

Bermuda Award Leader Handbook

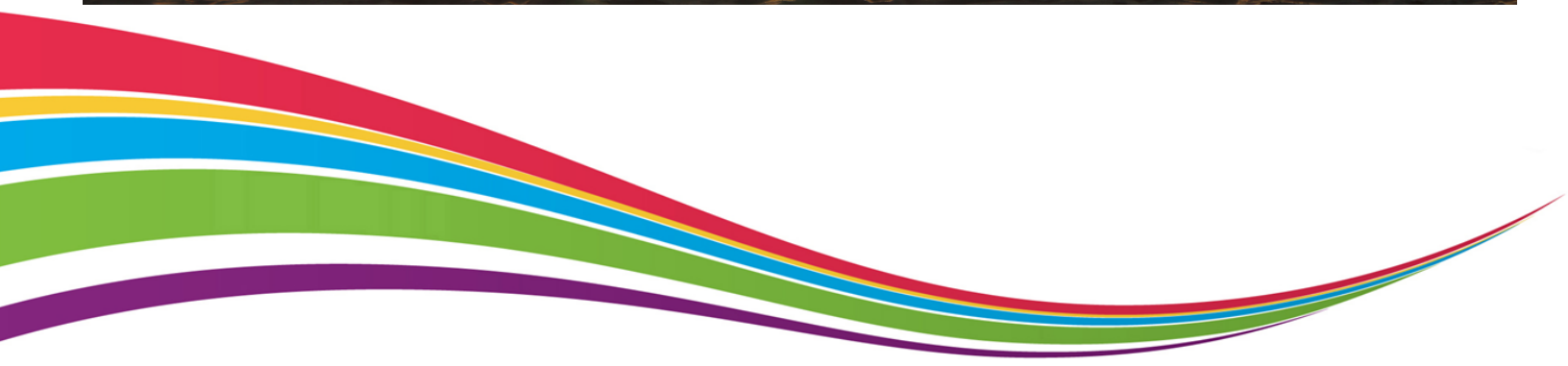


Table of Contents

Award Leader Handbook

1. Volunteer Application Process
 - a. Form
 - b. Code of Conduct
 - c. Police Clearance
 - d. SCARS training
2. Adult Roles and Responsibility – Award Leader and Assessor
 - a. Leader
 - b. Instructor
 - c. Supervisor
 - d. Assessor – form, pre-questions, multiple groups, overdue team and debrief questions
3. Award Leader Training
 - a. Award Community Module Courses - Award Course List Guidance
 - b. Vulnerable Person's Policy (PVP) - Incident Report
 - c. Annual Training – NAO Annual Calendar of Events
 - d. Award Summary – Time scales
 - e. Award Leader Checklist
 - f. Award Verifier Checklist
4. Participant Information
 - a. Bermuda Enrollment Form – printable and fillable
 - b. Online Record Book – ORB registration
 - c. Consent for Media Form
 - d. Participant Surveys (National and International online)
5. Sections – resource sheets and Programme ideas
 - a. Physical, Skill, Service and Adventurous Journey
 - b. Adventurous Journey
 - i. Skills Training/Supervision Framework - Bronze, Silver, Gold and Residential
 - ii. Modes of travel – bike, sailing/boat work, horseback
 - iii. Process
 1. Additional/Special Needs
 2. Kit List - completion matters, eating, expedition variations, looking after your feet protection, meals, how to pack a rucksack, stove safety instruction, water proofing, and water sports safety code
6. Additional Resources – Award Center [Evaluation](#) and Statistical Form

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



BERMUDA
Registered Charity #540

Get Involved & Make A Difference!

The Duke of Edinburgh's International Award (DofE) Bermuda equips young people with opportunities to achieve their greatest potential. Participation improves personal skills, increases physical fitness, engages in community services and promotes individual and collective achievement.

DofE develops well-rounded global citizens who take pride in themselves and their communities, thus supporting personal and academic attainment, and contributes to the reduction of anti-social behavior.

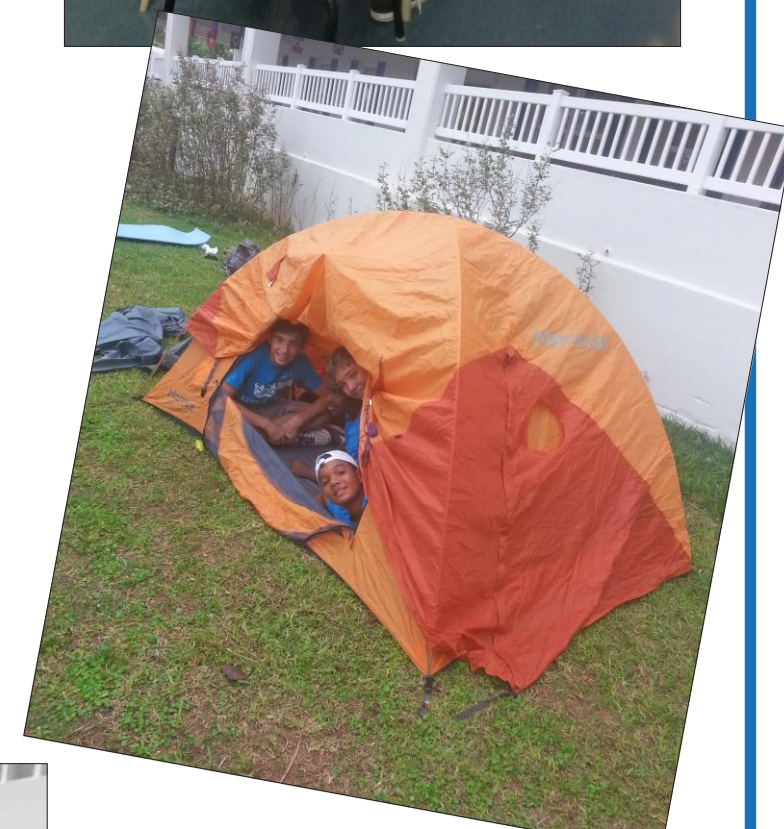
Volunteer Opportunities:

Award Leaders & Assessors
(Working Directly With Young People)

Council Members

Committee Members:

- Standards & Training
- PR/Communications
- Events & Fundraising
- Alumni & Friends



Contact Us!

C: 537.4868 | E: karen@theaward.bm | W: www.theaward.bm



VOLUNTEER APPLICATION FORM

NAME: _____ D.O.B. _____ (MM/DD/YEAR)

ADDRESS: _____

(H) _____ (W) _____ (C) _____

(E) _____

PREFERRED CONTACT METHOD: (H) ☐ (W) ☐ (C) ☐ (E) ☐

WHAT IS YOUR AVAILABILITY TO VOLUNTEER? SUN MON TUE WED THU FRI SAT

MORNING ☐ ☐ ☐ ☐ ☐ ☐ ☐

MID-DAY ☐ ☐ ☐ ☐ ☐ ☐ ☐

AFTERNOON ☐ ☐ ☐ ☐ ☐ ☐ ☐

EVENING ☐ ☐ ☐ ☐ ☐ ☐ ☐

DO YOU HAVE A PREFERENCE FOR WORKING WITH A CERTAIN AGE RANGE?

12-13 YEARS ☐ 14-16 YEARS ☐ 16-20 YEARS ☐ 20-25 YEARS ☐ ADULTS ☐

ARE YOU FIRST-AID / CPR CERTIFIED? YES ☐ NO ☐ OTHER: _____

WHY DO YOU WANT TO VOLUNTEER WITH THE AWARD? _____

HOW WOULD YOU BEST DESCRIBE YOURSELF? _____

PLEASE PROVIDE THE FOLLOWING INFORMATION SO WE MAY MAKE A BEST MATCH FOR YOUR VOLUNTEERISM WITH THE AWARD:

LIST YOUR PROFESSIONAL SKILLS: _____

LIST YOUR PERSONAL INTERESTS: _____

LIST YOUR HOBBIES: _____

LIST YOUR INVOLVEMENT & POSITIONS HELD WITH ANY OTHER ORGANIZATIONS / COMMUNITY CLUBS / SPORTING CLUBS:

I AM MOST INTERESTED IN VOLUNTEERING WITH DOFE IN THE CAPACITY OF:

AWARD LEADER ☐

NATIONAL ASSESSOR ☐

OFFICE ADMINISTRATION ☐

EVENT COORDINATION ☐

COUNCIL MEMBER ☐

FUNDRAISING & DONOR RELATIONS ☐

COMMITTEE MEMBER:

STANDARDS & TRAINING ☐

PR & COMMUNICATIONS ☐

ALUMNI & FRIENDS ☐

WAIVER & CONSENT:

I GIVE PERMISSION FOR THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD BERMUDA (DOFE) TO USE PHOTOS OF ME IN DOFE PUBLICATIONS & MARKETING MATERIALS TO HELP PROMOTE THE AWARD.

YES ☐

NO ☐

I HAVE PROVIDED DOFE WITH A COPY OF MY VALID DRIVER'S LICENSE OR PASSPORT.

YES ☐

NO ☐

I HAVE BEEN PROVIDED WITH THE DOFE VOLUNTEER CODE OF CONDUCT POLICY, WHICH I HAVE READ, UNDERSTAND & HAVE SUBMITTED A SIGNED COPY TO DOFE.

YES ☐

NO ☐

(SIGNATURE)

(DATE)

Code of Conduct Policy

The Duke of Edinburgh's International Award Bermuda

The Duke of Edinburgh's Award in Bermuda expects that all Award Volunteers and Staff who actively engage with Participants in Award activities, including NAA Staff, Leaders and Expedition Assessors/Supervisors; as well as Award Volunteers working at individual Award Centres, to agree to The Award Code of Conduct. As an Award Volunteer or Staff Member, I accept these terms and undertake that I will:

1. Provide evidence that I am a legal adult above eighteen years of age.
2. Consent to a Bermuda Police background check before being accepted by The Award as a volunteer or paid member of staff.
3. Exercise due care and diligence in carrying out my role and responsibilities.
4. Comply at all times with the requirements of The Award.
5. Comply at all times with all applicable Bermuda laws relevant to fulfilling my obligations to The Award.
6. Immediately inform the Bermuda National Award Office of any matter which I am involved with that has or could lead to a criminal conviction.
7. Inform the Bermuda National Award Office of any Award Volunteer who I believe has acted in a way which may be detrimental to The Award.
8. Represent The Award with professionalism, dignity and pride.
9. Always be responsible for conducting myself with courtesy, respect and appropriate behaviour.
10. Act as a role model for others involved within The Award, following through and completing accepted tasks.
11. Ensure that at least one other adult is present when working with Young People.
12. Respect a Young Person's right to personal privacy.
13. Allow Young People access to an environment where they feel able to discuss problems/concerns they may have.
14. Encourage a supportive environment that allows for constructive criticism.
15. Provide separate sleeping accommodations for Award Volunteers (adults) and Young People (participants).
16. Ensure that no Young Person is allowed to continue with abusive youth peer activities (*e.g. initiation ceremonies, bullying, ridicule, etc.*) and ensure that appropriate action is taken.
17. Exercise and understand the need for caution with Young People, particularly when dealing with sensitive issues such as bullying, bereavement, abuse, etc.
18. Abide by all stipulations of working with minors as outlined by The Bermuda Children Act 1989.
19. Under Bermuda's Mandatory Reporting Law (Section 20 of The Bermuda Children Act 1989), I will immediately inform the Bermuda National Award Office and Bermuda Government's Department of Child & Family Services of any suspicion of child abuse and/or neglect.
20. Participate in SCARS "Stewards of Children" child-protective training.
21. Not involve myself in inappropriate physical or verbal contact with others.
22. Remain open minded without drawing to conclusions about others, and always communicate in a respectful manner.
23. Remain professional without displaying extreme reactions to emotional situations.
24. Remain neutral in disputes between others, never displaying favouritism to an individual.
25. Not rely on the name of The Award for protection from issues.

I am aware of my obligations as outlined in this document and that my appointment as an Award Volunteer may be terminated as a result of any breach by me of the undertakings of this document.

I have read, understand and will abide by the above terms.

Name: (Please Print) _____

Signature: _____

Date _____ / _____ / _____
day month year

Approved Award Centre: _____

Please forward your signed copy of this form to The Bermuda National Award Office.



Application for Police Criminal Record Check

Full name (print clearly).....
Surname Given Names

Maiden / Name at Birth (if applicable).....(Age).....

Date & Country of birth..... (Sex: M F)
dd/mm/yyyy Country

Present Address

.....

