2 Ethos

4.3 Benefits

4.4 Requirements

4.5 Assessment

4.6 Recording Activity

4.7 Steps for Participants

4.8 Ideas

4.9 Differentiating Between the Sections and Examples

4.10 Skills Summary

Chapter 4 - Skills

4.1 Aim

To broaden the development of personal interests and practical skills.

4.2 Ethos

This Section of the Award should encourage the development of new interests or improve existing ones and practical skills. These interests are typically of a non-physically demanding nature and may be hobbies, vocational / job related skills, social, cultural or individual activities or life skills.

With so many hobbies and interests to choose from, the Skills Section of the Award allows young people to explore and discover talents within themselves that they may have only hoped for or dreamed about.

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

4.3 Benefits

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

General benefits of the Skills section	Specific outcomes
• Discovering new abilities and developing these or improving existing talents. • Increasing self-confidence by successfully setting and achieving a goal. • Refining awareness of one's own potential. • Developing time management and planning skills. • Enhancing self-motivation. • Interacting socially by meeting new people and interacting with other people, often older, in a meaningful way. • Improving employability by learning vocational skills.	• Confidence • Resilience and determination • Relationships and leadership • Creativity and adaptability • Personal and socialwell-being

4.4 Requirements

For this Section, Participants must:

1.	Undertake an **activity regularly**, which develops or improves on a desired skill, for the required length of time depending on the Award level chosen.
2.	Meet the **minimum time requirements** depending on the Award level chosen.
3.	Show **regular commitment**, progress and improvement in their chosen activity.
4.	Understand that regular time commitment means at least one (1) hour per week (refer to 1.7.2 Time Requirements Explained)
5.	Undertake activities **substantially in their own time**. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times, noting that Award Leaders should take into consideration all of the Participant's Award activities and not determine "substantial" on an activity to activity basis. See Glossary for definition of Substantial.

See also Section 1.7.2 for detail.

Please note that goals should be realistic and achievable within an individual's ability. Like all Sections of the Award, choosing a skill is a personal choice. Each Participant should choose a skill that interests them. This could be something new, or something they are already doing and want to improve in.

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

Participants do not have to undertake the same activity for the entire required time, although encouraged to, particularly for the Bronze Award. It is preferred that a Participant picks one suitable activity for each Section and sticks with it for the required minimum time. However, there is no purpose served in forcing a Participant to continue with an activity they dislike or if their circumstances have changed. They may choose two activities that can be split over the required time. These may be related activities eg. touch typing for the first period and then short story writing for the second part. Another example is guitar and as a second activity song writing. Regular commitment (1 hour a week or 2 hours a fortnight) must still be shown as well as improvement in both activities undertaken. If two activities are chosen, a Participant may need more than one Assessor to ensure that the person signing off is a subject matter expert.

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

4.5 Assessment

Also refer to Handbook Section 2.2.2 – Assessors

Assessment is undertaken by a suitably experienced and/or qualified Volunteer# that has been nominated by the Award Leader or identified by the Participant, and approved by their Award Leader. **In most circumstances, an Assessor should not be an immediate family member.** See Glossary for definition of family and possible exemptions.

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

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

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

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

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

1. the Participant's commitment was substantially in their own time outside of school, university or work hours. See Glossary for definition of Substantial.
2. regular effort has been shown during the period of participation.
3. progress has been made based upon the Participant's initial knowledge and ability, and the Participant has strived to meet their goals.
4. minimum hours and time requirement have been met.

The Award does not assess in terms of a pass or a fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank, and discuss their concerns with the Participant. The focus is on regular participation, effort, and *improvement towards* the Participant's goal. Not achieving the goal is not a reason to not sign off a Participant. Lack of regular effort and evidence of improvement over the minimum

time requirements is cause to ask for further time and effort to be undertaken, i.e. the Participant should then be encouraged to finish the requirements of that Section in order to resubmit their records for assessment at a later date.

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

4.6 Recording Activity

All Award activity must be recorded by the Participant in their ORB or other paper or electronic means as agreed by the Award Leader .Where a Participant has chosen to follow a skill activity related to a school, university or work place sport, the report must indicate that a substantial commitment to the activity was shown outside of the school, university or work hours. See Glossary for definition of Substantial.

At the end of the activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording (logging) activity and comment represents the experiences and achievements of the Participant, and remarks should be personalised positive and encouraging. It should always record success and achievement, not failure.

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

4.7 Steps for Participants

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

4.8 Ideas

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

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

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

Arts and design

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

Crafts

- Basket weaving
- Bookbinding
- Cake decoration
- Candle making
- Card making
- Ceramics
- Clay modelling
- Cookery
- Embroidery
- Flower arranging
- Glass painting

- Glasswork
- Jewellery making
- Knitting
- Lace making
- Leatherwork
- Origami
- Quilting
- Sewing
- Scrap booking
- Rug making
- Soft toy making
- T-shirt painting
- Weaving

Communications

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

Environment/nature

- Agriculture/farming
- Aquarium keeping
- Astronomy
- Bee keeping
- Bird watching
- Conservation
- Dog training and handling
- Forestry
- Gardening
- Horticulture

- Horse care and handling
- Insect study
- Keeping pets
- Weather studies/meteorology

Games

- Backgammon
- Billiards
- Card games (please observe no gambling)
- Chess
- Darts
- Fantasy role playing games
- Table games
- Pool

Hobbies

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

Life and vocational skills

- Accounting
- Committee skills
- Cooking
- Democracy and political studies
- Drugs awareness
- Engineering
- Event planning and organising
- Furniture making
- Furniture restoration
- Hairdressing
- Health awareness
- Home science
- Information technology
- Learning to drive
- Peer education
- Metal work

- Money management
- Tailoring
- Woodwork
- Vehicle restoration
- Vehicle mechanics, including cars, motorbikes
- Upholstery

Music

- Bell ringing (campanology)
- Disc Jockey (DJ)
- Music appreciation
- Musical theory
- Playing an instrument, including learning and practicing, playing in a band or orchestra
- Singing solo, in a choir or a band
- Writing music

Performance

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

Sports related

- Sports officiating
- Umpiring and refereeing
- Sports journalism
- Sports equipment making and maintenance
- Sports ground maintenance
- Flying (insurance restrictions need to be observed)
- Gliding (insurance restrictions need to be observed)

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

4.9 Differentiating between the Sections - Information and Examples

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

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

   a) Consider the Participant's personality, strengths, any special needs or circumstances

   b) Consider the other activities being undertaken or planned to be undertaken for their Award

   For Physical Recreation, the aim is to be physically active whereas for Skills the aim is to broaden personal interests and skills in a non-physical manner. Clay shooting or archery are Olympic Sports, but may be considered sedentary activities. However, these activities often require body strengthening and general aerobic fitness to perform safely and effectively. Below are some examples where similar activities can be very different and how to decide the most suitable Section for your Participant to undertake that activity.

6. The Arts are another area, which can be applied to the Skills Section. A budding graphic designer may choose to improve their skills in a computer program such as Photoshop, with the goal to design a series of posters for the school or community organisation, or a group of Participants may want to make a film, each taking different roles.

EXAMPLES

These are examples only. There may be other activities where the Award Leader or State/ Territory Award Operating Authority will be required to offer guidance to Participants. **Activities may appear similar so it is important that the goals are clearly defined, meet that Sections' requirements and are approved by the Award Leader before commencement.**

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

Example One: Football can be used as a Physical Recreation activity or a Skill activity.
It would be considered Physical Recreation when active playing is involved and there is a goal that reflects that regular physical activity eg. where the specific goal may be to improve goal scoring, complete the regular competition or undertake specific fitness training related to playing football.

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

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

Example Two: Learning to drive is classified as a skill as minimal physical activity is required.
On the other hand, Motorsports may be classed as Physical Recreation as this usually requires physical fitness.

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

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

4.10 Skills Summary

1. The purpose of the Skills Section of the Award is 'To unleash your talents and broaden your personal interests and skills'.

2. These interests are typically of a non-physically demanding nature and may be hobbies, vocational or job-related skills, social or individual activities, cultural activities or life skills.

3. Minimum time requirements are:
   a. Bronze – 3 months
   b. Silver – 6 months
   c. Gold – 12 months

4. Participants should set realistic goals and should be monitored and assessed on:
   a. Effort
   b. Perseverance
   c. Progress towards the Participant's goal

5. All activity must be recorded (logged) in the Participants ORB or if agreed by their Award Leader, using a written or other electronic form.

6. The Skills Section is complete once the Assessor is satisfied all requirements of the Section are complete and they have submitted their final report

Chapter 5 - Service

5.1 Aim

5.2 Ethos

5.3 Benefits

5.4 Requirements

5.5 Assessment

5.6 Recording Activity

5.7 Steps for Participants

5.8 Ideas

5.9 Examples

5.10 Service Summary

Chapter 5 - Service

5.1 Aim

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

5.2 Ethos

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

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

5.3 Benefits

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

General benefits of the Service section	Specific outcomes
• Learning patience, tolerance, and compassion • Overcoming ignorance, prejudice, apathy and fear • Increasing awareness of the needs and problems 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.	• Confidence • Managing feelings • Resilience and determination • Relationships and leadership • Civic competence • Intercultural competence • Personal and social well-being • Communication

5.4 Requirements

For this Section, Participants must:

1.	Undertake an **activity regularly** where they are donating their time to a genuine cause for the required length of time depending on the Award level chosen.
2.	Meet the **minimum time** requirements depending on the Award level chosen.
3.	Show **regular commitment**, progress and improvement in their chosen Service activity.
4.	Understand that regular **time commitment** means at least one (1) hour per week *(refer to 1.7.2 Time Requirements Explained)*
5.	Undertake activities **substantially in their own time**. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times, noting that Award Leaders should take into consideration all of the Participant's Award activities and not determine "substantial" on an activity to activity basis. See Glossary for definition of Substantial.

See also Section 1.7.2 for detail.

For some activities, formal or informal training may be required. This will need to be checked with the organisation the Participant has selected to volunteer with. Any required training may be used towards the Participant's Service minimum time requirements.

Note that any Service activity must not be to benefit the Participant's family. It must also meet a genuine need, and not just provide a favour to a friend or neighbour or be based on a required vocational or work experience activity.

Like all Sections of the Award, choosing what or who to volunteer for is a personal choice. Each Participant should choose a Service activity that interests them. This could be something entirely new, or something they may already be involved in.

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

Participants do not have to undertake the same activity for the entire required time, although encouraged to particularly for the Bronze Award. It is preferred that a Participant picks one suitable activity for each Section and sticks with it for the required minimum time. However, there is no purpose served in forcing a Participant to continue with an activity they dislike or if their circumstances have changed. They may choose two activities that can be split over the required time. These may be related activities eg. maintaining the school gardens for the first period and then a tree planting project for the second part. Another example is charity fund raising and as a second activity collecting sunglasses to recycle to an overseas aid organisation. Regular commitment (1 hour a week or 2 hours a fortnight) must still be shown as well as improvement in both activities undertaken. If two activities are chosen, a Participant may need more than one Assessor to ensure the Assessor is a subject matter expert.