Telephone (Home)..... (Work)..... (Cell).....

E-mail address.....

Address whilst residing in Bermuda (if different from above)

.....

.....

Full name and address of recipient (who this letter is to be addressed to).....

.....

.....

Reference number (if applicable).....

Reason: ☐ Self ☐ Immigration ☐ Employment ☐ Status / Residency ☐ Charity Application ☐ Other

- I authorize the Bermuda Police Service to disclose details of my previous convictions (if any) to the recipient named above.
- I authorize (print name clearly) Karen Simmons and Fiona Holmes (contact ph #) 537-4868/737-8959 to act on my behalf in this matter.

If in Bermuda, this form is submitted
only to:

Police Vetting Section – CRO
Police Headquarters
10 Headquarters Hill, Prospect
Devonshire, DV01

Applicant Signature.....(Date).....

(Declaration: The above signature confirms that the information on this application is true and accurate to the best of your knowledge and belief, and that you have read and understand the guidance notes)



P.O. Box HM 3003, Hamilton HMMX Tel: 297-2277 Email: info@scars.bm
Bermuda Charity Registered No. 922
www.scarsbermuda.com

SOC - PROGRAM REGISTRATION FORM

D2L – ‘Stewards of Children’ Certified Training Program.

3 Hour evidence-based prevention program designed to educate adults how to prevent, recognize and react responsibly to child sexual abuse.

Organization Name: _____

Contact Person: _____

Email: _____ Telephone: _____

Location of Training: _____

Address: _____

Exact Room: _____

Date Requested - 1st Choice: _____ Time: _____

2nd Choice: _____ Time: _____

3rd Choice: _____ Time: _____

Approx. Number of Participants: _____

Do you have available AV equipment to show DVD or USB presentation? (Please tick your availability): TV/DVD Player ☐ or Screen ☐ Projector ☐ Laptop/ ☐ Speakers ☐

If any equipment is needed (please specify): _____

**** PLEASE NOTE** – All Programs are of adult content. Any one under the age of 18 and not younger than 16, will be allowed with signed parental consent (forms available upon request). Children under the age of 16 years will not be allowed to participate.

Due to generous community and corporate sponsors there is no cost to participants for this training - But please consider making a donation!

Award Leader Roles and Responsibilities

As an Award Leader, you will be the most important and influential person to the Participant, as you will have regular contact throughout the progression of the Participant's Award experience. You will have responsibilities to both the Participant that you're working with and The National Award Operating Partner (NAO in Bermuda).

An Award Leader must:

1. Complete the Award Leader Training on the Online Learning Hub (<https://www.awardcommunity.org>). Registration on the site is required.
2. Your Award Unit must have a sub-licence with the NAO.
3. Have awareness and compliance with Child Protection legislation requirements within Bermuda.
4. Agree to the Volunteer Code of Conduct.
5. Develop and implement strategies for attracting a broad spectrum of young people to participate in the Award.
6. Advise, guide and assist young people to participate in the Award.
7. Ensure members of all groups within your organisation are considered and catered for wherever possible.
8. Consider the engagement of adolescents experiencing a lack of motivation and/or direction.
9. Provide young people access to registration via the Online Record Book.
10. Encourage Participants to choose a diverse and challenging range of activities and to reach beyond their grasp.
11. Review and approve of programs set by the Participant for each Section of the Award.
12. Assist Participants to find suitable Assessors and supervisors.
13. Check Assessor and supervisor suitability (i.e. experience and/or qualifications) and approve them, keeping a record of all volunteers.
14. Arrange or undertake training and/or briefing of volunteers including other Award Leaders, Assessors and supervisors.
15. Ensure all volunteers meet Child Protection legislation requirements within Bermuda.
16. Ensure all adult volunteers have agreed to the Volunteer Code of Conduct.
17. Keep record of Participants and volunteers approved by your organisation.
18. Maintain attendance records, training calendar, arrangement of practice and qualifying adventurous journey, and submission of route cards to Standards & Training committee.
19. Assist Participants with using the Online Record Book and logging their activities as required.
20. Pre-approve and provide a final sign off of all activities, including all components of the Adventurous Journey.
21. Make a final assessment and approval sign-off on behalf of the Award Unit when the Participant has completed all sections of the Award.
22. Encourage Participants to complete their Award and progress to the next level where possible
23. Ensure the Awards achieved are authorized and presented in accordance with the National Award Office.

24. Arrange Award presentations as required.
25. Exercise appropriate duty of care regarding the safety and well-being of the Participants.
26. Manage the operating of The Duke of Ed within your Award Unit.
27. Maintain and uphold the principles and national policies of The Duke of Ed (as provided for in the Award Handbook).
28. Ensure the operation of The Duke of Ed meets the requirements of the International Declaration and Principles.
29. Ensure that any documents, collateral, website pages or other items that utilize The Duke of Ed logo meet all requirements set by the National Award Authority.
30. Ensure that all new materials that utilize The Duke of Ed logo and contains interpretive content regarding the Award is approved by the National Award Authority prior to being circulated. A copy of all such materials will be retained by the National Award Authority for reference purposes.
31. Adhere to any and all overseas guidelines if going off island for an Adventurous Journey.
32. Undertake your role as an Award Leader in a safe working environment. This includes:
 - taking reasonable care for your own health and safety;
 - that your conduct does not adversely affect the health and safety of others;
 - that you comply with any reasonable instructions relating to health and safety; and
 - that you comply with any reasonable policy or procedure relating to health and safety that applies to you, your colleagues, people you are supervising or who are considered to be in your care

Assessor Roles and Responsibilities

As an assessor, you will play a crucial role in the success of The Duke of Ed. Your role is to engage with Participants of the Award, offer guidance, mentoring and encouragement as they undertake the Section of the Award that you are assessing.

An assessor must:

1. Be suitable experienced and/or qualified in the activity in which you are assessing.
2. Meet the Child Protection legislation requirements in your State/Territory.
3. Agree to the Volunteer Code of Conduct (available at www.theaward.bm/award-assessors)
4. Be approved by the Award Leader and therefore the Award unit prior to the Participant commencing their activity with you as the assessor.
5. Understand the relevant Duke of Ed requirements for the Section you are assessing.
6. Assist the Participant to identify and set achievable goals for the Section you are assessing and to develop a program to reach their goals.
7. Help the Participant to stay focused on the goals that they have set.
8. Ensure the Participants undertake the Section activity substantially in their own time.
9. Encourage and recognise improvements in the Participant and record positive comments about the Participant's progress.
10. Write a report at the completion of the Section activity, and sign off the Participant's records to verify that they have met the requirements of the Award for that Section activity.
11. Undertake your role as an Assessor in a safe working environment. This includes:
 - a) taking reasonable care for your own health and safety;
 - b) that your conduct does not adversely affect the health and safety of others;
 - c) that you comply with any reasonable instructions relating to health and safety; and
 - d) that you comply with any reasonable policy or procedure relating to health and safety that applies to you, your colleagues, people you are supervising or who are considered to be in your care

Award Leader



A person who takes responsibility for a group of young people and facilitates their involvement in each Section of the Award.

Key tasks include:

- ◆ Identify suitable instructors, supervisors and assessors.
- ◆ Confirm that their qualifications and/or experience are acceptable and that they have an ability to relate to young people.
- ◆ Confirm to the International Award Foundation that a person is appointed as a member of staff or volunteer.
- ◆ Meets regularly with participants to mentor them in all Sections of the Award.
- ◆ Arrange induction training in the Award Programme and particularly the conditions of the Adventurous Journey Section.
- ◆ Provide access to current Award literature.
- ◆ Plan the overall programme of training, practice journeys and the qualifying journey with young people.
- ◆ Ensure that the proposed journeys meet the conditions as set out in the Handbook.

*The same person could fulfill one or more of the roles of Award Leader, Instructor or Supervisor

Instructor

A person who takes responsibility for planning and delivery of all or some of the Adventurous Journey technical training.

Key tasks:

- ◆ Plan the overall programme of training, practice journeys and the qualifying journey with participants and Award Leader.

Be familiar with Award

- ◆ literature to ensure training is appropriate to the level of Award and the type of environment.

- ◆ Provide all or some aspects of the training syllabus as requested by the Award Leader. This may include, as appropriate:

- first aid and emergency procedures;
- an awareness of risk and health and safety issues;
- navigation and route planning;
- campcraft, equipment and hygiene;

- food and cooking
- Country, Highway and Watersports Codes;
- observing, recording and purpose;
- team building;
- proficiency in the mode of travel.

- ◆ Check that equipment and clothing to be used by the group is suitable.

- ◆ Confirm the group's competence through supervision and observation of practice journeys in terrain equally demanding as that chosen for the qualifying journey.

- ◆ Provide training opportunities which encourage young people to work as a team, communicate, make decisions (of increasing complexity) and practice leadership skills.

Supervisor

A person who is responsible to the IAC/NAO for the safety and well-being of the young people while they are carrying out their practice or qualifying journey. Key tasks:

- ◆ Check that the proposed journeys (practice and qualifying) meet the conditions of the Award by referring to the Handbook.
- ◆ Acquire a thorough knowledge of the route, checkpoints and plans for each journey.
- ◆ Ensure that participants are competent and properly equipped.
- ◆ Arrange a pre-qualifying journey check with an independent assessor.
- ◆ Take responsibility for the safety and pastoral care of young people during their journeys.
- ◆ Participate in the first meeting between the assessor and the group at the point of departure before the start of the qualifying journey.
- ◆ Stay in the area where the journeys take place.
- ◆ Make daily contact with the group, and the assessor when necessary
- ◆ Review the journey with the participants to ensure that they gain maximum personal and social benefit from the experience

Assessor

A person who confirms that young people on their qualifying journey fulfill the requirements and conditions of the Section.

Key tasks:

- ◆ Check that the proposed qualifying journey meets the conditions of the Award.
- ◆ Check the plan and route and make changes if absolutely necessary for reasons of safety or to comply with Award conditions.
- ◆ Make the initial contact with the Supervisor and confirm the arrangements for the review and the local pre-journey check.
- ◆ Confirm that the required preliminary training and practice journeys have been undertaken and that the team is properly equipped and competent to undertake the qualifying journey.
- ◆ Meet the team en-route and at accommodation sites during the qualifying journey as often as required to ensure that the conditions are fulfilled
- ◆ Meet the group at the end of the qualifying journey for debriefing.
- ◆ Receive a review or presentation after the qualifying journey.
- ◆ Complete Assessor Reports for the participants.

*The assessor should be independent of the group as this is best for the team's sense of achievement.

ASSESSOR'S REPORT



Name of Adventurous Journey Assessor: _____

Name of Adventurous Journey Supervisor: _____

Level: _____ Adventurous Journey Team Name: _____

Date: _____ Location: _____

Meeting of requirements of the DofE Award's Adventurous Journey section

- ☐ The Adventurous Journey team had the required 4 – 7 members who were included on route card
- ☐ The members of the team were peers with similar levels of skills and experience in the chosen mode of travel
- ☐ All team members were within the age range required for the particular level
- ☐ The team did not include anyone who has already completed an Adventurous Journey of the same or higher level
- ☐ The participants underwent the required training and a sufficient number of practice journeys (at least one with a length corresponding to the chosen level and in condition as similar to those of the practice journey)
- ☐ Team prepared, planned and organized the Adventurous Journey themselves
- ☐ The Adventurous Journey had the chosen aim and the participants strived to meet it
Aim of Adventurous Journey: _____
- ☐ The Adventurous Journey had the length required on the particular level
- ☐ The Adventurous Journey met the minimum hours of purposeful effort per day
- ☐ The Adventurous Journey took place on a route that was new for all team members
- ☐ The team travelled independently (i. e. without help or intervention by the Supervisor or other people) and self-reliantly (i.e. independently of outside help and technology)
 - ☐ The Adventurous Journey was undertaken by the participant's own physical effort (i. e. without using any motorised or other vehicles) Mode of travel: _____
- ☐ Accommodation was in tents and carried by the team (or in other basic accommodation)
- ☐ All participants had appropriate equipment
- ☐ The team cooked and ate at least one warm meal a day (optional on last day of the journey)
- ☐ The Adventurous Journey was remotely supervised by adults
- ☐ The team did not know the times and places of meetings with the Assessor beforehand
- ☐ The team is aware of the requirement to jointly prepare and present a report on the journey, has agreed on the form of the report and the following date for its preparation: _____

ASSESSOR'S REPORT



Comments on the above requirements (*especially those that have not been met or have been met with reservations*)

Recommendations for the team (*what can be improved in the preparation or course of the AJ*)

Recommendations for the Supervisor (*what can be improved in the preparation or course of the AJ*)

Overall Assessment: COMPLETED / NOT COMPLETED

Reasoning:

Date: _____

Assessor's signature: _____

Pre Expedition Questions

Below are a few questions that you can use as a guideline for the pre-expedition check.

1. How was the Expedition Group formed?
2. How did you choose the leader?
3. Where are your spare clothes?
4. Would you show me your first aid kit?
5. Where is your compass?
6. How did you choose the purpose?
7. Did you discover anything during your practice journey that caused you to make changes for this qualifying journey?
8. Who is carrying what?
9. How did you distribute responsibilities during planning?
10. Why did you choose the route you have?
11. Would you please show me how you will wear your rucksack?
12. What format will you use for your presentation?
13. When would you like to you present?
14. Who is going to be responsible for ensuring that the reports of the journey are completed?

Guidance on Assessing Multiple Expedition Teams

The following guidance shows the DofE's position on deciding upon the number of expedition teams that an Expedition Assessor should assess at any one time. It provides a frame of reference for Licensed Organisations when deciding on the appropriate number of assessments which can be carried out by a single Assessor simultaneously.

Suitable Number of Assessments:

It is important when undertaking multiple assessments that neither the quality of the experience for the participants, nor the safety of the Assessor is compromised. Please note that, whilst Expedition Assessors have a general duty of care towards young people, the Expedition Supervisor is legally responsible for the health, safety and welfare of expedition participants whilst on practice and qualifying expeditions. Expedition Supervisors must ensure that expeditions are organised in line with the safety and emergency procedures of the Licensed Organisation.

A number of different factors must be taken into account when considering whether more than one team can be assessed at the same time. For example:

- Geography and terrain– e.g. expeditions taking place in wild country;
- Weather conditions and the time of year (which often affects prevailing weather conditions and the amount of daylight hours);
- The mode of travel;
- The level of Award;
- The difficulty of the route chosen;
- The distance the team plan to travel;
- The expedition aim of the team;
- Ability of the Assessor to travel between the teams. Access and transport links between checkpoints and campsites;
- Similarity of routes between teams;
- The abilities of participants within the team;
- Any agreed variations to the 20 conditions;
- If there is a positive working relationship with the Expedition Supervisor, allowing all teams to be supervised and assessed appropriately.

Expedition Assessor Role:

Expedition Assessors have a number of responsibilities as part of their role that must be taken into account.

Assessors will:

- Complete the stages of the expedition assessment process (see *Expedition Guide*, page 187), to ensure a comprehensive assessment for each team.
- Visit each group a suitable number of times to get to know the participants. The number of visits will vary for each group – the Assessor should meet the team as often as possible to ensure the 20 conditions are being met, whilst being kept to a minimum to avoid intruding upon the expedition.
- Be a fair, impartial and positive person who adds to the expedition experience, supports the team and sees a successful outcome.

- Provide, as appropriate, local expedition area information to teams to help them decide how best to meet the 20 conditions.
- Give their focus to the Assessor role only (apart from the rare examples where the Assessor and Supervisor may be the same person on overseas expeditions, the Assessor role should be their main focus at any one time. They should not be performing dual roles).

Number of Groups – Best Practice:

As the list of variable factors is so wide, the DofE does not put an absolute limit on the maximum number of assessments that it is possible to do at any one time in every situation.

However, bearing in mind the requirements of the role and the factors on suitability listed above, we judge that Expedition Assessors should not assess more than 4 expedition teams at any one time. In exceptional circumstances (and when the expedition is fully compliant with all the conditions), we envisage that a Regional/Country Office, Assessor Network Coordinator or DofE Manager may allow more than 4. Please note that 4 is neither a recommendation nor a target for any situation and a lower number will usually be preferable. As the examples below show, 3 expeditions in Wild Country would normally be a suitable limit for any Assessor, when considering all the factors expressed above.

Licensed Organisations and Approved Activity Providers should consider this guidance when arranging expeditions and assessments.

Each individual expedition must be considered separately and on its own merits. The following examples are the suggested best practice for the situations described in basic terms. One Expedition Assessor will normally be able to safely and competently assess the following situations:

Example 1: Four teams on Bronze walking routes in a similar environment with overlapping points, and in an area with excellent transport links, allowing the Expedition Assessor to visit each team easily.

Example 2: Two Gold teams in wild country terrain during October with walking routes that are similar, accessible and involve no variations.

Example 3: One Silver team cycling on Salisbury Plain. All the participants have additional needs and the greater distance covered when cycling means the travelling times for the Assessor are increased.

Example 4: Three Silver teams in wild country during July, with experienced participants and walking routes that have sufficient overlap to provide enough meeting points to ensure good assessment.

Example 5: One Gold team with a particularly complex walking route which includes remote camp sites in wild country terrain.

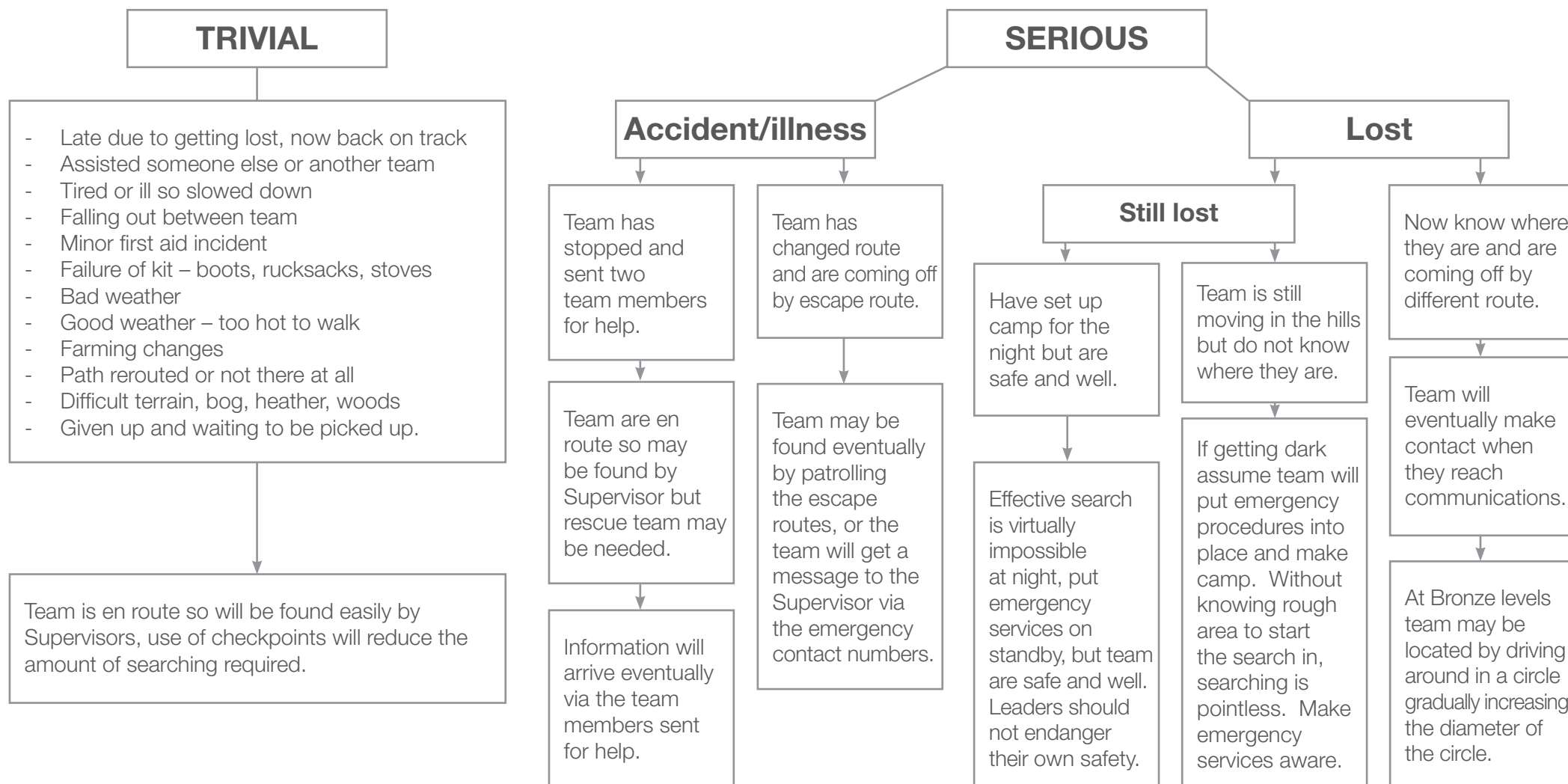
The examples above are to illustrate our general approach to deciding upon a suitable number of groups per Expedition Assessor. Use of other modes of travel will have an impact on the number of assessments that one Assessor can do. Licensed Organisations must err on the side of caution and seek advice from DofE offices if unsure.

January 2014

EXPEDITION SUPERVISOR TRAINING COURSE



We have a team overdue...



Example Assessor Debrief Questions

Please note, these questions are not intended to be a rigid checklist. Exploration of one of the areas may naturally lead into another area without the participants feeling interrogated. Assessors may find some exploration within the nine main headings will be useful to review the social and educational aspects of the Adventurous Journey (AJ).

Self-Awareness

- Have you discovered anything new about yourself as a result of the AJ?
- What do you feel you have done well during the AJ?
- What do you feel you could have done differently?
- What was the best part of the journey for you?
- What was the most difficult thing about the AJ for you?

Relationship Building

- How was the AJ group formed?
- Was it better to work with people you knew / did not know?
- How did you get on with each other?
- Describe the occasions when relationships were hard to maintain.
- What helped maintain / restore relationships in difficult times?

Teamwork

- Why is it important to work as a team on an AJ?
- Who tended to be the leader?
- Who was the most organised?
- Who helped to maintain the group morale?
- Were there any factors which helped the group work together?
- Were there any factors which prevented the group from working together?

Taking Responsibility

- Who was responsible for choosing the area / purpose for the AJ?
- Who took responsibility for organising equipment and camp sites?
- During the venture, did one person assume a position of responsibility or was it shared? If it was shared, can you describe how?
- Did any one person take charge in times of difficulty?
- Who is going to be responsible for ensuring that the reports of the Journey are completed?

Decision Making

- How were the decisions about the nature and location of the AJ reached?
- What influenced the decisions about the route, equipment, menu and dates which were chosen?
- In the light of the experience of this AJ, are there any changes you would make for future ventures?
- Why have you chosen to present a written / oral / video / etc. report?

Communication Skills

- Why it is important to establish good communication procedures on an AJ?
- What arrangements have been made on this journey?
- How effective were the arrangements during the venture?
- What changes might you introduce in the future?

Environmental Awareness

- Was there anything about the area of your journey which surprised you?
- What would you suggest are the main issues of concern for those who live and work in the area?
- Describe something you saw along your route which raised in your mind an aspect of conservation?

Physical Awareness

- What was the worst part of the AJ in terms of your own physical feelings?
- In what ways did you prepare yourself physically for the AJ?
- In the light of experience, are there any other preparations you would make regarding your own physical fitness?

Personal Reflection

- What does it feel like to have finished?
- Describe one particular memory you will take with you from the AJ.
- What has been the highlight of the AJ for you?
- Were there occasions during the journey when you felt particularly happy / unhappy / sad / thoughtful / challenged / frightened / apprehensive?

Award Course List: Guidance

Online Learn Hub - Award Community

National Award Operators (NAO):

If you delivering the Award via a National Award Operator (NAO), you are required to complete 5 module courses facilitated through the International Award Foundation as part of your training in Bermuda requires that all Award Leaders/Assessors please complete the following courses: <https://www.awardcommunity.org>

You must have registered for this site to access the courses. Upon completion you will receive a certificate of completion send a copy of the certificate to the Award office - karen@theaward.bm or fiona@theaward.bm

- [Level 1: Award Induction](#)
- [Level 1: Award Delivery](#)
- [Level 2: Adventurous Journey Pre-Learning](#)
- [Online Record Book \(ORB\) for Participants](#)
- [Online Record Book \(ORB\) for Award Leaders](#)

External Activity Provider: Sporting Clubs, Boys Scouts, USail ect.

If you are an individual from an external activity provider, please complete the following courses:

- [Level 1: Award Induction](#)
- [Level 1: Award Delivery](#)
- [Level 2: Adventurous Journey Pre-Learning](#)

Need further help?