TIME REQUIREMENTS

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

5.5 Assessment

Also refer to Section 2.2.2 of this Handbook

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

Assessors both help Participants set goals for their chosen activity and assess whether or not a Participant has undertaken the required regular effort and has strived to achieve their goals. Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion.

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

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

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

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

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

a. the Participant's commitment was substantially in their own time outside of school, university or work hours. See Glossary for definition of Substantial.
b. regular effort has been shown during the period of participation.
c. progress has been made based upon the Participant's initial knowledge and ability, and the Participant has strived to meet their goals.
d. minimum hours and time requirement have been met.

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

#For the purposes of the Award, a "Volunteer" means anyone over the age of 18 who assists with the Award, either in a paid or

unpaid capacity. This includes all Award Leaders, Assessors and Supervisors.

5.6 Recording Activity

All Award activity must be recorded by the Participant in their ORB or other paper or electronic means as agreed by the Award Leader. Where a Participant has chosen to follow a Service activity related to a school, university or work place sport, the report must indicate that a substantial commitment to the activity was shown outside of the school, university or work hours. See Glossary for definition of Substantial.

At the end of the activity period, it is the role of the Assessor to review the activity and write an Assessor's Report. The recording (logging) activity and comment represents the experiences and achievements of the Participant, and remarks should be personalised positive and encouraging. It should always record success and achievement, not failure.

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

5.7 Steps for Participants

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

5.8 Ideas

Below are some ideas for the Service Section. Remember, this list is a guide only and is not exhaustive – the list of possible activities is almost unlimited.
The best measure for deciding whether or not an activity is suitable is to assess whether the Participant is donating their time in order to help others or to help a cause, and that they can learn and benefit from their service. If in doubt, please contact your State/Territory Award Operating Authority for advice.

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

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

Environmental service

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

Emergency services

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

Note: Completing training alone does not fully meet the requirements for this Section, e.g. a first aid course or emergency skill (e.g. an SES Communications Course). Practical service must also be given such as attending events as a First Aider.

Animal welfare

- Caring for animals under threat.
- Assisting with organisations who care for neglected and abandoned animals, such as the RSPCA or WIRES.
- Walking the dog of an elderly or disabled person.
- Wildlife rescue.

Charity work

- Fundraising for a charity – this could be through fundraising events such as organising a school fundraising drive.

- Producing a newsletter for a charity.
- Creating or maintaining a charity website.
- Helping out at a charity clothing store.

Youth work

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

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

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

- Helping your own grandparents or family members
- Babysitting for friends as distinct from assisting in a community child care centre
- Walking the neighbour's dog as distinct from helping walk dogs at an animal shelter
- Helping out some kind of business (eg a shop or cafe) as distinct from assisting in a charity Opp Shop

People in the community

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

Note: unpaid baby-sitting, especially in private homes would normally not meet the requirements of this Section. If the baby-sitting was assisting at a local clinic, playgroup on a regular basis, it would apply as would baby-sitting/child care in a private home for respite purposes. There are also important safety and carer requirements associated with this type of Service that need to be carefully considered.

Sports and leadership

- First aid – doing a course and then making their skills available to the benefit of the local community i.e. being a first-aider at football matches or dance competitions etc.
- Coach your local junior sporting team.
- Referee/umpire at sporting games for junior teams
- Completing patrols for the local Surf Life Saving club

5.9 Examples

There is a growing passion for caring for our environment, however many people do not know how they can make a difference. Helping with organisations such as bush care and community garden groups, or by connecting with their local council and planting trees, helping with sand dune regeneration or assisting in water conservation, are all ideas for Participants to feel they are contributing to a better world.

A young person, who is doing football for their Physical Recreation Section, may choose to coach a junior team or referee for their club for the Service Section.

Note: The four Sections of the Award provide the framework for a balance of activities; however, Award Leaders are encouraged to assist Participants to select a program of activities that is as broadly balanced as possible.

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

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

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

5.10 Service Summary

Key points to this Section

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

Chapter 6 – Adventurous Journey

6.1 Aim

6.2 Ethos

6.3 Benefits

6.4 Requirements

6.5 The Adventurous Journey Components and Process

6.6 Types of Adventurous Journeys

6.7 Preparation and Training

6.8 Supervision

6.9 Practice Journeys

6.10 Practice and Qualifying Journeys Conducted on the Same Journey

6.11 The Qualifying Journey

6.12 Journey Logs/Reports

6.13 Assessment

6.14 Recording Activity

6.15 Mobile Phones & Digitial Devices

6.16 Steps For Participants

6.17 Ideas

6.18 Inappropriate Adventurous Journeys

6.19 Adventurous Journey Summary

Chapter 6 - Adventurous Journey

6.1 Aim

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

6.2 Ethos

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

At the heart of the Adventurous Journey, is the opportunity for a young person to engage in activities that require determination, physical effort, perseverance, problem solving and cooperation. It is intended that all who undertake this Section of the Award, are rewarded with a unique, challenging and memorable experience.

6.3 Benefits

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

General benefits of the Adventurous Journey section	Specific outcomes
• 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	• Confidence • Managing feelings • Resilience and determination • Relationships and leadership • Planning and problem solving • Intercultural competence • Personal and social well-being • Communication

• Developing health and fitness • 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 • Improving their investigating, reviewing and presentational skills	

6.4 Requirements

All Adventurous Journey requirements must be considered with reference to any applicable State or Territory Government requirements (policy or regulations), adventure activity standards and/or industry guidelines. Participants choose their type of Adventurous Journey and specific location etc, taking into account any requirements or limitations set by the Award Unit, and must have their proposed Adventurous Journey approved by their Award Leader.

For this Section, Participants must meet the following 14 requirements:

1.	Have a **clearly defined and agreed purpose/objective** for each journey and this is approved by the Assessor or Award Leader.
2.	Undertake **preparation and training** which is relevant to their planned journeys and skill level. Note: Sufficient and appropriate preparation and training is required at **each level** of the Award to ensure all journeys undertaken with confidence by the Participants**.**
3.	All members of the group must be involved with the **planning and training** (including those not undertaking the Adventurous Journey as an Award Participant).
4.	Ensure they discuss and **obtain approval** from their Award Leader prior to commencing this Section. This includes preparation and training; all Practice Journeys and the Qualifying Journey. Note: Activities such as a tourist trip or family holiday are not appropriate, as are some school camps – see 6.17 for more information.
5.	Obtain written **parent/guardian consent** prior to departing on each journey (if they are under the age of 18).
6.	Be **supervised and also assessed** by suitably skilled, experienced and/or qualified Volunteer(s).
7.	Ensure there are a **minimum of four (4)** people in each Adventurous Journey group (with a **maximum of seven (7)).** Groups larger than 7 must be split into smaller sub-groups. Participants must identify themselves with their sub-group for all activities related to the journey.
8.	Endeavour to undertake their Adventurous Journey(s) with peer group equals who will make decisions together.

9.	Ensure both the Practice and Qualifying Journeys are undertaken only on land and/or water (in or on water) in an **unfamiliar and challenging** environment and: a. are of a similar nature (eg terrain and climate conditions), difficulty and duration, and b. are in a similar environment (but not over the same route), c. use the same mode or combination of modes of travel (Eg canoeing, walking etc). Refer to 6.9 and 6.11 for more information, and d. require substantial individual effort in the journeying.
10.	Undertake sufficient Practice Journeys to ensure that the Qualifying Journey is safe. **At least one Practice Journey is required at each level of the Award.**
11.	Only **utilise simple self-catering accommodation** (eg shelters, tents, hostels) and be largely self sufficient throughout the journey.
12.	Ensure the Qualifying Adventurous Journey meets the **minimum time requirements** for the chosen level of the Award as outlined in the "Time Requirements" table below.
13.	Upon completion of the Qualifying Journey a **Journey Report is to be submitted or presented** to the Assessor. Note a log is required for both Practice and Qualifying Journeys.
14.	Undertake activities **substantially** in their own time. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times, noting that Award Leaders should take into consideration all of the Participant's Award activities and not determine "substantial" on an activity to activity basis. See Glossary for definition of Substantial.

TIME REQUIREMENTS

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

*Purposeful effort means time spent towards accomplishing the purpose or objective of the journey. Time associated with sleeping, cooking and eating is in addition to this time.Note that ALL levels require Participants to undertake sufficient preparation and training to ensure all journeys are safe.

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

6.5 The Adventurous Journey Components and Process

There are 3 main components of the Adventurous Journey Section:

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

These components are sequenced within the following summary process:

Initial Briefing

Sets expectations and outlines the nature of the Adventurous Journey

Preparation and Training

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

Practice Journey(s)

Prepares the team for their independent Qualifying Journey

Qualifying Journey

Independent team journey

Report

Participants submit final report and Assessor gives final approval

6.6 Types of Adventurous Journey

There are three types of journey which qualify under this Section:

1. Expedition
2. Exploration
3. Adventurous Project

All journeys must have a clearly stated objective which can be further developed and modified during the period of preparation and training. Having a clear objective/purpose is intended to ensure that Participants develop a connection to the area in which they journey, with their senses alert to their surroundings, and by observing and noting relevant facts and feelings.

1. Expedition

An expedition is **a journey with a purpose.** In an expedition, the primary focus is on the journeying, which is broadly two thirds of the purposeful effort. In an expedition, the main activities include route finding and/or navigation, setting and packing up camp, and tasks related to the purpose of the journey.

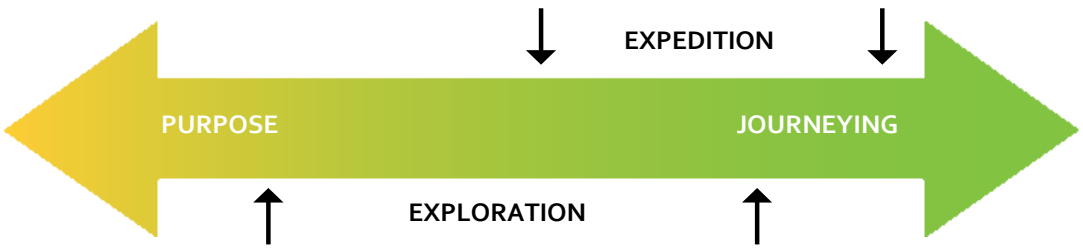
For example: A group of Participants may choose to walk from Blackheath to Mt. Victoria through the Grose Valley in the Blue Mountains, NSW. Another group may choose to go on a cycling journey through rural Vietnam.