If you are unsure which courses to complete, or if you belong to an NAO or IAC, please contact the Learning & Development team who will connect you to your National Award office or IAC Operations Manager.

Email: learning.int@intaward.org

The Duke of Edinburgh's International Award Learning Framework – Version 1.0¹

1. Introduction

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

The largest resource that the Award has is the large number of adult staff and volunteers supporting the management and delivery of the Award; it is this worldwide community which can facilitate and spread good practice and knowledge and therefore help more young people get involved with the Award. This Learning Framework provides the necessary details about the required training that adults involved with the Award need to complete; it explains the Award's approach to learning, outlines three categories of training, defines the various Award roles and outlines the training objectives for key courses.

The Foundation's responsibility is to enable learning and support for National Award Operators (NAO). NAO's are responsible for delivering their own training; this document specifically sets out the Learning Framework that NAO's should comply with in accordance with the following licence² standards:

Standard	Requirement
Schedule 4, Fundamental Standard 1.5.2	Be trained (according to guidelines laid down by the Foundation) ³ .
Schedule 4, Standard 2.4.2	All training must be in line with the International Training framework published and updated by the Foundation.
Schedule 2 of Schedule 7, Fundamental Standard 1.5.2	Be trained (according to guidelines laid down by the Foundation)
Schedule 8, Fundamental Standard 2.5.2	Be trained (according to guidelines laid down by the Foundation)

¹ This document will be periodically reviewed and updated reflecting the Award's evolving learning needs.

² The term 'licence' refers to both a Conditional and Full Licence.

³ This Framework constitutes the guidelines referred to in this Standard as well the 'Training framework' referred to in the other standards outlined.

2. Learning methodology

The Duke of Edinburgh's International Award Foundation has adopted the methodology of 'blended learning' to develop Award adults. Learning is enabled by a blend of 'face to face', digital and peer to peer training, providing learners with some control over the access to, time and place of, and path or pace of their learning.

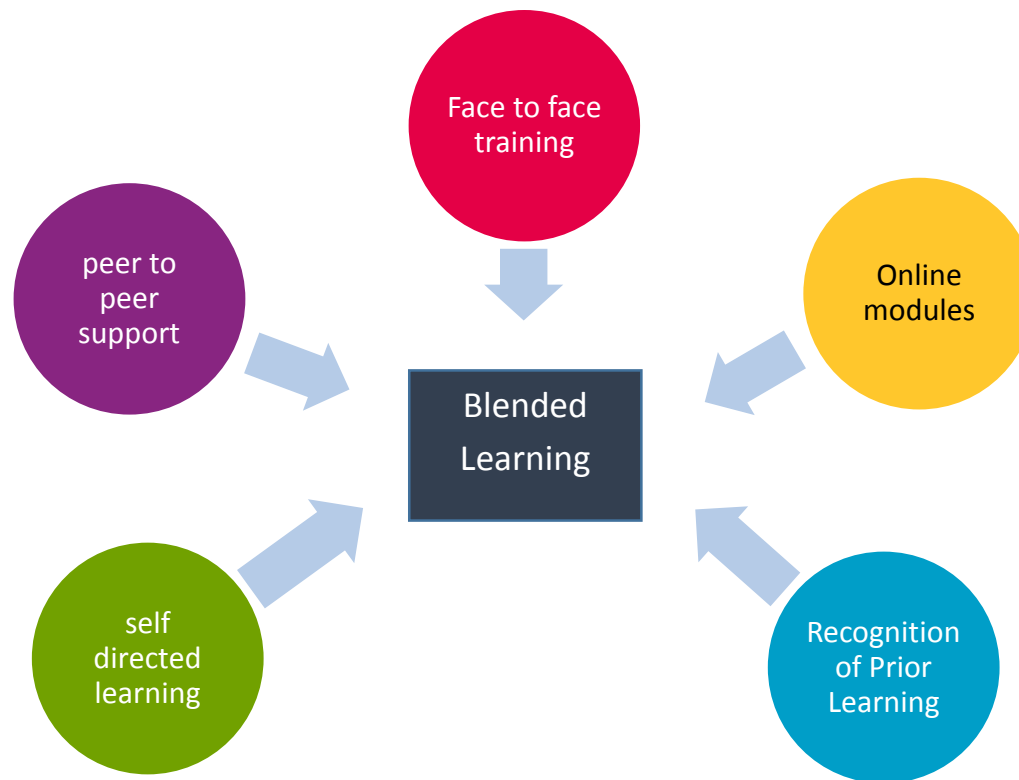


Figure 1 Award Blended Learning methodology

3. Managing Learning

The training that adults receive should be a combination of the approaches outlined in the Blended Learning illustration eg an Award Leader can use the online modules to prepare for their face to face course, or use the modules as confirmatory training following their face to face course; the combination of approaches provided is dictated by an individual's circumstances. Online modules can also be used as a resource for trainers during the delivery of their training.

Award operators should implement the blended learning methodology by **defining** the role of the person to be trained, **identifying** their skills to ensure that they receive suitable training, ensuring that that they have access to training in order to **learn** effectively and **confirm** the outcome of their training through a review process.

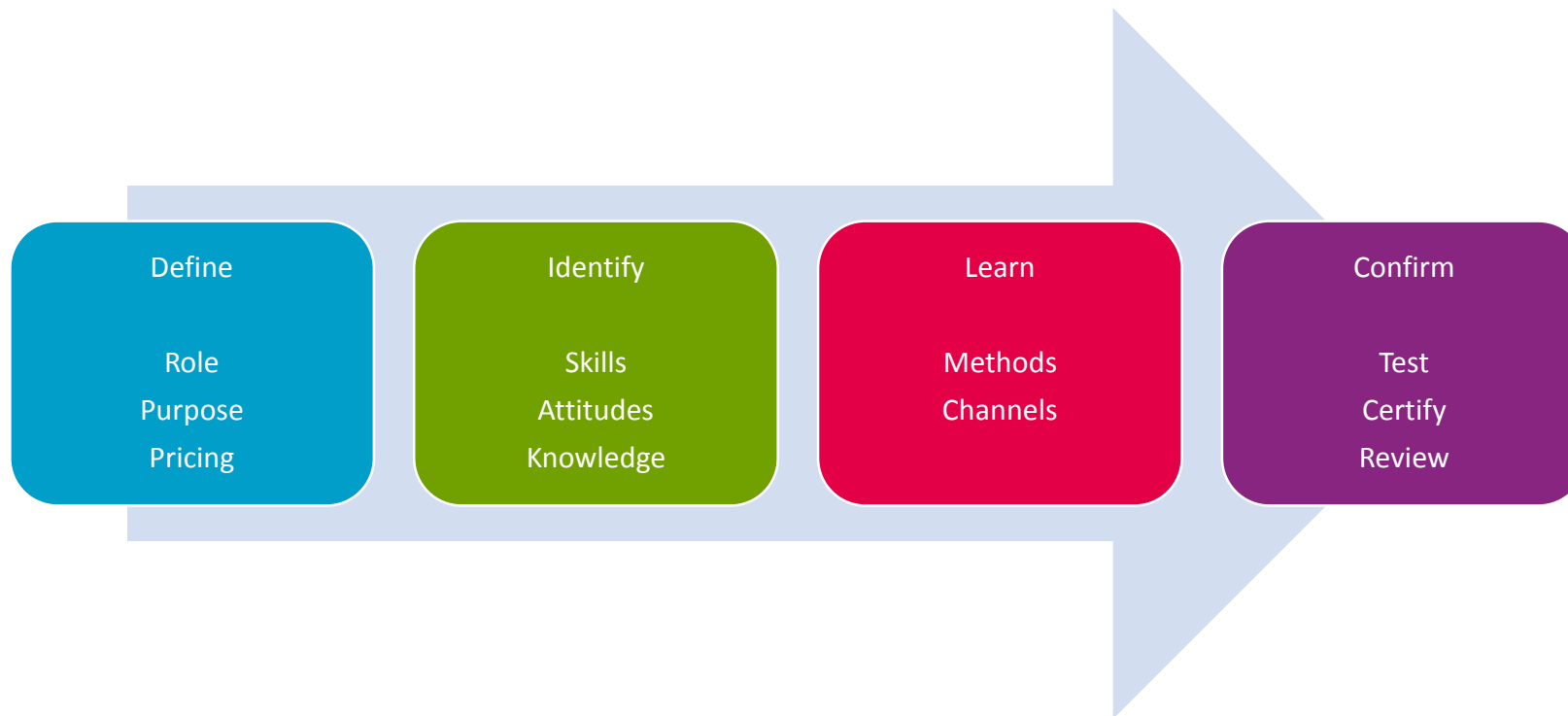


Figure 2 Award training design

4. Learning categories

Learning is divided into the following three categories:

- Category 1** Introductory training
- Category 2** Volunteer role and function based training
- Category 3** Bespoke and specialised training

5. Award roles

This framework fits all Award staff and volunteers into one or more of the following roles:

Role Number	Category	Role Name
1	1 & 2	Award Leader
2	1 & 2	Adventurous Journey Supervisor
3	1 & 2	Adventurous Journey Assessor
4	1 & 2	Operating Partner Manager
5	1 & 2	Coordinator
6	1 & 2	Assessor
7	1, 2 & 3	Award Trainer
8	1 & 3	National Director and Award Staff
9	1 & 3	Foundation staff
10	1 & 3	Trustee/Board member
11	1	Supporter eg sponsor or parent

6. Learning requirements

As part of meeting your NAO's Conditional or Full licence⁴ standards, it is your responsibility to ensure that all adults involved in the management and delivery of the Award are sufficiently trained for their role. All adults involved with the Award, as a minimum, must undergo some induction training, as well as receive specific role-related training. The Foundation is responsible for ensuring that IACs meet these learning requirements.

The minimum learning requirements for all Award staff and volunteers are as follows:

Category	Course ⁵	Course Aim	Delivery Method	Required for:	Pre-requirement ⁶
1	1.1 Induction	To ensure that Award staff and volunteers are able to start their role effectively	Face to face and online	Foundation and NAO national office staff (this is bespoke according to their role)	None
	1.2 Course A (Introduction to the Award)	To ensure that Award staff and volunteers understand the history, ethos and requirements of the Award	Online	All roles	None
2	2.1 Course B (Award leader)	To prepare all Award Leaders to be able to effectively mentor and support participants through their Award	Face to face and online	Award Leaders	1.1, 1.2
	2.2 Course C (Adventurous Journey Supervisor and Assessor)	To prepare suitable adults for the roles of Adventurous Journey Supervisors and Assessors	Face to face and online	Adventurous Journey Supervisors and Assessors	1.1, 1.2

⁴ Please refer to paragraph 1 of the Framework for clarification of the particular licence standards to be met.

⁵ Course designation e.g. A to H, are outlined in Annex A to this document.

⁶ The pre-requirement refers to the course designation shown in the second column of this table.

	2.3 Course D (Award Management)	To support Operating Partner/Partner Award Managers or Award Co-ordinators about the overall management of the Award operations in their organisation	Face to face and online	Operating Partner managers and Unit Co-ordinators	2.1
	2.4 Course E (Training for Trainers)	To create an awareness of the key principles and practices of training adults, and to provide learners with the opportunity to develop appropriate training skills	Face to face	Regional and National Training Panel members	2.1, 2.2
	2.5 Course G (National Director induction)	To support NAO National Directors in their role	Face to face and online	National Directors	None
	2.6 Course H (Trustee/Board Member Induction)	To support NAO Trustee/Board members in their role	Face to face and online	Foundation and NAO Trustee/Board Members	None
Examples of Category 3 are as follows:					
3	Advanced Leader and Assessor course		Face to face	To allow a unit to deliver the Adventurous Journey in line with national legal requirements	2.1, 2.2, 2.3
	Fundraising		Face to face	NAO board members/trustees	1.1, 1.2, 2.2

The courses outlined in the table above are either already available, being developed on the Online Learning Hub, delivered by your own national trainers or out sourced. In exceptional circumstances, Foundation staff (Regional offices) will assist you if there are no national trainers; this assistance should be arranged through your regional office.

Annex A provides more details about what online modules (on the Online Learning Hub) need to be completed for what role.

7. Core course learning objectives

As a licensed NAO you should provide the following core courses as a minimum; roles not covered by the following courses require a bespoke approach Category 3), however the essential Award information needed for all roles is provided within the 'Introduction to the Award' online course Modules 1, 2 and 3).