2. Exploration

An exploration is **a purpose with a journey.** In an exploration, the primary focus is to observe and collect information relevant to the purpose. More time and effort is spent on this, and consequently less time is devoted to getting from one place to another. The journeying aspect in an exploration remains significant, with a minimum of one third of the planned activity hours being spent on journeying.

For example: A team may be keen rock climbers, so may choose to undertake a survey of rock climbing routes in the Grampians, Victoria (where they would base camp). Australian native birds may be studied at school, and a group may choose to journey through Kakadu National Park (NT), and study the bird life as a main feature of their exploration.

The Expedition/Exploration Continuum



3. Adventurous Project (GOLD ONLY)

1. The Adventurous Project is a journey that does not quite conform to the specific requirements of an expedition or exploration, although the aim and ethos remains the same. The Adventurous Project is at least as demanding and is often significantly more demanding than a standard expedition or exploration. **Also, refer to 6.16 below**

2. Consequently, the Adventurous Project is usually suited to those over 18 years of age as it tends to require more innovation, creativity and challenge than an expedition or exploration. It may also be a venture that can only be undertaken with less than four people or greater than seven group members. Note in some States or Territories Adventurous Projects may be restricted to Participants over the age of 18 eg for solo journeys. Please check with the relevant SAOA.

3. Before commencing an adventurous project, Participants must be adequately prepared, trained, and experienced prior to departure to ensure they can complete the adventurous project safely.

4. **For example:** A Participant may take part in a fauna study in the remote Tasmanian wilderness (in a group of 3 and relying on food drops), another may undertake a sailing trip as part of an larger organised sailing event down the east coast of Australia. Other Participants may trek to Everest Base Camp in Nepal, or undertake an extended hike along the Camino pilgrimage trail in Spain with their group composition changing at various times.

5. **All Adventurous Project proposals must first be approved by the Award Leader (on behalf of the Award Unit) and Adventurous Project proposals must be discussed with the local State/Territory Award Operating Authority to determine their suitability prior to it being undertaken.**

6.7 Preparation and Training

1. It is worth emphasising that an Adventurous Journey, by its nature, contains an element of risk. It is important that this risk is properly identified, assessed and managed to reduce the likelihood of an accident or emergency occurring, and decrease the consequences if an accident or emergency occurs. The key to this is the proper preparation and training of the Participants so that they can safely undertake their Practice Journey and then their more independent Qualifying Journey. The safety of all those taking part is a priority.

2. **Training is required to enable Participants to safely undertake their chosen or agreed upon journey,** unless they are already highly skilled in the necessary techniques. More commonly, Participants will need considerable preparation and training to plan and safely execute an independent journey.

3. **Any preparation and training of Participants is to be conducted by a suitably experienced and/or qualified person. Consideration needs to be given to any relevant State/Territory legislation, adventure activity standards and/or industry guidelines.**

4. **After training, the Assessor must be satisfied that the group is able to competently carry out their Practice Journey in a safe and self-reliant manner** and the following competencies will require signoff and/or training, (relevant to the type of journey or environment, prior to the Practice Journey:
    a. understanding of the Adventurous Journey planned to be undertaken.
    b. first aid and emergency procedures (relevant to the type of journey or environment).
    c. safety and safe practice
    d. route planning and navigation (use of maps, compass/navigation aids or street/urban directories).
    e. campcraft/accommodation and hygiene.
    f. team work, problem solving and leadership training.
    g. meal planning, preparation of food and cooking.

h. environmental awareness and care.

i. necessary equipment and how to use it.

j. technical skills in the mode of travel eg. bike tyre repairs or knots.

k. observation and recording skills.

5. The level of depth and delivery to which topics are covered:
    a. is a matter for the sound judgement of the Assessor and must be based on the type and difficulty of the journeys.
    b. depends on the experience, condition, characteristics and competence of the Participants.
    c. depends on the duration of the journeys.
6. Once the preparation and training has been completed to the satisfaction of the Assessor, they sign off the Participant's records indicating that they are properly prepared and trained in order to undertake their Practice Journey safely.

6.8 Supervision

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

1. **The safety of Participants is paramount when selecting, planning, preparing and supervising an Adventurous Journey. To help ensure this, all journeys (Practice and Qualifying) must be supervised by an adult who is suitably skilled, experienced and/or qualified (the Supervisor) with respect to the journey (form of travel, terrain, age group) to be undertaken. The Supervisor must be approved by the Award Leader and therefore the Award Unit, prior to any Adventurous Journey(s) commencing.**

2. The nature and level of supervision will be determined by the Assessor in conjunction with the Supervisor, and must be approved by the Award Unit, taking into consideration a range of factors such as the ages of those involved, the demonstrated competence, experience, and physical ability of the group, mode(s) of travel, and the location and remoteness of the journey.

3. In the interests of improved safety, **it is highly recommended that the Supervisor accompany the Participants on their Practice Journey(s) to provide advice, guidance and instruction as required. It is also recommended that the Supervisor accompany or, as a minimum, shadow (closely monitor) groups who are on their Qualifying Journey**. Award Leaders are required to contact their State/Territory Award Operating Authority for any specific requirements in relation to undertaking Adventurous Journeys.

4. For a group with limited experience, the Supervisor must maintain regular visual and/or verbal contact through various means of two-way communication.

5. The frequency and nature of contact is to reflect the experience of the group and the risk assessment completed by the Assessor and agreed by the Supervisor and the Award Unit.

6. Where agreed to by the Assessor/Award Unit, Adventurous Journey supervision may be remote e.g. phone/ radio contact. Should there be any queries regarding the appropriateness and safety of remote supervision, please contact your State/Territory Award Operating Authority

7. **Supervisors who accompany the group on a Qualifying Journey are not to regularly interact or interfere with the group's activities, decision making or purpose, unless safety becomes a concern, or in case of an accident or emergency, as this would detract from the essential independence, teamwork, responsibility and challenge of this Section. This includes, where practicable, not sharing accommodation/camping arrangements.**

8. **Supervisors must be mindful that the journey belongs to the Participants whilst complying with Award Unit's policy and any specific State/territory legislation/regulations.**

9. Supervisors must provide feedback to the Participants and/or their Assessor regarding any journeys they supervise, especially the Practice Journey. This feedback includes individual and team strengths, weaknesses and areas of skill or personal preparation concern which need to be addressed prior to the Participants undertaking their Qualifying Journey or their final assessment being completed.

10. **IMPORTANT NOTE: Check with your State/Territory Award Operating Authority to confirm any additional Adventurous Journey supervision requirements or industry guidelines which may apply, especially with Participants under 18 years of age.**

6.9 Practice Journeys

1. At all Award levels, it is a requirement of the Award that Participants undertake at least one Practice Journey. The aim is to provide Participants with sufficient experience to enable them to plan and undertake their independent Qualifying Journey safely and with confidence. Even a highly skilled group of individuals must take part in at least one Practice Journey together to become familiar with **working as a team**, noting that team composition may change between Practice and Qualifying.

2. Practice Journeys should be of **a similar nature (eg terrain and climate conditions), difficulty and duration**, and in a **similar environment** as the planned Qualifying Journey, but not over the same route. Practice Journeys should include sleeping overnight in a shelter, tent, hostel or other accommodation as appropriate with the group to plan and manage their own simple self-catering. The Practice and Qualifying Journeys must be using the **same mode or combination of modes of travel** (eg. canoeing, walking etc.).

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

3. **While it is a requirement of the Award to undertake at least one Practice Journey, Participants must undertake as many Practice Journeys as required to ensure their safety when undertaking their planned independent Qualifying Journey.**

4. **All Practice Journeys must be approved by the Award Leader (on behalf of the Award Unit) prior to each journey taking place.**

6.10 Practice and Qualifying Journeys Conducted on the Same Journey

1. Practice and Qualifying Journeys may be conducted on the same expedition or exploration if a Practice Journey involving similar terrain or mode of travel is unavailable prior to the Qualifying Journey. This may include journeys occurring overseas or interstate.

2. If completing both these components of the Adventurous Journey on the same expedition/exploration, the Practice and Qualifying Journeys must be separated by a suitable period of time in order for Participants, Assessors and Supervisors **to reflect** on the Practice Journey period and incorporate any new learning into the preparation for the Qualifying Journey. This suitable period includes the opportunity for one or more Participants to opt out (exit) of continuing on from the Practice Journey to Qualifying Journey.

6.11 The Qualifying Journey

1. At all Award levels, it is a requirement of the Award to undertake one Qualifying Journey.

2. Qualifying Journeys should be of a **similar nature, difficulty and duration** to the Practice Journey(s), and be in a similar **environment** with the same conditions including terrain and climate, but not over the same route. Qualifying Journeys should include sleeping overnight in a shelter, tent, hostel or other accommodation as appropriate with the group to plan and manage their own simple self-catering.

3. The Practice and Qualifying Journeys must be using the **same mode of travel** (e.g. canoeing, walking etc.). If a multi-mode is used for the Practice and only one of these is used for the Qualifying Journey, the assessor needs to satisfy themselves that the participants have demonstrated sufficient competence to undertake the mode of travel for the longer duration. Refer to 6.9 for more information.

4. **All Qualifying Journeys must be approved by the Award Leader prior to each journey taking place.**

6.12 Journey Logs/Reports

It is important that the Assessor has discussed and agreed with the Participants prior to their journey what the requirements for the journey log and journey report will be.

6.12.1 Journey Logs

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

Suggested information to include in the journey log:

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

6.12.2 Journey Reports

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

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

Suggested information to include in the Qualifying Journey report:

1. **Route/Map** – showing route, a route plan, meal stops, check or rendezvous points and camp sites.
2. **Equipment list** – together with comments on equipment taken which was inappropriate or not needed; and equipment not taken but which would have been helpful; details of any repairs or maintenance required.
3. **Clothing list** – with comments as for equipment (see above).
4. **Food list** – including menus and comments on adequacy of rations.
5. **Comprehensive description of the journey** – This is to be based on the Journey Log (see suggested information as listed in "Journey Log" detail above). The journey report should also include any other matter relating to the trip and its organisation.
6. **Supporting evidence** – sketches, detailed maps, photos, video, clippings, etc. Submission/presentation of an appropriate Qualifying Journey report is the final requirement of the Adventurous Journey Section.

6.13 Assessment

Also refer to Section 2.2.2 of this Handbook

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

Assessors both help Participants set goals for their chosen activity and assess whether or not a Participant has undertaken the required effort and has strived to achieve their goals. Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion.

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

There are two stages for the assessment of each Adventurous Journey (this means all Practice and Qualifying Journeys):

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

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

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

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

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

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

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

The Award does not assess in terms of a pass or a fail. If a Participant has not met the requirements of a Section, the Assessor should leave the assessment blank, and discuss their concerns with the Participant. The focus is on regular participation and effort and improvement towards the Participant's goal.

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

6.14 Recording Activity

All Award activity must be recorded by the Participant in their ORB or other paper or electronic means as agreed by the Award Leader. For the preparation and training and Practice Journey components of the Adventurous Journey Section, the Assessor signs-off to indicate that the Participant is ready to undertake the next component. After the Participant completes their Qualifying Journey and submits their Qualifying Journey report, the Assessor completes their final Assessor's report. The Record Book represents the experiences and achievements of the Participant, and remarks should be personalised, positive and encouraging. It should always record success and achievement, not failure.

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

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

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

6.15 Mobile Phones & Digital Devices

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

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

i. The need for mobile phones in case of emergency only ie ensuring that they are packed away and not used when it is not necessary.
ii. The need for in-field communications between the Participants and Supervisors/Assessors/Award Leaders
iii. Use of mobile phones as a navigation device.
iv. Limitations of signal reception and battery life/re-charging.
v. Use of mobile phones to take pictures and gather other evidence for journey logs/reports/reporting.

6.16 Steps for Participants

1.	**Decide** on whether to undertake an expedition, exploration or adventurous project. This must be approved by the Award Leader prior to any training or activity is undertaken.
2.	If undertaking an expedition or exploration, **form a small team (4-7 members)**
3.	If planning an Adventurous Project, **submit a proposal**, prepared in conjunction with your Award Leader, to the relevant State/Territory Award Operating Authority for review.
4.	With the guidance of the Award Leader, **identify suitable Assessor(s) and Supervisor(s).** They must be suitably skilled, experienced and/or qualified and be approved by the Award Leader before any Award activities can be undertaken with them.
5.	Define the group/team **purpose (goal) for the journey**.
6.	**Plan the Journey** with the Assessor(s) and/or Supervisor(s). At this stage, the required preparation and training will be determined by the Assessor/Supervisor. Please note that some training is usually required depending on the Participant's level of skill and experience.
7.	**Seek approval** from the Award Leader for the planned journey.
8.	Undertake relevant **preparation and training**. Assessor(s) and Award Leaders are there to guide Participants on what training is required.
9.	If under 18 years of age obtain parents/guardians written **consent** prior to departing on each component of the Adventurous Journey Section.
10.	At least one **Practice Journey** must be undertaken, and in some cases, more than one is required. If the Award is started at Silver or Gold levels, Participants may need to undertake two or three Practice Journeys prior to the Qualifying Journey. Please discuss this with the Assessor(s) and Award Leader.
11	**Review** the Practice Journey(s) and plan and prepare for the Qualifying Journey with the Assessor(s) and Award Leader.
12	**Keep logs** for each of the journeys. The Qualifying Journey log is used to compile the Qualifying Journey report.
13	Once the Qualifying Journey is completed and a Qualifying Journey report, submitted/presented, the Assessor is to **complete the final assessment** in the ORB. This is undertaken by printing the assessment page from the ORB, the Assessor completes the final assessment and returns to the Participant to upload onto their ORB.
14.	Remember **Award Leaders and Assessors** are there to approved proposed journeys, guide Participants and answer any questions they may have along the way.
15.	Once all Sections are completed, submit via the ORB to the Award Leader for **final Assessment**.

6.17 Ideas

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

Expedition Ideas (a journey with a purpose)

- Bushwalking
- Canoeing
- Cycling
- Horse riding
- Rafting
- Sailing
- Cross country skiing
- Motorised vehicles (eg off-road)

Exploration Ideas (a purpose with a journey)

- Scientific/Geographic explorations
- Historical/Cultural trips
- Flora/Fauna studies
- Mapping shipwrecks
- Exploration of old cemeteries in a region
- Experience and understand other languages/cultures

Adventurous Project Ideas (Gold Only)

Note: Adventurous project proposals if approved by the Award Leader (on behalf of the Award Unit), are then to be submitted to the State/Territory Award Operating Authority for a determination of suitability prior to departure. Please contact your State/Territory Award Operating Authority for further information.

Popular examples of adventurous projects that have an element of expedition and community development are:

- Climbing an Andean, Himalayan or other high mountainous peak
- Following a trail of historical significance and undertaken a survey of degradation
- Retracing the path of an early explorer
- Geological survey in Central Australia
- Archaeological dig in remote areas
- Studying ecosystems in a remote area for human impact

6.18 Inappropriate Adventurous Journeys

1. Going on a family camping trip or a family holiday is not considered to be an acceptable Adventurous Journey. Such trips rarely meet the Adventurous Journey requirements.
2. School camps based on a medley/combination of outdoor activities are also usually not

appropriate unless organised as an exploration and each of the requirements set out in 6.4 can be met. Contact your State/Territory Award Operating Authority for further information before planning such trips.

6.19 Adventurous Journey Summary

Key points to this chapter

1. The purpose of the Adventurous Journey Section of the Award is 'to discover a spirit of adventure and discovery whilst undertaking a journey in a group'.
2. There are three types of Adventurous Journey:
    a. Expeditions – a journey with a purpose
    b. Explorations – a purpose with a journey
    c. Adventurous projects (Gold only) must first be approved by the Award Leader (on behalf of the Award Unit)**, and are then submitted to your State/Territory Award Operating Authority to determine their suitability prior to departure**. Participants approved for an adventurous project are usually over the age of 18.
3. There are three (3) main components to this Section which require sign-off:
    a. Preparation and training
    b. At least one Practice Journey
    c. One Qualifying Journey
4. Minimum required numbers for each exploration or expedition is four (4) people and the maximum is seven (7).
5. All journeys require approval by the Award Leader prior to the journeys taking place.
6. Participants under the age of 18 require written parent/guardian permission prior to departing on each journey.
7. All journeys must be supervised by an adult who is suitably skilled, experienced and/ or qualified (the Supervisor) with respect to the journeys to be undertaken.
8. In addition to the preparation and training, minimum journey time requirements are:
    a. Bronze – 2 days (1 night)
    b. Silver – 3 days (2 nights)
    c. Gold – 4 days (3 nights)
9. Participants should set realistic goals and should be monitored and assessed for:
    a. Effort
    b. Perseverance
    c. Progress
    d. Teamwork
10. All activities must be recorded in the Participant's ORB or an alternate option as agreed with the Award Leader
11. The Adventurous Journey Section is complete once the Assessor is satisfied all requirements of the Section are complete, and they have submitted their final Assessor's report.

Chapter 7 – Residential Project

7.1 Aim

7.2 Ethos

7.3 Benefits

7.4 Requirements

7.5 Assessment

7.6 Recording Activity

7.7 Steps for Participants

7.8 Ideas

7.9 Residential Project Summary

Chapter 7 - Residential Project

7.1 Aim

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

7.2 Ethos

The Residential Project offers Participants unique experiences that truly broaden horizons, challenges their outlook and/or extends their comfort zone.

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

7.3 Benefits

Some of the benefits for Participants include:

General benefits of the Residential section	Specific outcomes
• Meeting new people • Experiencing an unfamiliar environment • Building new relationships • Working as part of a team • Accepting responsibility • Developing communication skills • Developing confidence • Showing initiative • Learning new skills or enhancing existing ones • Enjoying living and working with others	• Confidence • Managing feelings • Resilience and determination • Relationships and leadership • Planning and problem solving • Intercultural competence • Personal and social well-being • Communication

7.4 Requirements

For this Section, Participants must:

1.	Be undertaking the **Gold Award**.
2.	Undertake **shared purposeful activity**, which provides opportunities for broadening their interests and personal experience.
3.	**Reside away from their usual place of residence** for a total period of no less than five days and four nights.
4.	Be in the company of others who are, in the majority, **not their usual companions**.
5.	Undergo **briefing and/or training** (if required) prior to or during the residential period so that they are able to contribute fully to the activity and derive full benefit from the experience.
6.	Undertake activities substantially in their **own time**. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times, noting that Award Leaders should take into consideration all of the Participant's Award activities and not determine "substantial" on an activity to activity basis. See Glossary for definition of Substantial.
7.	Be a residential experience of the young person's own choice, freely made and **without any financial or material gain**, other than assistance with transport, accommodation and/or meals (please refer to item 1.5 of this Handbook, "Voluntary").

In exceptional circumstances, the commitment may be spread over two separate occasions. In these situations, the same activity must be pursued over both occasions and must total 5 days of activity, and take place in the same 12-month period. Award Leaders are encouraged to contact their State/Territory Award Operating Authority prior to approving split Residential Activities. Typically these exceptional circumstances may include medical or undertaking a longer event than the minimum 5 nights but the event/activity is split.

7.5 Assessment

Also refer to Section 2.2.2 of this Handbook

Assessment is undertaken by a suitably experienced and/or qualified Assessor who has been nominated by the Award Unit or identified by the Participant, and approved by their Award Leader, on behalf of the Award Unit prior to undertaking the project. The Assessor must be contactable during the length of the project and will most likely require contact in the time leading up to the project. At a minimum, the Assessor must have the ability to observe the Participant at intervals throughout the Residential Project. **In most circumstances, an Assessor should not be an immediate family member.** See Glossary for definition of family and possible exemptions.

Assessors both help Participants set goals for their chosen activity(s) and assess whether or not a Participant has undertaken the required regular effort and has strived to achieve their goals. Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion.

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

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

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

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

1. The Participant's commitment was substantially in their own time outside of school, university or work hours. See Glossary for definition of Substantial.
2. The Participant has demonstrated commitment with respect to:
    a. their personal standards
    b. relationships with others
    c. responsibility accepted and developed
    d. initiative and general progress during the residential period.
3. Minimum time requirement has been met.

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

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

7.6 Recording Activity

All Award activity must be recorded by the **Participant** in their ORB or equivalent offline record, as agreed by the Award Leader. Where a Participant has chosen to follow a Residential activity related to a school, university or work place sport, the report must indicate that a substantial commitment to the activity was shown outside of the school, university or work hours. See Glossary for definition of Substantial.

At the end of the activity period, it is the **role of the Assessor** to review the activity and write an Assessor's Report. The recording (logging) activity and comment represents the experiences and achievements of the Participant, and remarks should be personalised positive and encouraging. It should always record success and achievement, not failure.

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

7.7 Steps for Participants

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

7.8 Ideas

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

Personal and skills training courses

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

Environment and conservation projects

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

Service to other people and communities

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

Activity based

- Outdoor adventure courses
- Sports coaching course
- Sport skills development and sport representative tours
- Crew member on board a Tall Ship

7.9 Residential Project Summary

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

Chapter 8 – Risk Management

8.1 Parents, Carers and Guardians

8.2 Child Protection

8.3 Privacy

8.4 Insurance

8.5 Volunteer Checks

8.6 Adventurous Journeys

8.7 Incident Reporting

8.8 Our Policies

8.9 Risk Management Summary

Chapter 8 - Risk Management

The National Award Authority (NAA) of The Duke of Edinburgh's International Award – Australia is committed to monitoring processes, policies and procedures to maximise the safety of the Award for all Participants and Volunteers. Depending on the Participant's chosen activity, all Sections of the Award may contain an element of risk that needs to be fully assessed and properly managed.