Introduction to the Award (for all roles)⁷

This online course provides a summary of the key benefits of getting involved with the Award, from the perspective of a participant, volunteer and supporter. The aim of the course is to inform all Award roles about the background to, and impact of, the Award. The objectives of the course are to achieve:

1	an understanding of the history, philosophy, structure, design and requirements of the Award
2	an understanding of the impact that the Award has on young people
3	an understanding of how to convince people to engage in, or support the Award

⁷ Please refer to the final table within Annex A to this Framework which describes what modules are included in what course.

Award Leader (Role 1)

This course is designed to prepare all Award Leaders to be able to effectively mentor and support participants through their Award. The objectives of the course are:

1	to understand the history, philosophy, structure and requirements of the Award
2	to understand the different roles involved with delivering and supporting the Award
3	to understand the impact that the Award has on young people
4	to understand the role of mentor to participants
5	to understand the sources of information, resources and tools available to assist in the role of Award Leader
6	To understand the essentials for using the Online Record Book (ORB)

Adventurous Journey Supervisor and Assessor (Roles 2 and 3)

The focus of this course is to define the roles of Adventurous Journey Supervisors and Assessors, to explain how to prepare, monitor and evaluate participants through their Adventurous Journey and to outline the types, requirements and timeframes of the qualifying Adventurous Journey. The aim of the course is to prepare suitable adults for the roles of Adventurous Journey Supervisors and Assessors. The objectives of the course are as follows:

1	to understand the activity, group and time requirements of the section and to maintain the correct standard
2	to understand the different types of Adventurous Journeys
3	to understand and manage the training requirements prior to the participant undertaking their practice and qualifying journeys
4	to understand the requirements for practice and qualifying journeys
5	to be able to review the journey with the participant
6	to understand the different roles involved in the delivery of the Adventurous Journey Section
7	to be made aware of sources of information and assistance in delivering the Adventurous Journey section
8	to understand the importance of ensuring the safety of participants during journeys

Award Management (Roles 4 and 5)

This course is designed to support Operating Partner/Partner Award Managers or Award Co-ordinators about the overall management of the Award operations in their organisation. The objectives of the course are as follows:

1	to provide Award Co-ordinators with the 'Excellence in the Award' quality framework for assessing their Award operations
2	to equip Award Co-ordinators with the tools for improving the way the Award is delivered in their organisation
3	to provide a platform for Award Co-ordinators to share best practice in terms of managing the Award within their organisation
4	to be introduced to the Online Record Book (ORB)

Training for Trainers (T4T) (Role 7)

This course aims to create an awareness of the key principles and practices of training adults, and to provide learners with the opportunity to develop appropriate training skills. The aim of the course is to prepare suitably identified staff and volunteers who will then train other Award staff and volunteers. The objectives of the course are as follows:

1	to gain an understanding of and competence in effective training methodologies and processes
2	to understand the considerations of how to adjust training to learners' environments
3	to practise and get feedback on training and learner styles and delivery skills
4	to be informed about the available resources and information to support training
5	to feel confident to provide training to those involved in the Award
6	to develop a network of trainers
7	To assess and evaluate the effectiveness training

8. Other training courses

In addition to the core courses outlined, NAOs should develop bespoke and specialised training, primarily for their national office staff as well as for board members/trustees. The Online Learning Hub will continue to be developed as a tool to provide the information and resources to inform this additional training for both Learning Categories 2 and 3.

9. Learning register and recognition

The Foundation expects all NAOs to maintain a register of all completed training.

The Foundation expects NAOs to purchase (via ASL) badges to recognise completed training as follows:

Red badge	-	for Award Leaders
Green badge	-	for Adventurous Journey Supervisors and Assessors
Blue badge	-	for Trainers

NAOs are able to purchase (via ASL) certificates for attendance and recognition.

10. Continuous professional development (CPD)

The CPD of all Award staff and volunteers is primarily a line management responsibility. However as a guide, as a NAO you are expected to provide refresher training to volunteers as a minimum every five years, and ideally every three years. Refresher training is designed both to re-skill people if they have experienced skill fade, and to update them about developments with the Award e.g. recent evidence about the Award's impact.

11. Useful resources

The key resource to use to support training is the Online Learning Hub where you are able to access online modules outlined in this Framework.

Other resources available to National Award Operators to help deliver the training are:

1. Handbook for Award Leaders
2. Measuring the Award's Impact booklet
3. IAC Management Manual
4. Course frameworks for:
 - a. Award Leader Course
 - b. Adventurous Journey Supervisor and Assessor Course (SAT)
 - c. Award Management Course
 - d. Training for Trainers Course

12. Conclusion

This document outlines the Framework that sets out the methodology, approach and requirements to ensure that adults involved with managing and delivering the Award are effectively trained and supported. The Framework aims to ensure that training is consistent and of the highest possible standard in order to improve the quality of the delivery of the Award. Finally, the Framework also develops the skills and knowledge amongst Award adults to enable more young people to benefit from the Award.

Annex A: Online Module Role Learning Requirements



Vulnerable Persons Policy

Certain types of charity are set up to assist or care for those who are particularly vulnerable, perhaps because of their age, physical or mental ability, ill health or personal history. The Duke of Edinburgh's Award in Bermuda (the "Award") recognizes that a substantial number of Award participants should be considered vulnerable by reason of their age, disabilities and personal history (which may include criminal history).

The Council of the Award is responsible for ensuring that those benefiting from, or working with, the Award are not harmed in any way through contact with it. The Award has a legal duty to act prudently, which includes taking all reasonable steps within the Award's power to ensure that harm does not happen.

Young people are an especially vulnerable group and the Award recognizes the importance of having proper safeguards in place for their protection.

Safeguarding

Safeguarding is broader than 'protection' and includes prevention. Safeguarding has been defined as:

- all agencies working with vulnerable persons and their families taking all reasonable measures to ensure that the risks of harm to vulnerable persons' welfare are minimized; and
- where there are concerns about the vulnerable person's welfare, all agencies taking appropriate actions to address those concerns, work to agreed policies and procedures in full partnership with other local agencies.

The Award recognizes that safeguarding vulnerable persons is vital for charities as charity trustees have a duty of care towards those with whom they have contact. Having safeguards in place within an organization not only protects and promotes the welfare of vulnerable persons but also it enhances the confidence of trustees, staff, volunteers, parents/carers and the general public. Safeguarding vulnerable persons is beneficial to a charity in many ways: protecting its reputation, helping to effectively meet its objectives and protecting its finances.

The necessity to safeguard vulnerable persons applies both to charities working in Bermuda and other countries where beneficiaries may face different or additional risks of abuse or exploitation. These safeguards should include protection policies and procedures for dealing with issues of concern or abuse.

1 Statement

- 1.1 The Award considers it the duty of staff and volunteers to protect from abuse vulnerable persons with whom they come into contact.

2 Introduction

- 2.1 The Award is involved in providing services for a wide range of people. Some of these people are likely to be 'vulnerable persons.'
- 2.2 The Award has obligations to strive to protect vulnerable adults who it may believe to be abused or at risk of abuse or neglect.
- 2.3 The policy and procedures have been developed to assist staff and volunteers in acting on reported or suspected abuse.
- 2.4 Depending upon the nature of particular services or the requirements of particular funders or partner agencies, the policy and procedures may be supplemented by local procedures.

3 Definitions

- 3.1 A vulnerable person is defined as:

'any person who is particularly vulnerable to abuse by virtue of their age, physical or mental ability, ill health or personal history (which may include criminal history)'

- 3.2 Abuse is defined as:

'a violation of an individual's human and civil rights by any other person or persons.'

- 3.3 The Programme Director shall be the Award's Vulnerable Person Officer ("VPO") and the Development Director shall be the Assistant Vulnerable Person Officer ("AVPO"). In the absence of the Programme and Development Director, the VPO and AVPO shall be appointed by the Award Council. The duties and responsibilities of the VPO and AVPO officers are described in this Vulnerable Persons Policy.

4 Categories of Abuse

- 4.1 The Award recognizes six categories of abuse:
- 4.1.1 physical abuse, including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions;
- 4.1.2 sexual abuse, including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressured into consenting;

- 4.1.3 psychological abuse, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks;
- 4.1.4 financial or material abuse, including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits;
- 4.15 neglect and acts of omission, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating; and
- 4.16 discriminatory abuse, including racist, sexist, that is based on a person's disability, and other forms of harassment, slurs or similar treatment.

5 Responsibilities of Staff and Volunteers

- 5.1 Award Staff and volunteers have a responsibility to be aware and alert to signs that all is not well with a vulnerable person. However, they are not responsible for diagnosing, investigating or providing a therapeutic response to abuse. In addition, not all concerns relate to abuse, there may well be other explanations. It is important to keep an open mind and consider what is known about the vulnerable person and his or her circumstances. No action should be taken without discussion with the relevant Award Leader, the VPO, the AVPO or a member of the Award Council (as appropriate).

6 Disclosure of Abuse

- 6.1 If a vulnerable person discloses that they are being abused or any service user discloses that they are involved in abuse of a vulnerable person, action should continue as in Section 8. All action must proceed urgently and without delay.

7 Suspicion of Abuse

- 7.1 There may be circumstances when a volunteer or member of staff suspects that a vulnerable person is being abused or neglected.
- 7.2 It is vital that any anyone who suspects a vulnerable person is being neglected or abused discusses the situation immediately with the relevant Award Leader, the VPO, the AVPO or a member of the Award Council (as appropriate). Action should continue as in Section 9.

Action on Disclosure of Abuse

- 8.1 There should always be the opportunity to discuss welfare concerns with and seek advice from Award Leaders, the VPO, the AVPO or a member of the Award Council (as appropriate) and other agencies, however:
- never delay emergency action to protect a vulnerable person;
 - always record in writing concerns about a vulnerable person's welfare, whether or not further action is taken;
 - always record in writing discussions about a vulnerable person's welfare; and
 - at the close of discussion, always reach clear and explicit recorded agreement about who will be taking what action, or that no further action will be taken.
- 8.2 At all times action must proceed urgently.
- 8.3 A staff member or volunteer informed of abuse should remind the service user that the charity cannot guarantee confidentiality where a vulnerable person is at risk of abuse or further abuse.
- 8.4 Volunteers should consult with the relevant Award Leader, the VPO, the AVPO or a member of the Award Council (as appropriate) before taking any action.
- 8.5 Additionally, all action taken following a disclosure of abuse should be discussed in advance with the VPO, the AVPO and the Award Council (as appropriate).
- 8.6 In circumstances where a service user declines to disclose, despite some work having been done towards disclosing, it may be necessary to report the alleged abuse without the service user's agreement. In these circumstances, a service user must be notified in advance of the decision to report to social services.
- 8.7 Any staff member may report a disclosure of abuse to social services irrespective of the opinion of other staff.
- 8.8 It is important for staff and volunteers make written records of any incidents or concerns that they have as soon as possible and if appropriate to include sketches of sites and sizes of injuries. It is also important to make a record of conversations with the vulnerable person using the same language the vulnerable person used especially names used for body parts or sexual acts.
- 8.9 Full written records must be maintained of all disclosures and actions following disclosure.

9 Action on Suspicion of Abuse

- 9.1 There should always be the opportunity to discuss welfare concerns with and seek advice from the relevant Award Leader, the VPO, the AVPO, the Award Council (as appropriate) and other agencies, however:

- never delay emergency action to protect a vulnerable person;
- always record in writing concerns about a vulnerable person's welfare, whether or not further action is taken;
- always record in writing discussions about a vulnerable person's welfare; and
- at the close of discussion, always reach clear and explicit recorded agreement about who will be taking what action, or that no further action will be taken.

9.2 At all times action must proceed urgently.

9.3 Volunteers should consult with the staff member and/or Award Leader coordinating their activity before taking any action.

9.4 Additionally, all action taken following suspicion of abuse should be discussed in advance with the VPO, the AVPO and the Award Council (as appropriate).

9.5 In all cases of suspected abuse the volunteer and staff member should discuss whether issues relevant to different cultures and lifestyles have any bearing on the matter.

9.6 As an organisation the Award welcomes the fact that people and lifestyles are diverse and does not make judgments about the acceptability or otherwise of lifestyles. However, it is important that this philosophy does not stand in the way of the Award's responsibility to protect vulnerable people from harm.

9.7 Any staff member may report a suspicion of abuse to social services irrespective of the opinion of other staff members.

9.8 It is important for staff and volunteers make written records of any incidents or concerns that they have as soon as possible and if appropriate to include sketches of sites and sizes of injuries. It is also important to make a record of conversations with the vulnerable person using the same language the vulnerable person used especially names used for body parts or sexual acts.