This assessment and risk management is done jointly by the NAA, Award Leader and the activity Assessor, in consultation with the Participant.

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

From time to time, the National Award Authority may introduce requirements further to the standards that apply to Federal and State law. In the event of this occurrence, information will be distributed to Award Units through State and Territory Award Operating Authorities.

8.1 Parents, Carers and Guardians

It is a requirement of the Award for all Participants under the age of 18 to gain parental/guardian consent prior to beginning any Award activity.

Using the ORB, parental/guardian consent can be provided either electronically using the tickbox or by printing the consent form and giving the completed form back to the Award Leader. The Award Unit's policy concerning parent consent is to take key consideration.

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

In addition to their parental/guardian consent, the support of parents, carers and guardians can make a big difference to a Participant's experience of their Award. By offering encouragement, and by acknowledging successes all the way through, parents, carers and guardians can often make the difference to a young person completing their Award.

8.2 Child Protection

The Award is committed to the safety, protection and wellbeing of all children/youth undertaking their Award. We take seriously our responsibility to work with Award Units to promote child safe practices and protect children from harm, abuse, neglect and exploitation in any form. We require Award Units to create 'child safe' environments, both internally and externally, where children/youth are respected, protected, empowered and active in their own protection, and where staff and volunteers are skilled, confident and competent and well supported in meeting their legislated and internal protection responsibilities'.

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

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

All Award Units and their Award Leaders and volunteers must adhere to any Commonwealth child protection Law as in force from time to time and any State or Territory based Child Protection law.

8.3 Privacy

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

8.4 Insurance

The Duke of Edinburgh's International Award – Australia (the Award) **requires Award Units to have insurance cover for all participants and Volunteers**. This includes both personal accident and public liability insurance. In addition, the National Award Authority maintains a further insurance policy for participants and volunteers that acts as an umbrella cover.

The NAA certificate of currency outlining coverage, geographical limits and limitations of liability or cover is available at www.dukeofed.com.au It is important to regularly review the NAA's insurance certificates as they may be updated annually. Participants, their families and volunteers need to refer to their Award Unit for further details.

If activities undertaken could be considered 'high risk' by the Award Unit, then the onus of responsibility is on the participant or guardian to check the participant's activity is covered under their Award Unit's insurance policy. If the activity is not covered by the Award Unit, and subject to the Award Unit agreeing to this activity, separate insurance must be obtained prior to engaging in the activity.

For any accident or incident, an Incident Report form, which can be accessed via www.dukeofed.com.au/resources/insurance, is required to be completed in conjunction with the Participants and Volunteers Award Unit and a copy forwarded to your State/Territory Award Operating Authority as soon as possible.

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

[The NAA Public & Product Liability policy and the Personal Accident policy "sit above" and act as an 'Umbrella' cover in excess of the Award Unit's 'primary' insurance policies. This may provide a broader level of cover in excess of the Award Unit insurance policy. When an Award Unit is liable to someone for loss or damage, or pays a claim or is required to pay a claim under its personal accident insurance, the Award Unit's insurance policies act as the primary cover, paying up to their limits and any additional amount may be paid by the NAA policies cover (up to the limit of the policy). This structure avoids dual insurance being in place.The NAA does not itself have nominated 'high' risk activities. A list of exclusions applying to the NAA Personal Accident insurance cover is maintained on our website www.dukeofed.com.au]

[The primary policy is the one maintained by the Award Unit pursuant to this Sub Licence.]

8.5 Volunteer Checks

All Volunteers who actively engage with Participants in Award activities, including (but not limited to) Award Leaders, Assessors and Supervisors, must agree to the Volunteer Code of Conduct. Please refer to the document on the National website www.dukeofed.com.au for the latest version.

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

8.6 Adventurous Journeys

Please see Chapter 6 and 9 of this Handbook for specific details regarding Adventurous Journeys.

8.7 Incident Reporting

In the event of any incident involving Participants and/or Volunteers or other adults engaged in activities as part of the Award, an Incident Report Form must be completed. This form can be found at www.dukeofed.com.au

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

In the event of an incident occurring during any Award activity, Award Units and Award Leaders must:

1. Seek appropriate help and/or render appropriate assistance.
2. Give consideration to any legal requirements or obligations that may apply.
3. Refer to their own organisation's policy, practice and procedures and their State/Territory Award Operating Authority requirements as provided to the Award Unit.
4. Complete the Award Incident Report Form as soon as possible thereafter, but no later than 14 days. The form is available at. www.dukeofed.com.au
5. Forward copies of any incident reports, papers or other relevant documents to the State/ Territory Award Operating Authority who will then send this information to the National Award Authority.

The National Award Authority will advise the brokers and underwriters of the incident and provide them will the information supplied. The Incident Report provides a snapshot of the incident including a raft of information that may ultimately prove vital to any claim including:

- activity and Section of Award
- location

- weather
- date
- time of day
- other Participants and condition of group
- was there any foolish or inappropriate behavior
- witnesses
- provocation
- prior warning
- any specific instruction provided (eg. not to do something).

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

Another significant reason for the Incident Report is that what commences as a personal injury matter may ultimately involve liability issues.

Please note, failure to provide an Incident Report within 30 days may invalidate any subsequent claim under the group personal accident policy.

Following the receipt of the Incident Report form the NAA's insurance Brokers will respond to the person or persons affected regarding any future claim. In any incident there is most likely to be multiple layers of insurance coverage (family, school, sporting club, medical and Award). If a claim is to be made the NAA's brokers can provide advice and the appropriate forms.

8.8 Our Policies

All National Award Authority Policies can be viewed at
http://www.dukeofed.com.au/resource/governance-policy/

8.9 Risk Management Summary

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

Chapter 9 – Adventurous Journey Guidelines

9.1 Planning and Preparation

9.2 Route Planning and Navigation

9.3 Safety and Safe Practice

9.4 Route Planning and Navigation

9.5 Campcraft and Accommodation

9.6 Environmental Care

9.7 Team Building and Leadership

9.8 Equipment

9.9 Adventurous Journey Guidelines Summary

Chapter 9 - Adventurous Journey Guidelines

This chapter is to be read in conjunction with Chapter 6 of this Handbook ("Adventurous Journey").

These guidelines do not constitute a part of the conditions or requirements of the Award.

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

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

They are by no means exhaustive, and are included to indicate the level of preparation and training that is required and offer guidance for what may be included in preparing and training Participants for the Adventurous Journey Section of the Award.

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

These guides are primarily for outdoor (non-urban) journeys as only a small portion of Participants undertake journeys in an urban environment.

You must refer to the governing or peak bodies of the activity of choice (bushwalking, cycling, canoeing etc) in your State or Territory for the full requirements of running an expedition or exploration. Examples of these is the Adventure Activity Standards (AAS) of Victoria, found at www.orc.org.au/activity_standards.php, and the NSw Adventure Activity Standards found through: http://outdoorsnsw.org.au/resources-info/standards-2/

9.1 Planning and Preparation

ELEMENTS	TOPICS
1. PLAN AND PREPARE	a. Knowledge of basic law of the land requirements relevant to any particular expedition b. Knowledge of any operating standards and policies which the Award Unit is obliged to follow c. Knowledge and understanding of The Duke of Edinburgh's International Award in Australia Adventurous Journey conditions and requirements d. Knowledge of any State or local supplementary curricular topics / policies e. Collect information to plan and prepare expedition/ exploration f. Identify the needs of Participants g. Produce a plan for a journey h. Identify resources required i. Provide information on journey to all involved/concerned j. Plan and prepare a journey k. Agree on the purpose of the journey l. Complete all relevant paperwork

2. PRE-EVALUATION	a. Composition of party b. Group size c. Fitness and health of Participants d. Self reliance of group e. Intention or purpose of the journey f. Select appropriate route g. Conduct a reconnaissance (recce) or access current local information to evaluate terrain, distance and approximate time required h. Plan for special activities or dangers in area of expedition, i. e.g. cliffs, river crossings, tidal areas, highways j. Expedition length k. Conditions (weather) l. Climate m. Geographical area n. Safe transport to, from and during expedition o. Fire bans p. Availability of water q. Escape routes r. Emergency contacts s. Leader qualifications t. Ensure Volunteers have met all requirements (e.g. code of conduct/Blue Card)
3. FOOD Identity and plan for food requirements	a. Types of food suitable and water requirements for cooking b. Food needs on different styles of journey c. Daily energy requirements d. Special dietary needs e. Packing, waterproofing and maintaining food
4. WATER Identify and plan for water needs Use of water	a. Estimation of water needs while also considering seasonal variations b. Adequate drinking water at regular intervals c. Minimum water to be carried d. Safe use of drinking water e. Water purification methods f. Suitable water sources and selection of water g. Potential sources of water in emergency situations are identified

5. WEATHER Access and interpret weather information	a. Source and interpret weather conditions prior to expedition via: I. Web / radio / television / newspaper reports II. Bureau of Meteorology III. recorded information b. Gain information on the weather via: I. regional norms II. local knowledge III. local effects on the weather c. Knowledge and understanding of weather signs, which may include: I. cloud formation and patterns II. wind direction and velocity III. air temperature d. barometric pressure changes
6. EQUIPMENT CHECK	a. Evaluate what equipment is needed for the intended journey b. What can individual group members supply c. What needs to be obtained elsewhere

9.2 First Aid

ELEMENTS	TOPICS
7. FIRST AID Respond to common injuries and illnesses on expeditions	a. First aid skills, qualifications and knowledge appropriate to: I. expedition location II. risks of the expedition and remoteness III. likely dangers to be encountered IV. age, experience and knowledge of Participants b. Understanding of responsibility and medical conditions, especially: I. asthma II. epilepsy III. diabetes IV. special diets V. mental health conditions VI. food sensitivities or allergies
8. MEDICAL INFORMATION	Required for every Participant, Volunteer and leader in the group a. Collection b. Completeness c. Availability to appropriate people d. Confidentiality of medical information
9. INJURIES/ EMERGENCIES	Skills and knowledge to: a. conduct DRSABCD first aid method b. manage common life threatening injuries/emergencies c. manage minor injuries
10. EXPEDITION MEDICAL ISSUES	Knowledge of causes and treatment of common expedition medical problems, e.g. dehydration, hypothermia, hyperthermia, low blood sugar

9.3 Safety and Safe Practice

ELEMENTS	TOPICS
11. EMERGENCY PLANS	a. Gain information on local emergency facilities before expedition b. Use and availability of appropriate signaling and communication devices c. Emergency plans in case of: I. injury II. bad weather III. lost IV. overdue
12. SAFETY AND EMERGENCY MANAGEMENT General	Knowledge of general outdoor emergencies, which may include: a. medical problems/injury b. panic by Participants c. equipment failure d. lost party or party member(s)/party overdue e. Participants affected by environmental conditions f. Pre-planned emergency, escape routes
13. FIRST AID EQUIPMENT FOR INDIVIDUAL	Personal first aid kit: a. contents, use, packing/waterproofing
14. FIRST AID EQUIPMENT FOR GROUP	Group first aid kits: a. contents, use, packing/waterproofing
15. EMERGENCY EQUIPMENT	a. Suitable emergency rations b. Identify and plan emergency food/water requirements c. Spare parts d. Emergency communication devices such as Personal Locator Beacons (PLB)
16. MINIMUM EMERGENCY /JOURNEY* KIT	a. Minimum emergency equipment necessary b. Personal and group equipment to be taken on side trips or short journeys

17. ORGANISATIONAL EMERGENCY PROCEDURES AND POLICIES	Know and understand accident/emergency management: a. plan b. implementation as part of the overall plan of action c. recording of injury/accident d. medevac or accident report form e. reporting accidents to responsible authorities f. reporting accidents to the Award Unit and State/Territory Award Operating Authority g. emergency contact numbers of support people h. critical Incident Response Plan
18. PLAN	a. Search procedures b. Evacuations c. Control of campfire and fire safety guidelines d. Administering first aid e. Assistance to injured party member f. Activity-specific rescue techniques
19. EMERGENCY CONTACT	a. Nominated emergency contact person(s) and their contact numbers b. Procedure for emergency contact person(s) in case Participants overdue or reported injury/accident/ emergency c. Estimated times of arrival and procedures for Participants if overdue d. Radio, mobile phone, UHF radio, Personal Locator Beacon e. What to use, when and who to call
20. EVACUATION PROCEDURE	a. Evacuation party size, evacuation equipment, minimum gear b. Emergency plan/route c. Safety and emergency equipment d. Emergency evacuation structures, e.g. stretchers, sleds e. Whether a party goes out to notify or if all group stays together at location (high point, known position) f. Safety procedures around helicopters g. Search and rescue signals h. Time frame for survival (TFFS)

21. GROUP SAFETY	a. Group safety issues b. Group organisation and control c. Leader to Participant ratios d. Understand the role that emotional well-being of Participants has in an Adventurous Journey, including: I. feelings, state of mind II. perception of risk III. self-esteem

**where journey may be a short excursion during an expedition*

22. REACT SAFELY IN EMERGENCY	a. Prepare for an emergency based on governing and /or peak bodies recommendations b. Report emergencies c. React safely to emergency signals and instructions d. Evacuate from the endangered area e. Response format: Evaluate / Develop a Plan of Action / Control the Emergency / Debrief the Emergency
23. HELP PREVENT AN INCIDENT, ACCIDENT OR EMERGENCY	a. Identify conditions or Participant actions which could lead to an incident, accident or emergency b. Correct or report problems that may lead to an incident, accident or emergency c. Check, correct or report problems that may prevent accidents or emergencies from being safely handled
24. CONTROL SMALL UNCOMPLICATED EMERGENCIES	a. Evaluate the emergency b. Safely confine emergencies c. Use initial response emergency equipment, e.g. first aid kit, pressure immobilization, throwing a throw bag d. Report the use of initial response emergency equipment
25. PARTICIPATE IN THE CONTROL OF EMERGENCY SITUATIONS	a. Respond to emergency reports and signals b. Anticipate the behaviour of people during emergencies by: I. recognising, assessing and reporting hazards II. avoiding, minimising, neutralising or removing hazards III. apply organisational procedures

26. EXPEDITION DANGERS BUSHWALKING DANGERS	a. Biological hazards: I. Snakes, spiders, wasps, stinging tree, plants b. Environmental hazards: I. scree slopes / cliff lines / drops and steep slopes /steep gullies II. logs / rocks / overhangs / falling branches III. rivers / swift water IV. wildlife habitats c. Manual Handling: I. lifting canoes or backpacks d. Equipment hazards: I. vehicles II. cooking gear III. communications
27. WATER SAFETY	a. Swimming ability of Participants in relation to proposed or potential water activities b. Procedures in cases of a near drowning c. River crossing techniques d. Ocean rips and currents e. Water cleanliness (bacteria/parasites). Particular possible risk for overseas locations.
28. TEMPERATURE DANGERS	Knowledge and understanding of: a. suitable temperature range for undertaking an expedition b. effects of temperature and humidity on Participants c. sources of heat loss d. causes of heat exhaustion e. causes of heat stroke f. potential medical problems due to heat or cold g. dealing with hypothermia h. dealing with hyperthermia
29. WEATHER DANGERS	a. Changes to route and plan to deal with bad weather b. Emergency sheltering techniques c. Waterproofing techniques, e.g. personal, equipment, shelters d. Insulation techniques e. Sun protection, e.g. heatstroke, sunburn f. Dangers of lightning, thunderstorms and floods g. Fire

30. DEALING SAFELY WITH LOCAL WEATHER CONDITIONS ON EXPEDITION	Assess the influence of topography on local weather conditions: a. interpreting weather conditions during expedition b. understanding local topographic influences on weather c. interpreting local weather signs to identify likely changes

9.4 Route Planning and Navigation

ELEMENTS	TOPICS
31. ROUTE PLAN	a. Lodgement of detailed route plan b. Notification of relevant bodies and authorities and backup c. Navigation data sheet completed prior to expedition d. Gain information on local conditions e. Do a reconnaissance of the route
32. EXPEDITING	a. Journey in your chosen environment safely b. Ascending and descending techniques
33. PACE AND CONTROL	a. Group's condition/abilities b. Prevailing weather, and terrain c. Purposes of the expedition d. Timing / achievability
34. MONITORING PROGRESS	a. Time of expedition/terrain/weather/Participants' abilities b. Distance and difficulty of expedition, considering aims and abilities c. Time and condition under which group must change plan

35. NAVIGATION Navigate in controlled, intermediate or uncontrolled areas	a. Able to interpret and understand: I. map features/keys/symbols/scale/contour lines II. grid referencing, (determining off map, translation from grid reference to map) III. advantages and disadvantages of different types of maps b. Able to use various navigation equipment or techniques to: I. navigate using map and compass II. navigate using map and ground features (not compass) III. plot position on contour map IV. plan a proper route on a contour map V. fix position and identify unknown features, using a combination of techniques VI. navigate around obstacles VII. understand common reasons for errors in navigation and compass use VIII. understand accuracy of compass and maps c. Understanding of: I. linear features, point features, attack points, aiming off II. features, spiral search, sweep sear
36. CONTROL OF GROUP	a. Appointing and mixing group Leaders, tail ender, dispersion of group, grouping (ability/other) b. Responsibility of team leader c. Movement related to terrain d. Responsibility of group/Leader (Supervisor) e. Role of Supervisor re Practice vs Qualifying Journeys f. Monitor ongoing communications within the group
37. LOST PROCEDURE	What to do in a loss of route situation

9.5 Campcraft and Accommodation

ELEMENTS	TOPICS
38. SITE Select and maintain a temporary expedition site	a. Shelter from prevailing weather b. Distance from water sources c. Preparation for possible weather changes d. Environmental care (including compaction of site) e. Dangers, e.g. overhanging branches, use of caves, dry river beds
39. SHELTER	a. Types of shelters (including tents) b. Erect tents and other shelters
40. KNOTS	Knowledge of appropriate knots
41. FIRE	a. Use of cooking/other fires, minimise size and frequency b. Permits c. Fire restrictions d. Safety considerations e. Fireplaces f. Dangers of fire g. Bushfires h. National Park/land manager restrictions i. consider fuel stove alternatives
42. COOKING	Select, prepare and cook suitable simple expedition meals
43. STOVES	a. Types of stoves and fuels b. Safe operation of stoves c. Dangers of stoves d. Minimal impact of stoves when camping
44. HYGIENE Personal and group hygiene	a. Appropriate general personal hygiene practices in the outdoor setting b. Suitable hygiene practices for preventing sickness c. Hygiene practices in relation to food storage and cooking d. Toilet/sanitary hygiene considerations

9.6 Environmental Care

ELEMENTS	TOPICS
45. LAND USE CODE	a. Land manager permissions b. Cultural protocols
46. MINIMAL IMPACT PRACTICES	a. Plan and conduct activities for minimal environmental impact b. Ensure Participants understand minimal impact bushwalking c. Sources of environmental impact and sensitive areas on expedition route d. Restoration of campsite after use e. Appropriate campfire management and rehabilitation, considering habitat destruction and fire scars, etc f. Environmental care code g. Appropriate crossing of gates or fences h. Mountain hut code i. Care of cultural and heritage sites j. Familiarise yourself with laws applicable to outdoor journeys such as OH&S / EEO / Food Safety Handling / Adventure Activity Standards
47. SANITATION PRACTICES	a. Location of toilets b. Construction of toilets c. Considering nearby water sources d. Rehabilitation of toilet site after use e. Minimising environmental impact f. Permit requirements
48. CARE OF WATERWAYS	a. Problems of soaps or detergents in waterways b. Need to wash cooking equipment, utensils, etc, away from waterways c. Use of soaps, shampoos, detergents for personal hygiene away from waterways d. Toilets erected minimum 50m distance away from waterways
49. RUBBISH DISPOSAL	a. Appropriate disposal of food scraps b. Appropriate disposal of rubbish and waste

9.7 Team Building and Leadership

ELEMENTS	TOPICS
50. GROUP MANAGEMENT	a. Maintain Participant's physical welfare b. Maintain a positive social environment c. Establish effective communication d. Ensure Participant's safety e. Appropriate closure of journey f. Evaluation
51. LEADERS HIP Lead a group	a. Skills required by people in a leadership role b. Responsibilities of an expedition leader c. Different styles of leadership and the situations in which they may be used d. Problem-solving techniques e. Negotiation and conflict resolution strategies and how these can be used to deal with potential problems
52. FEEDBACK	Provide feedback on the expedition and suggestions of future expeditions
53. TEAMWORK	a. Work as a member of an expedition group b. Contribute to expedition meetings c. Contribute to the development of good practice of the expedition group d. Help expedition members during the expedition e. Respond to conflict in the expedition group f. Recognise/acknowledge/respect the position of the overall leader and their decisions
54. PARTICIPANTS Important factors relating to individuals and the group	Assess and adjust expectations and demands appropriately for individuals and the group: a. fitness b. strength c. social cohesion d. loners e. wandering f. gender difference g. size difference h. experience level i. fatigue and lack of wellness j. other individual/social/cultural characteristics k. age variants