9.9 Full written records must be maintained of all disclosures and actions following disclosure.

10 Making a Referral

10.1 Social services departments have been designated as the lead agencies with responsibility for coordinating a response to allegations or concerns of abuse.

10.2 Each of the Award's staff members has the responsibility of informing the relevant social services department of concerns over the abuse or neglect of vulnerable persons. Detailed referral arrangements may differ between localities and, therefore, staff members should ensure that they have up-to-date referral information for their locality.

10.3 Staff members should work within the following timescales for reporting allegations or suspicions of abuse:

- immediate if the vulnerable person is at risk of serious physical harm, or a serious criminal act has taken place, and evidence will need to be kept safe;
- within 24 hours if it relates to a specific incident which is, or may be still going on, or may happen again; and
- within 7 days if it is a more general concern, which does not indicate immediate harm.

11 Support to Staff and Volunteers Following a Referral

- 11.1 The Award will support staff and volunteers in these circumstances. If the relevant social services department needs further involvement from staff or volunteers following a report of abuse, a member of staff or Award Council will discuss with the social services department the nature of their needs and how they might be met.

12 Allegation of Abuse Made Against a Staff Member or Volunteer

- 12.1 Staff and volunteers may be subject to abuse allegations. The Award will offer support in these circumstances, but the social services department will be assisted in their investigation and the disciplinary procedure may be implemented.

13 Confidentiality

- 13.1 Confidentiality is central to the work of the Award, and the attention of all staff and volunteers is drawn to the Award's Confidentiality Policy.

14 Preventing Abuse by Staff and Volunteers

- 14.1 It is important that any staff or volunteers who are likely to be working alone with vulnerable people are thoroughly vetted before being employed. At the Award this means as well as references being checked there will also be a requirement for offences to be declared and a Criminal Records check undertaken.
- 14.2 It should be noted that having a criminal record does not prevent someone from being recruited as a staff member or volunteer in all circumstances. Staff should seek the advice of the Award Council in cases of doubt.
- 14.3 It may be very hard for a staff member to report a concern about a colleague but, as with all the other difficulties people will come across, the safety and protection of a vulnerable person must be the priority in any decision that is made.

15 Annual Training

- 15.1 Vulnerable person training shall be offered to staff and volunteers on at least an annual basis and shall address, amongst other things, the following:

(1) what abuse is and how to spot abuse;

(2) mandated reporting requirements and procedures;

(3) what “duty of care” means and how the charity fulfills that requirement to protect vulnerable populations being saved from harm; and

(4) how client confidentiality of vulnerable persons is addressed.

15.2 Vulnerable person training shall be documented by the Award in accordance with usual operating policy.

Volunteer Scars Code of Conduct

As a volunteer I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of providing services to children and/or youth.

As a volunteer I will:

- Treat everyone with respect, loyalty, patience, integrity, courtesy, dignity and consideration.
- Avoid situations where I am alone with children or youth, and if so make sure it is interruptible and observable.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children or youth.
- Refuse to accept expensive gifts from children or youth, without prior approval from parents, guardians or administrators.
- Report suspected abuse to the administrator or appropriate supervisor **and** the Police or Family Services.
- Understand that failure to report to the local authorities, according to the law, it is mandated. (*See Children's Act 1988*)
- Cooperate fully in any investigation of suspected abuse of children or youth.

As a volunteer I will not:

- Smoke or use tobacco products in the presence of children or youth
- Use, possess or be under the influence of alcohol at any time while volunteering.
- Use, possess or be under the influence of any illegal drugs at any time.
- Pose any health risk to children or youth.
- Strike, spank, shake or slap any child or youth.
- Humiliate, ridicule, threaten or degrade any youth or child.
- Touch, view or photograph any child or youth in a sexual or other inappropriate manner; or ask them to view or touch me.
- Use any discipline that frightens or humiliates any child or youth.
- Use profanity in the presence of children or youth.
- Use text, email or private social media conversations with a child without including the parent or member of the organization.

I understand that as a volunteer working with children and/or youth, I am subject to a thorough background check including criminal history. I understand that any action inconsistent with this code of conduct, or failure to take action mandated with this code of conduct, may result in my removal as a volunteer with children and/or youth.

Volunteer printed name

Volunteer signed name

Date _____





Incident Report Form

PLEASE COMPLETE THIS REPORT IMMEDIATELY UPON NOTIFICATION OF AN EVENT, OCCURRENCE OR CIRCUMSTANCE THAT MAY GIVE RISE TO A CLAIM FOR COMPENSATION FOR PERSONAL INJURY OR PROPERTY DAMAGE.

DO NOT ADMIT OR ACCEPT ANY LIABILITY.

PLEASE REFRAIN FROM PROVIDING ANY PERSONAL COMMENT AND STATE FACTS ONLY.

DofE Region:			
Date of incident:		Time:	
Type of incident:	Accident <input type="checkbox"/> Behaviour <input type="checkbox"/> Illness <input type="checkbox"/> Other <input type="checkbox"/> Please give details below	Lost <input type="checkbox"/> Near miss <input type="checkbox"/> Recurring injury <input type="checkbox"/>	
National Award Office (VPO and/or AVPO):			
VP Officers	National Award Office Staff or Council Member		
Contact name			
Position	Directors		
Address	PO Box, HM 1577, Hamilton, HMGX, Bermuda		
Telephone no.	537 4868 (Karen) or 737 8959 (Fiona)		
Email	karen@theaward.bm or fiona@theaward.bm		
Award Unit / Approved Activity Provider details:			
Award Unit / AAP			
Contact name			
Position			
Address			
Telephone no.			
Email			
Reporting Informant's details			
Contact name			
Position			
Telephone no.			
Email			
Participant/Leader (casualty) details:			
DofE Award level	Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/>		
Section	Expedition <input type="checkbox"/> Volunteering <input type="checkbox"/> Physical <input type="checkbox"/> Skills <input type="checkbox"/> Residential <input type="checkbox"/>		
Name			
Sex			
Age			

Details of Incident	
Reporter - Actions Taken and/or follow-up treatment required	
NAO - Actions Taken and follow-up	
Please email:	karen@theaward.bm or fiona@theaward.bm
Or forward to:	The Directors, The Duke of Edinburgh's Award, Bermuda PO Box, HM 1577 Hamilton, HMGX Bermuda
The DofE will keep this information confidential but are required by law "duty of care" to report to the appropriate social services organisations if necessary.	

This is a reporting document. All incidents will be reviewed but you should not necessarily expect a response from the DofE.

September <i>Recruitment and set up</i>	October <i>Set up and building structure</i>	November & December <i>Delivery support and raising awareness</i>	January <i>Reviewing progress</i>	February <i>Raising awareness and encouraging completions</i>	March - May <i>Encouraging completions and maximising resources</i>	May <i>Raising awareness and encouraging completions</i>	June <i>Celebrating achievement and growing support</i>	July & August <i>Measuring impact, recognising achievement and building resource</i>
<ul style="list-style-type: none"> • A suggestion is to create a prominent DofE noticeboard to publicise DofE notices and achievements, as well as a DofE area on the school website. • Recruit participants through assemblies, flyers and posters. • Invite parents to an information event and introduce them to the key resources that will support their young person. • Put up a list of vacant roles in the staff room and perhaps consider recruiting support from outside the school. • New award leaders to complete Code of Conduct, SCARS training, and the Online Learning Hub modules prior to engaging with the participants. • Produce a report on the previous year's DofE successes as per the sub-license agreement (SLA), as well as the resources you'll require for the upcoming year. • Submit sign participant enrolment forms to the National Award Office (NAO). • Participant to register or update their Online Record Book (ORB). 	<ul style="list-style-type: none"> • Send a letter home to parents outlining requirements; highlight areas where their young person may need support. • Set all your volunteers up on the ORB. • Identify any individual training needs for volunteers, such as first aid. • Approach school admin or PTA to help acquire additional funding, as per Section 5.1.11 of the SLA. • Ask admin staff of the NAO for additional support collecting enrolment and consent forms, as well as any payments, if required. • Enrol participants and set clear and realistic deadlines and expectations. Inform them of expedition dates and assist them in selecting activities. 	<ul style="list-style-type: none"> • Input expedition details on to your participants' ORB accounts. • Contact other local DofE groups to see if they would consider sharing kit. • Arrange a catch up with any participants who are not making progress. • Engage your Gold and Silver participants to act as mentors to those just starting out. • Check ORB to make sure your Leaders have been logging in regularly and managing their alerts. • Update the NAO and Principal with your progress on managing the participants. • Seek approval for your expeditions early on from the Standards and Training Committee (STC). • Note that there are outside activity providers and leaders who can assist or support with the delivery of the various training components. 	<ul style="list-style-type: none"> • Advertise a list of all participants on your noticeboard to help your students to form their expedition groups. • Encourage recognition of sectional completion to help keep participants motivated. • Send a letter to parents highlighting any participants that still need to submit evidence and give guidance on how this can be done. • Award Leader and Participants review the logging of individual's activities/training on the ORB. • Planning for the practice adventurous journey and notifying the STC. 	<ul style="list-style-type: none"> • Ensure all participants have entered their expedition aims and goals on ORB before their practice adventurous journey. • Arrange a catch up with any participants and or groups who are not making progress. 	<ul style="list-style-type: none"> • Review and prepare for the qualifying journey, send complete route cards 6 weeks prior to the STC to approve and arrange suitable Assessor. • Complete their qualifying journey and prepare their report for their Assessor who will sign off on their AJ completion. • Review on ORB the participants that still need to complete their programmes, making sure any sections with submitted programme planners and Assessor Reports are directly approved. • Use assemblies to encourage completions, announce those who have already achieved, and promote drop-in sessions for those who have nearly completed. 	<ul style="list-style-type: none"> • Motivate those with only one section left to complete; give them clear steps and targets to reach to get their Award approved. • Consider giving the principal reports on individual achievement and how the DofE has impacted the behaviour of those taking part. You could also update the number of starts and completions. 	<ul style="list-style-type: none"> • Add any positive DofE press stories to your noticeboard and recognise DofE achievers in the wider school 'end of year' celebrations. • Host a celebration event for DofE achievers. Invite parents along so that they and their young person can see the importance of what has been achieved. • Thank your volunteers personally for their support; help them to feel valued and encourage them to support again next year. • Invite local press to the celebration event (or send out a press release) to help raise awareness in the local community of your work and create a positive image of the school and its pupils. 	<ul style="list-style-type: none"> • Use your ORB participant data (anonymously) to build up a record of the inclusive nature of your DofE provision. • Order and create leaflets and posters to promote the DofE next year; use the Brand Centre to personalise materials with your own photographs. • Spend some time tidying up your ORB account; archive those participants who are no longer doing their programmes or who have not progressed to the next level. • Introduce yourself to any new staff joining the school and approach them to see if they would be interested in volunteering some of their time to help. • Book a slot on the teacher-training day at the start of the next academic year to promote your DofE activities and their impact. Encourage teachers to sign up and get involved.

At-a-glance guide to completing your Duke of Ed Award.

Award Requirements (Summary of Conditions)

Award Level & Age Requirements	Voluntary Service	Skills (activity must be passive and/or non-athletic in nature)	Physical Recreation (activity must be active and/or athletic in nature)	Adventurous Journey (For other Adventurous Journeys you must be 18 or older and project must be preapproved in advance)	Gold Residential Project (must be 16 years of age to embark on Gold Residential Project in order qualify for ^{Gold level})
	To understand the value of giving Voluntary Service to others in participants' communities	To encourage the development of personal interests, creativity of practical skills	To encourage participation in sport and physical recreation for the improvement of health and fitness	To encourage a spirit of adventure and discovery while undertaking a journey in a group	Additional requirement completed at Gold level to broaden participants' experience through involvement with others unknown to them in a residential setting.
BRONZE Minimum start age 14. Complete 4 sections as indicated.	13 weeks Average of one hour per week dedicated to each activity over the time period Plus an additional 13 weeks in either: Voluntary Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	13 weeks	13 weeks	Preliminary training: Practice Journey 1 day Qualifying Journey: 2 days + 1 night 6 hours of purposeful effort per day	n/a****
SILVER Minimum start age 15. Complete 4 sections as indicated.	26 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Bronze) then an extra 26 weeks is required in either: Voluntary Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	26 weeks	26 weeks	Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 3 days + 2 nights 7 hours of purposeful effort per day	n/a****
GOLD Minimum start age 16. Complete 5 sections as indicated.	52 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Silver) then an extra 26 weeks is required in either: Voluntary Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	52 weeks	52 weeks	Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 4 days + 3 nights 8 hours of purposeful effort per day	5 days + 4 nights
Examples	Voluntary work with seniors, challenged youth, homeless groups etc. School activities with peers, student council, year book, etc.	Music, computer programming, crafts, graphic arts, life skills, collections, etc. Must be a passive rather than active undertaking.	Individual or team activities such as soccer, karate, fencing, swimming, hockey, basketball, ballet, dance, skiing, yoga, cycling, badminton, etc. *If you break a sweat it counts!	Expedition: bicycle, canoe, kayak, hike, horseback snowshoe, etc. Exploration: should be of an environmental or historic nature	Training courses, student exchanges, cultural or service projects, conferences, etc

How long does a DofE programme take to complete?