9.8 Equipment

ELEMENTS	TOPICS
55. CLOTHING Clothing suitable to the activity and conditions	a. Personal clothing suitable for: I. expedition and expected conditions II. emergency conditions b. Knowledge of clothing needs, especially: I. boots, headwear, footwear II. protection against the sun, insects, snakes, spiders, plants, etc multiple layers, wicking, waterproofs, life jacket
56. PERSONAL EQUIPMENT Selection of personal equipment	a. Identify and select equipment with consideration to contextual issues b. Identify and select equipment suitable to the conditions and Participant's needs c. Principles of pack and sleeping bag designs d. Thermal insulation (general and for sleeping) e. Selecting personal expedition equipment suitable for: I. expedition and expected conditions II. emergency conditions III. waterproofing, load carrying, pack weight IV. adjustment of equipment and/or fitting correctly to ensure comfort/safety V. appropriate clothing and footwear
57. ISSUE, FIT AND CHECK CLOTHING AND PERSONAL EQUIPMENT	Pre-expedition checks of personal clothing, equipment and supplies, including foot wear
58. GROUP EQUIPMENT Selection of group equipment	a. Select group expedition equipment suitable for expedition and expected conditions b. Identify equipment needs Use equipment in a manner to minimise damage c. Plan use, carriage and sharing of important resources
59. CORRECT USE OF OUTDOOR EQUIPMENT	a. Use equipment according to manufacturer's specifications or accepted industry practice to ensure design limits are not exceeded b. Use equipment correctly, properly adjust equip c. Pack equipment correctly/appropriately d. Keep loads within the capacity of each individual e. Recommended pack weight and distribution of equipment f. Clean and store equipment correctly
60. ISSUE, FIT AND CHECK GROUP EQUIPMENT	Pre-expedition checks of group equipment

9.9 Adventurous Journey Guidelines Summary

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

Chapter 10 – History and Background

10.1 How It All Began

10.2 The Award in Australia

10.3 The International Association

10.4 History and Background Summary

10.5 Beyond Participation

First Australian Gold Award Ceremony on the HMY Britannia, 1963 - Circular Quay Sydney (left to right) Michael Dillon, Sir Adrian Curlewis, HRH Prince Phillip, The Duke of Edinburgh

Chapter 10 – History and Background

10.1 How It All Began

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

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

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

The unique flexibility of the Award's design made it ideally suited to easy adaptation and integration into different cohorts of youth, cultures and societies and it was soon adopted by schools and youth organisations in other countries.

Since 1956, the program has developed and grown and now reaches young people in over 140 countries.

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

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

10.2 The Award in Australia

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

The Australian Coordinating Council (ACC) became incorporated in 1986. In November 2000 the International Award Secretariat licensed the ACC as the Australian National Award Authority (NAA) in August 2004, the National Award Authority became a Company limited by guarantee.

The Australian National Award Authority has licensed the existing authorities in each State and Territory to operate the Award program. The representation of these eight State/Territory Award Committees with the National Award Authority has continued.

Each State/Territory Award Committee further delegates the operation of the Award program to Award Units who agree to meet the criteria for the Award and support and encourage young people in the Program.

The Award Units and their Award Leaders are the great strength of the Australian Award Program. It is through their commitment to young people that the Australian Award continues to grow and provide a unique opportunity for young Australians.

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

The Duke of Edinburgh's International Award Association (the Association) was constituted in 1988 and is made up of 69 national Award bodies and 350 Independent Award Centres (IACs) in more than 140 countries and territories.

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

The International Council is the governing body for the Association. The International Council is chaired by one of the Trustees of the Foundation.

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

The IAF has regional offices in:

- Europe, Mediterranean and Arab States
- Asia Pacific
- Africa
- Americas

Each of these Regions has a full time Regional Director and staff based in the Region. For the most up to date details go to www.intaward.org

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

10.3.1 The International Declaration

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

10.3.2 The Code of Practice

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

10.4 History and Background Summary

Key points to this Section

1. the Award began in the UK in 1956
2. the Award began in Australia in 1959
3. the Award has a presence in approximately 140 countries in the world
4. the Award is managed by the Foundation via 4 global regions:
    a. Europe, Mediterranean and Arab States
    b. Asia Pacific
    c. Africa
    d. Americas
5. The Award is governed by:
    a. The international Declaration
    b. The fundamental Principles
    c. The operational Principles
    d. The Code of Practice.

10.5 Beyond Participation for Awardees

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

1 join our national Award holders Alumni to re-engage with the Award in Australia. reconnect with Awardees, attend Alumni events, receive special offers and carry on the life- long learning principles of the Award

2 become an Award Leader or an Activity Assessor. Mentor Participants.

3 volunteer your time at Award events

4 run a fundraising event to help the Award grow and offer more young people the opportunity to achieve something for themselves

5 make a tax deductible donation to The Duke of Edinburgh's International Award

6 attend an international event

7 work for the Award – from time to time positions become available all around the country.

8 become an Award Friend, Ambassador or Supporter

9 encourage your employer to become a Duke of Ed Employer

More information available at the national website
www.dukeofed.com.au

Chapter 11 – Award Outcomes and Impact

11.1 Introduction

11.2 Unique Strengths of the Award

11.3 Award Outcomes

11.4 Award Impacts

Ngarijan Rosser-Bonner, PCYC, QLD

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

Chapter 11 – Award Outcomes and Impact

11.1 Introduction

Awardees all have different experiences on doing their Award. Many 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. Developing an understanding of the uniqueness and benefits of the Award and the impact, it has on young people's lives helps to appreciate the value of mentoring and guiding young people through their Award.

11.2 Unique Strengths of the Award

The unique strengths of the Award are that:

1. It can be used by any group or organisation working with young people. It offers youth organisations and agencies a way of gaining international recognition for development activities with young people.

2. It is based on enduring principles and a robust methodology, but is flexible enough to be used with any young person, whatever their needs.

3. It focuses not on external and universal standards, but on self-directed learning based on individual goals – any young person can take part and achieve their Award, whatever their starting point.

4. It is a low-cost intervention, which uses existing youth development networks and infrastructure to reach young people.

5. It is a locally adaptable programme, flexible enough to meet the requirements of local and national youth policy objectives.

6. It is supported by an extensive global network that ensures its quality, and provides access to youth development expertise, training and best practice.

11.3 Award Outcomes

The Award can play a vital role in providing opportunities for young people to develop essential life skills, complementing their formal education or 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 approximately 140 countries and territories. It is important to understand the definitions of outcomes and impacts, and the link between them. Outcomes are the changes, benefits, learning or other effects that result from what the Award offers or provides. Impacts are the broader or long-term effects of the Award's outputs, outcomes and activities.

Due to the complexity and long-term nature of impact areas, they are difficult to measure directly, during the time span of an individual young person's Award journey. However, certain outcomes can contribute to the achievement of certain impacts, and this can be evidenced by existing empirical evidence.

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

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

Outcome	Definition
Confidence	Self-reliance, self-esteem, self-efficacy, capacity to act in one's own interest and need, self-belief and ability to shape your own life and the world around you.
Managing feelings	Reviewing, self-awareness, self-control, reflecting, self-regulating, self-accepting etc.
Resilience and determination	Self-disciplined, self-management, self-motivated, focused, having a sense of purpose, persistent, self- controlled etc.
Relationships and leadership	Motivating others, valuing and contributing to team working, negotiating, establishing positive relationships, interpreting others, managing conflict, empathising etc.
Creativity and adaptability	Imagining alternative ways of doing things, applying learning in new contexts, enterprising, innovating, remaining open to new ideas, reading situations correctly and adapting as required.
Planning and problem solving	Navigating resources; organising, setting and achieving goals; decision-making, researching, analysing, critical thinking, questioning and challenging, evaluating risks, reliability etc.

Civic competence	The ability and willingness to engage in active participation, based on an attitude of trust in other people, in all the contexts of social life: school, local community, working place, recreational activities etc.
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.
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 etc.
Communication	Explaining, expressing, presenting, listening, questioning, using different ways of communicating etc.

11.4 Award Impact

The Award has developed a number of impact measures by examining existing research and evidence on its effectiveness as a youth development program. 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.

Award Impact

Improved educational attainment

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

Improved employability and sustainable livelihoods

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

Improved health and well-being

Increasing young people's physical fitness, and their own sense of emotional and mental well-being.

Increased participation in civic life

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

Social inclusion

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

The environment

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

Gender equality and the empowerment of women

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

Reduction of violence, conflict resolution and peace building

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

Reduced reoffending (recidivism) rates

Reducing youth crime and contributing to the reduction of re-offending rates.

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD AUSTRALIA

PARTICIPANT AWARD PLAN

TO BE COMPLETED AND RETURNED TO YOUR AWARD LEADER.
NOTE: Assessors may be contacted and confirmed by the Award Leader.

First Name _____ Last Name _____ Date Of Birth ___ / ___ / ___

Phone (H) _____ Phone (M) _____ Email _____

Which level are you attempting? (please circle) Bronze / Silver / Gold

What have you chosen as your major Section? (if applicable) Skill / Service / Physical Recreation

SKILL

Activity Chosen _____ Skill Organisation _____

Goal/purpose _____

Assessor Name _____ Assessor Organisation _____

Experience/qualification(s) _____

FOR ASSESSOR TO COMPLETE:

☐ I agree to assess this Participant for the Skill Section of their Duke of Ed
☐ I have read the **Assessor Commencement Guide** and signed the **Volunteer Code of Conduct** (to be returned to the Participant's Award Leader)

Assessor Signature _____ Date ___ / ___ / ___

ASSESSOR CHECK (Award Leader Use)

The Assessor:

Is suitably qualified and experienced to assess this activity ☐
Has completed and returned a Duke of Ed **Volunteer Code of Conduct** ☐
Has met Child Protection requirements ☐

SERVICE

Activity Chosen _____ Service Organisation _____

Goal/purpose _____

Assessor Name _____ Assessor Organisation _____

Experience/qualification(s) _____

FOR ASSESSOR TO COMPLETE:

☐ I agree to assess this Participant for the Service Section of their Duke of Ed
☐ I have read the **Assessor Commencement Guide** and signed the **Volunteer Code of Conduct** (to be returned to the Participant's Award Leader)

Assessor Signature _____ Date ___ / ___ / ___

ASSESSOR CHECK (Award Leader Use)

The Assessor:

Is suitably qualified and experienced to assess this activity ☐
Has completed and returned a Duke of Ed **Volunteer Code of Conduct** ☐
Has met Child Protection requirements ☐

PHYSICAL RECREATION

Activity Chosen _____ Physical Recreation Organisation _____

Goal/purpose _____

Assessor Name _____ Assessor Organisation _____

Experience/qualification(s) _____

FOR ASSESSOR TO COMPLETE:

☐ I agree to assess this Participant for the Physical Recreation Section of their Duke of Ed
☐ I have read the **Assessor Commencement Guide** and signed the **Volunteer Code of Conduct** (to be returned to the Participant's Award Leader)

Assessor Signature _____ Date ___ / ___ / ___

ASSESSOR CHECK (Award Leader Use)

The Assessor:

Is suitably qualified and experienced to assess this activity ☐
Has completed and returned a Duke of Ed **Volunteer Code of Conduct** ☐
Has met Child Protection requirements ☐

ADVENTUROUS JOURNEY (AJ)

Activity Chosen _____ AJ Organisation _____

Goal/purpose _____

Assessor Name _____ Assessor Organisation _____

Experience/qualification(s) _____

FOR ASSESSOR TO COMPLETE:

☐ I agree to assess this Participant for the AJ Section of their Duke of Ed

☐ I have read the **Assessor Commencement Guide** and signed the **Volunteer Code of Conduct** (to be returned to the Participant's Award Leader)

Assessor Signature _____ Date ___/___/___

ASSESSOR CHECK (Award Leader Use)

The Assessor:

Is suitably qualified and experienced to assess this activity ☐

Has completed and returned a Duke of Ed **Volunteer Code of Conduct** ☐

Has met Child Protection requirements ☐

RESIDENTIAL PROJECT (GOLD LEVEL ONLY)

Activity Chosen _____ Residential Organisation _____

Goal/purpose _____

Assessor Name _____ Assessor Organisation _____

Experience/qualification(s) _____

FOR ASSESSOR TO COMPLETE:

☐ I agree to assess this Participant for the AJ Section of their Duke of Ed

☐ I have read the **Assessor Commencement Guide** and signed the **Volunteer Code of Conduct** (to be returned to the Participant's Award Leader)

Assessor Signature _____ Date ___/___/___

ASSESSOR CHECK (Award Leader Use)

The Assessor:

Is suitably qualified and experienced to assess this activity ☐

Has completed and returned a Duke of Ed **Volunteer Code of Conduct** ☐

Has met Child Protection requirements ☐

PARTICIPANT SIGNATURE _____ DATE ___/___/___

TO BE COMPLETED BY PARENT/CARER OF PARTICIPANTS AGED UNDER 18 YEARS. I understand that my child cannot commence any particular Section of The Duke of Ed until: I have satisfied myself that any Volunteer# nominated by the Participant, who is not an employee of the Award Unit is suitably experienced and/or qualified to instruct/supervise/assess that Section of The Duke of Ed; and until any relevant Volunteers have completed and returned required documentation to the Duke of Ed Award Unit.

I will also ensure that my child or I, notify the Award Unit if an Assessor who is NOT already listed on this **Plan** is intending to undertake Duke of Ed activities with my child (ie a listed Assessor changes or an Assessor not yet listed intends to undertake Duke of Ed activities with my child).

PARENT/GUARDIAN NAME _____

CONTACT NUMBER _____ EMAIL _____

PARENT/GUARDIAN SIGNATURE _____ DATE ___/___/___

REMEMBER, you also need to give your formal parent/guardian consent either by:

- completing and signing the Parent/Guardian Consent – Section 2 of the **Participant Application Form – Under 18**, available at: dukeofed.com.au

OR

- responding to the email sent to you if your child requested that you provide your consent online

CHILD PROTECTION REQUIREMENTS and processes differ from organisation to organisation and state to state. Please check your relevant State /Territory/Organisation's current Child Protection procedures. Note: The Participant's Award Leader must ensure that all Assessors have met the appropriate requirements for Child Protection before Assessors undertake Duke of Ed activities with them.

THE PARTICIPANT/PARENT SHOULD RETAIN A COPY OF THIS SIGNED FORM.

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

AWARD LEADER USE ONLY

AWARD LEADER SIGNATURE _____ DATE ___/___/___

Volunteer Code of Conduct

For the purposes of The Duke of Edinburgh's International Award - Australia ('the Duke of Ed'), and therefore this document, a "Volunteer" means anyone over the age of 18 who assists with the Duke of Ed, either in a paid or unpaid capacity. This includes all *Award Leaders, Assessors and Supervisors.

In consideration of the Award Unit^, _____
[name of school/organisation/group]

approving me as an Award Leader/Assessor/Supervisor/Volunteer in relation to The Duke of Edinburgh's International Award, I undertake that I will:

1. Comply with and exercise due care in carrying out my Roles and Responsibilities (as outlined in Section 2 of the Duke of Ed Handbook [The Handbook], available at www.dukeofed.com.au/Handbook).
2. Comply at all times with the requirements of the Duke of Ed and with all applicable laws relevant to fulfilling my obligations to the Duke of Ed.
3. Meet all applicable Child Protection Legislation requirements in my State/Territory.
4. Undertake training and meet accreditation requirements, as appropriate.
5. Respect the privacy of persons served by the Duke of Ed and hold, in confidence, sensitive, private and personal information collected in relation to the Duke of Ed in accordance with the Privacy Policy of the Duke of Edinburgh's International Award - Australia [ACN 114 269 195] (National Award Authority) and the law (reports of child abuse or neglect will be handled under the relevant State/Territory legislation).
6. Immediately advise the aforementioned Award Unit of any matter of which I am involved that has or could lead to criminal conviction. Advise the Award Unit of any Officer or employee of the Award Unit; or any Award Leader/Assessor/ Supervisor/ Volunteer involved in the management and/or delivery of the Duke of Ed, who I believe has acted in a way which may be detrimental to the good name of the Duke of Ed.
7. Comply with the Key Principles of the Duke of Ed (as outlined in the Duke of Ed Handbook).
8. Represent The Duke of Ed with professionalism, dignity and pride, and be responsible for conducting myself with courtesy and appropriate behaviour.
9. Undertake my role in a safe work environment. This includes: taking reasonable care for my own health and safety; ensuring that my conduct does not adversely affect the health and safety of others; compliance with any reasonable instructions relating to health and safety; and cooperation with any reasonable policy or procedure relating to health and safety that applies to me, my colleagues, people I am supervising or who are considered to be in my care.
10. Follow through and complete agreed tasks and commitments.
11. Conduct myself in a respectful manner, exhibit good conduct and be a positive role model.
12. Display respect and courtesy for Participants of the Duke of Ed, other Volunteers, staff, contractors and property.
13. Provide a safe environment by not harming youth or adults in any way, whether through discrimination, sexual harassment, physical force, verbal or mental abuse, neglect, or other harmful actions.
14. Work cooperatively as a team member with employees of the Duke of Ed and other Volunteers.
15. Undertake to provide assessment for the Duke of Ed only in areas where I am suitably qualified and/or experienced.
16. Copy and distribute materials the Award Leader gives me only for the purposes of the Duke of Ed and not otherwise use them without the prior written consent of the National Award Authority.
17. Not use those materials in any way which would bring the Duke of Ed, Award Unit, State/Territory Award Operating Authority or the National Award Authority into disrepute.
18. Immediately stop use of all materials once my involvement with the Duke of Ed ends.

 © 2017 The Duke of Edinburgh's International Award - Australia National

Volunteer Code of Conduct (cont.)

19. Ensure that any improvements, developments, or new versions of the materials, including new materials I create based on or incorporating them, belong to the National Award Authority (NAA) and I assign all rights, including intellectual property rights in them, to the National Award Authority.

20. Ensure that any documents, collateral, website pages or other items that utilise the international logo meet all requirements of the International Brand and Style Guide lines (available from the National Award Authority).

21. Ensure that all new materials utilising the Duke of Ed logo which contain interpretive content** regarding the Duke of Ed has been approved by the National Award Authority prior to being circulated. A copy of all such materials will be retained by the National Award Authority for reference purposes.

Volunteer Details and Agreements

For Award Leader/Assessor/Supervisor/Volunteer to complete **prior** to undertaking any Duke of Ed activities with a Duke of Ed Participant.

Name	**Phone**
Organisation (if relevant)	
Address	
Email	
Skills/experience/qualifications relevant to Participant's activity	
☐ I am aware of my obligations as outlined in this document and that my approval as an Award Leader/Assessor/Supervisor/Volunteer in relation to the Duke of Ed may be terminated as a result of any breach by me of the undertakings in this document ☐ I agree to the terms of the Volunteer Code of Conduct ☐ I undertake to assess/supervise for the Duke of Ed only in areas where I am suitably skilled, experienced and/or qualified ☐ I am over 18 years of age ☐ I have read, understood and agree to comply with the Award Leader/Assessor/Supervisor (please circle as appropriate) Roles and Responsibilities as outlined in Section 2 of the Handbook (www.dukeofed.com.au/Handbook), also available at www.dukeofed.com.au/resource/award-leader-roles-and-responsibilities www.dukeofed.com.au/resource/assessor-roles-and-responsibilites www.dukeofed.com.au/resource/supervisor-roles-and-responsibilities	
Child Protection Information **State/Territory allocated No:** **Date of Birth:** **Expiry Date**	
Signature:	**Date:**

*Award Leader is the internationally recognised name for Award Coordinator ^ Award Unit is the internationally approved name for Licensed Operator
** Interpretive content refers to any information published by The Duke of Edinburgh's International Award - Australia which has been re-worded.

Contacts

NATIONAL AWARD OFFICE
Level 33, 88 Phillip Street
Sydney NSW 2000
Tel: 02 8241 1500 (prompt 3)
Email: admin@dukeofed.com.au
Website: www.dukeofed.com.au

ONLINE RECORD BOOK HELPDESK

Tel: 1300 438 537
Email : orb@dukeofed.com.au
Website: www.dukeofed.com.au

STATE AWARD OPERATING AUTHORITIES

AUSTRALIAN CAPITAL TERRITORY
19 Coyne Street
Fadden ACT 2904

Tel: 02 6291 1705
Email: dukeofedact@bigpond.com

NEW SOUTH WALES
Locked Bag 1422
Silverwater NSW 2128

Tel: 131 302(Prompt 4)
Email: dukeofed@sport.nsw.gov.au

NORTHERN TERRITORY
PO Box 671
Palmerston NT 0830

Tel: 0437 595 529
Email:do@dukesnt.com.au

QUEENSLAND
GPO Box 919
Brisbane QLD 4001

Tel: 1800 177 338
Email: qld.award.office@dete.qld.gov.au
Website: www.dukesaward.qld.gov.au

SOUTH AUSTRALIA
GPO Box 2441
Adelaide SA 5001

Tel: 02 8241 1530
Email:InfoSA@dukeofed.com.au

TASMANIA
PO Box 412
Glenorchy TAS 7010

Tel: 0478 155 189
Email: dukestasmania@gmail.com

VICTORIA
6/25-31 Argyle Street
Fitzroy VIC 3065

Tel: 03 8412 9333
Email: info@dukeofedvic.org.au
Website: www.dukeofedvic.org.au

WESTERN AUSTRALIA
Suite 58, City West Centre, 102 Railway St
West Perth WA 6005

Tel: 08 9321 4179
Email: info@dukeofedwa.org.au
Website: www.dukeofedwa.org.au

The Duke of Edinburgh's International Award - Australia
HANDBOOK ©2018
2018 Edition 1

www.dukeofed.com.au

NAA 16871 29/01/2018