BRONZE

Volunteering 3 months	<i>PLUS a further 3 months in the Volunteering, Physical or Skills section.</i>
Physical 3 months	
Skills 3 months	
Expedition 2 days 1 night	




SILVER

Volunteering 6 months	<i>Direct entrants must do a further 6 months in the Volunteering, or the longer of the Physical or Skills sections.</i>	
Physical		one section for 6 months, the other for 3 months
Skills		
Expedition 3 days 2 nights		



GOLD

Volunteering 12 months	<i>Direct entrants must do a further 6 months in the Volunteering, or the longer of the Physical or Skills sections.</i>	
Physical		one section for 12 months, the other for 6 months
Skills		
Expedition 4 days 3 nights		
Residential 5 days 4 nights		

Each section

1 HOUR

average per week

STARTING AGES:

Bronze 14 yrs	Silver 15 yrs	Gold 16 yrs
--------------------------------	--------------------------------	------------------------------

All Awards must be completed by the participant's 25th birthday

'Award Leader Sign-Off' Checklist for Authorising Awards

A checklist for reviewing participants' completed Awards at 'Award Leader Sign-off' stage:

Skills section, Voluntary Service section and Physical Recreation section

Has the participant:

- ☐ Chosen appropriate activities
- ☐ Set a SMART goal for each section activity
- ☐ Worked towards the goal, showing clear and regular progress in their logs and reflecting on their development throughout.
- ☐ Completed the required hours in each section, in an appropriate timeframe
- ☐ Nominated a suitable Assessor (not a family member) for each section and entered their details on the ORB
- ☐ Uploaded a signed Assessor report for each section

Adventurous Journey

Has the participant:

- ☐ Recorded a separate Practice journey and Qualifying journey on the ORB
- ☐ Been part of a team with 4 – 7 members (or up to 8 for tandem activities)
- ☐ Completed the Adventurous Journey preparation & training
- ☐ Achieved an identified SMART Adventurous Journey Aim. This should not simply be to complete the AJ.
- ☐ Completed an AJ of the required duration (days and nights)
- ☐ Completed sufficient hours of purposeful activity on each day
- ☐ Identified their qualified Adventurous Journey Supervisor and Assessor
- ☐ Uploaded a signed Assessor report for the Qualifying journey confirming that the participant has met the 15 requirements of the Adventurous Journey

Gold Residential Project (for Awards at Gold Level ONLY)

Has the participant:

- ☐ Independently chosen and planned their own project
- ☐ Described clearly their chosen project
- ☐ Set a SMART goal
- ☐ Completed an activity for a duration of at least four consecutive nights and five consecutive days (*In exceptional circumstances, the same activity can be completed over two weekends within a 12 month period*)
- ☐ Uploaded any evidence for the Gold Residential Project, for example: documents, photographs or a personal report written during or after the project
- ☐ Nominated a suitable Assessor and entered their details on the ORB
- ☐ Uploaded a signed Assessor report confirming that the participant has met the requirements of the Gold Residential Project

Only if **all of the above requirements** have been met, please authorise the Award (send it from 'Award Leader Sign Off' stage to 'Award Office Sign Off' stage on the ORB). If any of these requirements have not been met, please pass the Award back to 'In Progress' on the ORB and ask the participant to update where necessary.

For support, please refer to the Award Leader Handbook or contact your Operations Manager.

Award Verifier checklist for authorising Awards

A helpful checklist to guide you through authorising participants' completed Awards.

General

- ☐ Is there a note from the Award Leader?
- ☐ Have personal details and aspects such as Parental Consent been completed?
- ☐ Has this Award previously been returned for further work? For what reasons?

Skills section, Voluntary Service section and Physical Recreation section

Has the participant:

- ☐ Chosen appropriate activities
- ☐ Set a SMART goal for each section activity
- ☐ Worked towards the goal, showing clear and regular progress in their logs and reflecting on their development throughout.
- ☐ Completed the required hours in each section, in an appropriate timeframe
- ☐ Nominated a suitable Assessor (not a family member) for each section and entered their details on the ORB
- ☐ Uploaded a signed Assessor report for each section

Adventurous Journey

Has the participant:

- ☐ Recorded a separate Practice journey and Qualifying journey on the ORB
- ☐ Completed the Adventurous Journey preparation & training, with dates entered.
- ☐ Achieved an identified SMART goal. This should not simply be to complete the AJ.
- ☐ Completed an AJ of the required duration for the Award level (days and nights)
- ☐ Completed sufficient hours of purposeful activity on each day
- ☐ Identified their qualified Adventurous Journey Supervisor and Assessor
- ☐ Uploaded a signed Assessor report for the Qualifying journey confirming that the participant has met the 15 requirements of the Adventurous Journey

Only if all of the above requirements have been met, please authorise the Award.

If any of these requirements have not been met, please click **Revise** and pass the Award back to the **Award Leader Sign Off** stage. Fill in the box highlighting the reason(s) for doing this.

If you are unsure about any aspect of the Award, please speak to the participant's Award Leader who may be able to provide clarification.

Ensure that you make a record of the Awards you have sent back to be revised and the reason(s) for doing so. This will aid you next time the Award is submitted.

If you have any questions, please speak to your Award Coordinator or contact your dedicated Operations Manager.

Participant Enrolment Form

Once paperwork has been submitted, please see your Award Leader for access to the Online Record Book.

PARTICIPANT DETAILS (PLEASE PRINT)

NAME					
		(First)	(Middle)	(Surname)	
HOME ADDRESS					
PARISH				POSTAL CODE	
DATE OF BIRTH		AGE		GENDER	<input type="checkbox"/> M <input type="checkbox"/> F
PHONE	HOME	WORK		MOBILE	
PARTICIPANT EMAIL					
HOME/FAMILY EMAIL					
AWARD UNIT					

MEDICAL INFORMATION

Name of your Personal Doctor			
Address of your Personal Doctor			
Emergency Contact Name			
Relationship to Participant			
Emergency Contact Telephone			
Do you wear eyeglasses?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, can you see without them?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Any medical conditions or physical disability (e.g: Asthma, Diabetes, etc)			

YOUR REGISTRATION

Minimum Starting Age	BRONZE - 14 years	SILVER - 15 years	GOLD - 16 years
Level of Entry	<input type="checkbox"/> BRONZE	<input type="checkbox"/> SILVER	<input type="checkbox"/> GOLD
Previous Level Completed	Bridge Level <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> BRONZE	<input type="checkbox"/> SILVER

CHOSEN AWARD ACTIVITIES

Voluntary Service (describe activity)	
Organization / Activity Provider	
Supervisor Name	
Supervisor Telephone	
Supervisor Email	
Personal Skill (describe activity)	
Organization / Activity Provider	
Supervisor Name	
Supervisor Telephone	
Supervisor Email	
Physical Recreation (describe activity)	
Organization / Activity Provider	
Supervisor Name	
Supervisor Telephone	
Supervisor Email	

OFFICE USE ONLY	
Start Date	ORB Profile Complete <input type="checkbox"/> Yes <input type="checkbox"/> No

Participant Enrolment Form

MAKE A DONATION

It costs an average of \$400 per young person (annually) to deliver the Award programme in Bermuda and yet Bermuda is the only country in the world that offers the Award free of charge without imposing registration fees and/or online record book fees to our participants. To make a donation please tick the appropriate box below and enclose your donation with this enrollment form to the National Award Office. You can make a direct deposit online to our Butterfield Bank account - The Duke of Edinburgh's Award [20030060263265200](https://www.butterfield.com/bm/dukeofedinburghsaward). In the notes section please write the name of the participant and their Award Unit for our accounting purposes. Thank you in advance for your investment in Bermuda's future!

Donation Amount:	<input type="checkbox"/> \$10	<input type="checkbox"/> \$20	<input type="checkbox"/> \$50	<input type="checkbox"/> \$100	<input type="checkbox"/> Other _____
Paid By:	<input type="checkbox"/> Online	<input type="checkbox"/> Cash	<input type="checkbox"/> Cheque	<input type="checkbox"/> Credit/Debit Card	<input type="checkbox"/> Other _____

PARTICIPANT DATA (VOLUNTARY)

This information is collected and used for [statistical purposes only](#), to enable us to collect information for the purposes of improving design, evaluation, access, delivery and equity of the programme. The provision of this information is voluntary. Please check where appropriate.

BACKGROUND – Do you identify as:			
<input type="checkbox"/> Bermudian		<input type="checkbox"/> Other (Please specify) _____	
<input type="checkbox"/> Non-Bermuda			
DAY ACTIVITIES			
<input type="checkbox"/> School (Please specify) _____		<input type="checkbox"/> Participating in a youth justice program	
<input type="checkbox"/> Employed		<input type="checkbox"/> Participating in an alternative education program	
<input type="checkbox"/> Unemployed		<input type="checkbox"/> Other (Please specify) _____	
ARE YOU A PERSON			
<input type="checkbox"/> With Learning Difficulties		<input type="checkbox"/> If yes, please specify _____	
<input type="checkbox"/> With Physical Challenges		<input type="checkbox"/> If yes, please specify _____	
<input type="checkbox"/> With an impairment or long-term health condition		<input type="checkbox"/> If yes, please specify _____	
How did you first hear about The International Award:			
<input type="checkbox"/> Parent	<input type="checkbox"/> Friend	<input type="checkbox"/> Online	<input type="checkbox"/> School/Community Organization
<input type="checkbox"/> Newspaper	<input type="checkbox"/> Community Event	<input type="checkbox"/> Social Media	<input type="checkbox"/> Other _____

PRIVACY NOTICE

The Award Unit, Award Operating Authorities and National Award Office are committed to respecting your privacy. The Personal Information that is collected on this form by the Award Unit is required for the purpose of your participation in the Award Program. Incomplete information may delay your participation in the Award Program (note that non-provision of PARTICIPANT DATA (VOLUNTARY) does not have this consequence). We may disclose your Personal Information to other Bermudian and international organizations and service providers who assist us in the operation and administration of the Award Program including, but not limited to, the National Award Office and the Award Operating Partner.

The Privacy Policies of the National Award Office and the Award Operating Partner contain information about how you may access your Personal Information and seek the correction of such information. The Privacy Policies of the National Award Office and the Award Operating Partner also contain information about how you may lodge a complaint about a breach of the Privacy Policy, and procedures on how complaints are handled. If you would like to contact the National Award Office, please phone 1 (441) 537-4868 or email karen@theaward.bm.

RISK MANAGEMENT

The National Award Office is committed to the safety of our Participants, volunteers and staff. All volunteers and members of staff are vetted and trained by the National Award Office, including but not limited to: Volunteer and staff application and interview process; Bermuda Police Record checks; SCARS Child Protection training and certification; Familiarization with the Bermuda Children Act (1989) and Vulnerable Persons Policy (2014); Training on and compliance with the National Award's Vulnerable Persons Policy and Incident Reporting Policy, including procedures; First Aid training and preparedness; National Award Office training and certification for all Award Leaders, Assessors, staff, etc; All volunteers, Council Members, and staff must sign and adhere to the National Award's Code of Conduct Policy. A copy of this, or any other National Award Policy, is available upon request from the National Award Office by phone at 1 (441) 537-4868 or email karen@theaward.bm.

Participant Enrolment Form

REQUIREMENTS AND CONDITIONS

- 1 I understand that the Participant cannot participate in the Award Program until this form has been completed (including–Parental or Guardian Consent for Participants under the age of 18), returned to the relevant **Award Centre** and received by the National Award Office (NAO).
- 2 I consent to the **Award Centre** and the NAO and any other individuals, including volunteers*, who are involved in or assist in organizing the Award Program, transporting the Participant for the purpose of participating in activities or functions related to the Award Program, as required. I understand that the **Award Centre** will notify me in advance of when and where such travel will occur.
- 3 I understand that the responsibility for all risks arising from the Participant's participation in the Award Program is placed solely upon the Participant. 4 I authorize employees, officers or agents of the **Award Centre** and NAO and any other individuals who participate in, are involved in or assist in organizing the Award Program, in the event of any accident, injury, illness or loss suffered by the Participant whilst participating in, or travelling to and from, any activities or functions related to the Award Program, to obtain any necessary medical assistance or treatment including, but not limited to, engaging any doctors, nurses or hospital accommodation.
- 5 I consent to pay all such doctors, nurses or hospital accommodation fees and expenses incurred on behalf of the Participant as a result of any such accident, injury, illness or loss suffered by the Participant whilst participating in, or travelling to and from, any activities or functions related to the Award Program.
- 6 I hereby consent to the use of my likeness, image, voice, and/or appearance as such may be embodied in any pictures, photos, video recordings, audiotapes, digital images, and the like (together, the "[Images]"), taken by, or made on behalf of, the Award Program. I further give consent for The Duke of Edinburgh's International Award Bermuda and The Duke of Edinburgh's International Award Foundation (IAF) to use any [Images] for promotional purposes both locally in Bermuda and in other jurisdictions. If the Participant is under the legal age of eighteen years, the parent/guardian hereby gives legal consent on the Participant's behalf. I acknowledge that I will not receive any compensation for the use of such [Images], and hereby release The Duke of Edinburgh's International Award Bermuda and IAF and their respective employees agents and assigns from any and all claims which arise out of or are in any way connected with such use.
- 7 I have read and understand the different levels and requirements of the Award Program set out in this Participant Enrollment Form.
- 8 I understand every Participant must participate in the Award Program through an **Award Centre** who has the discretion to accept or reject proposed activities to be undertaken as part of the Award Program.
- 9 I understand that the Participant cannot commence any particular section of the Award Program until I have satisfied myself that any activity provider nominated by the Participant, who is not an employee of the Award Unit or NAO, is suitably experienced and/or qualified to instruct, supervise or assess that section of the Award Program; and until any relevant activity providers have completed and returned any necessary documentation to the **Award Centre**.
- 10 I understand that the Participant will receive access to the Online Record Book ("ORB"). The Participant will read the requirements of the Award Program contained in the ORB prior to commencing activities in relation to the Award Program. I understand that the **Award Centre** has the discretion to determine whether the Award Program requirements have been met and therefore whether a Gold, Silver or Bronze Award should be issued. I understand that The Duke of Edinburgh's International Award Bermuda ("National Award Office") provides participants with limited insurance in respect of personal accident and public liability commencing upon acceptance into the Award Program by the **Award Centre**.
- 11 I, the above signed Participant and/or Parent/Guardian, understand that the Participant is taking part in any Training, Adventurous Journey and/or Expedition (whether practice or Qualifying Adventurous Journey) at his/her own risk as part of the Award Program. The **Award Centre** and the NAO will be under no liability whatsoever to the Participant. The Participant waives all claims (including negligence claims) against and indemnify the **Award Centre** and the National Award Office for any injury or loss sustained (whether resulting from negligence or otherwise) as a result of the above Participant taking part in any Training, Adventurous Journey and/or Expedition (whether practice or Qualifying Adventurous Journey) sponsored or organized by the **Award Centre** or the NAO or any of their Award Leaders, National Assessors, Adventurous Journey Supervisors or Agents. I understand that this waiver and indemnity extends to the Award Leaders, National Assessors, Adventurous Journey Supervisors or Agents of the **Award Centre** and the NAO and is governed under Bermuda law. For further assistance, if needed, please contact the NAO (see contact details below).
- 12 I understand that:
 - (a) a Participant must not drive a motor vehicle or transport other Participants participating in activities related to the Award Program, unless the Participant holds an appropriate and valid driver's license and there is appropriate third party insurance in place to cover any person injured as a consequence of the Participant's driving;
 - (b) a Participant must not be driven by any individual who is not involved in or assisting in organizing the Award Program, for the purposes of participating in the Award Program unless the Participant or the Participant's parent or legal guardian has viewed the driver's appropriate and valid driver's license and evidence of insurance to cover the risk of injury to any person as a consequence of the individual's driving.
- 13 I understand that Participants are required to comply with the Award Program requirements contained in the ORB the policies of the NAO or the relevant Award Operating Partner (as amended from time to time) and requirements of the Award Operating Partner and Award Centre in relation to emergency plans, assessment of activities and the conduct of Adventurous Journeys related to the Award Program and I understand that the **Award Centre** may withdraw its approval to the Participant's participation in the Award Program if they do not comply.
- 14 I consent to the provision of any Personal Information that I have provided (including Participant Data) to the **Award Centre** to be used and provided to the NAO. I consent to this Personal Information being treated in accordance with the provisions of the Privacy Policy of the NAO and/or the relevant Award Operating Partner (as amended from time to time), and any other privacy legislation, standards, guidelines or instructions binding on the Award Centre, the Award Operating Partner and the NAO.
- 15 I consent to the use of my Personal Information by the NAO, the Award Operating Partner or the Award Centre for the purpose of sending me information about other Award Program activities or events which may be of interest to me.

* For the purposes of the Award Program, and this document, a "Volunteer" is described as anyone over the age of 18 who assists with the Award Program, either in a paid or unpaid capacity including but not limited to all Award Leaders, National Assessors, Adventurous Journey Supervisors or Agents. All paid staff of the NAO and all volunteers throughout the Award Program are vetted through the Bermuda Police Service; provided with SCARS child protection training; familiar with the Child Protection Act of Bermuda (2000); and the Bermuda Government Vulnerable Persons Policy (2014).

Participant Enrolment Form

PARENTAL OR GUARDIAN CONSENT		This section must be completed for participants under 18 years of age.	
<p>I, _____ (full name of parent or guardian)</p> <p>Of _____ (address)</p> <p>Telephone _____ (home) (work) (cell)</p> <p>Email _____</p> <p>I am the parent/guardian of _____ (the participant named on page 1 of this enrolment form). I consent to him/her participating in The Award Program under the supervision of _____ (Award Centre) and to him/her undertaking activities to fulfil the requirements of the Award Program.</p>			
<input type="checkbox"/>	Please tick	I have read, understood and agree to comply with, the Requirements and Conditions of the Participant's participation in The Award Program, as described on page 3 of this enrolment form.	
PARENT OR GUARDIAN SIGNATURE		DATE	

PARTICIPANT CONSENT		This section must be signed by Participants over 18 years of age.	
<input type="checkbox"/>	Please tick	I have read, understood and agree to comply with, the Requirements and Conditions of the Participant's participation in The Award Program, as described on page 3 of this enrolment form.	
PARTICIPANT'S SIGNATURE		DATE	

The Award Centre agrees to accept the above mentioned as a Participant of Award Program according to the Requirements and Conditions as described above and on the National website: <http://www.theaward.bm>

Name of Award _____

Centre Award _____

~~Award Leader~~ Signature _____ Date _____
Signed on behalf of the Award Centre

Please return completed form to your Award Leader.

The National Award Office contact details:

The Duke of Edinburgh's International Award
P.O. Box HM 1577
Hamilton HM GX, Bermuda
Phone: 1.441.537.4868
Email: karen@theaward.bm
Website: www.theaward.bm

Participant Enrolment Form

ATTACHMENT 1 - OUTLINE OF THE PROGRAM

(Please detach and keep this page for your records)

The Award Program has three levels; **Bronze**, **Silver** and **Gold**. Each of these levels is made up of four Sections: Physical Recreation, Personal Skills, Voluntary Service and Adventurous Journey. The Gold Award has an additional requirement – a Gold Residential Project. All Participants in The Award Program must be registered with an Award Centre. The Award Centre must validate the activity prior to Participants undertaking any Award activities with their activity provider.

Participants design their own program by selecting activities that interest them and then set their goals according to the following minimum requirements (summarized in the table below).

	BRONZE	SILVER	GOLD
Personal Skill	3 months*	6 months*	12 months*
Voluntary Service	3 months*	6 months*	12 months*
Physical Recreation	3 months*	6 months*	12 months*
Plus for the Major Section	All Participants must complete an additional 3 months in either Skill, Voluntary Service or Physical Recreation.	Participants who have not achieved a Bronze Award must complete an additional 6 months in either Skill, Voluntary Service or Physical Recreation.	Participants who have not achieved a Silver Award must complete an additional 6 months in either Skill, Voluntary Service or Physical Recreation.
Adventurous Journey	2 days + 1 night**	3 days + 2 nights**	4 days + 3 nights**
Gold Residential Project	N/A	N/A	5 days + 4 nights
Minimum age to start	14 years	15 years	16 years
Minimum age to finish	14 years, 6 months	Bronze Awardees: 15 years, 6 months Direct entrants: 16 years	Silver Awardees: 17 years Direct entrants: 17 years, 6 months
Maximum age to finish	Before 25 th birthday	Before 25 th birthday	Before 25 th birthday

*These are minimum time requirements and are expressed in whole months, during which there should be regular commitment.

**Satisfactory completion of the Adventurous Journey Section includes preparation and training appropriate for the journeys being undertaken and at least one practice journey of a similar nature and duration to the qualifying journey.

- Any young person aged 14 to 25 can become an Award Participant.
 - At Bronze level, if a person is younger than 14 years, but is part of a peer group where the majority are 14 years or older, then some discretion is given to the National Award Office to allow that young person to start their Bronze Award with the rest of the group.
 - A person may commence Silver at 14 and 9 months if they have completed their Bronze Award. Discretion may be used for Participants who are given concession to start Bronze or Silver early.
 - Participants who commence their Bronze or Silver Award slightly earlier will need to wait until they meet the minimum age for completion before they can claim their Award.
 - No activity undertaken before a Participant's 16th birthday may be counted towards a Gold Award.
- The Award Program must be completed by the Participants 25th birthday.
- Parent/Guardian consent is required for Participants aged under 18 years.
- All Participants must sign the Participation Agreement.
- The Standards of achieving an Award are individual effort, perseverance and progress.
- Whilst the Award may be offered within school, university, work-time, custody or extra-curricular activity, this is a voluntary program for the Participant's personal benefit. Individuals choose to do this Award Program and must commit a certain amount of their free time to undertake their activities.



Online Record Book

Participant Web User Guide
The Duke of Edinburgh's International Award Foundation

28/11/2017
Version: 1.5

Version control

Version	Date	Author	Notes
1.0	05/05/2017	Daniela Pozzi	First version
1.2	20/06/2017	Daniela Pozzi	Content Update
1.3	08/08/2017	Daniela Pozzi	Content Update
1.4	30/08/2017	Daniela Pozzi	Content Update
1.5.1	05/12/2017	Marisa English	Content Update

Summary of changes:

V1.2: Screen shot updates to reflect the system, process to change password and email address improved.

V1.3: Screen shot updates to reflect the system; instructions on how to set up multiple activities inserted; explanation on how to download the Award Summary inserted

V1.4: Screenshot updates to reflect the system; modifications on how to record Preparation and Training activities and how to send Adventurous Journeys for approval inserted; Details on how to add an additional Practice Journey inserted.

V1.5.1: Screenshot updates to reflect the system; receiving registration approval email; instructions on how to resend email asking for Assessor approval inserted; amended instruction on editing an activity; managing / editing uploaded files;

Contents

Version control.....	1
Contents	2
Introduction.....	3
Supported Browsers and Technical Information	3
Getting Started	4
Overview Login Page	4
1. Register to start your Award	4
2. Forgot your password?.....	5
Landing Page Overview.....	6
1. Edit profile and settings	6
• Updating your personal details.....	7
• Changing your password	7
• Updating your language settings	8
2. Manage Sections and Activities	8
3. Add / Edit / Delete logs	9
4. Editing your Activity details.....	11
5. Managing your library.....	11
6. Setting up multiple activities per Section	12
7. Downloading your Award Summary	12
8. Downloading your Section Summary	13
9. Setting up your Adventurous Journey	13
• Adding an additional Practice Journey	15
10. Completing your Award.....	16
11. Starting the next level of your Award.....	17
12. Contacting your Award Leader.....	17

Introduction

The International Online Record Book (ORB) is a web platform that allows participants to record their activities and submit their Awards. It also allows Award Leaders to monitor participants' progress and approve submitted Awards.

This document has been written for participants who are taking part in The Duke of Edinburgh's International Award programme. It provides detailed, step-by-step guidance on how they can use the new Online Record Book web interface.

The Online Record Book can be accessed via web navigating to <https://www.onlinerecordbook.org/>

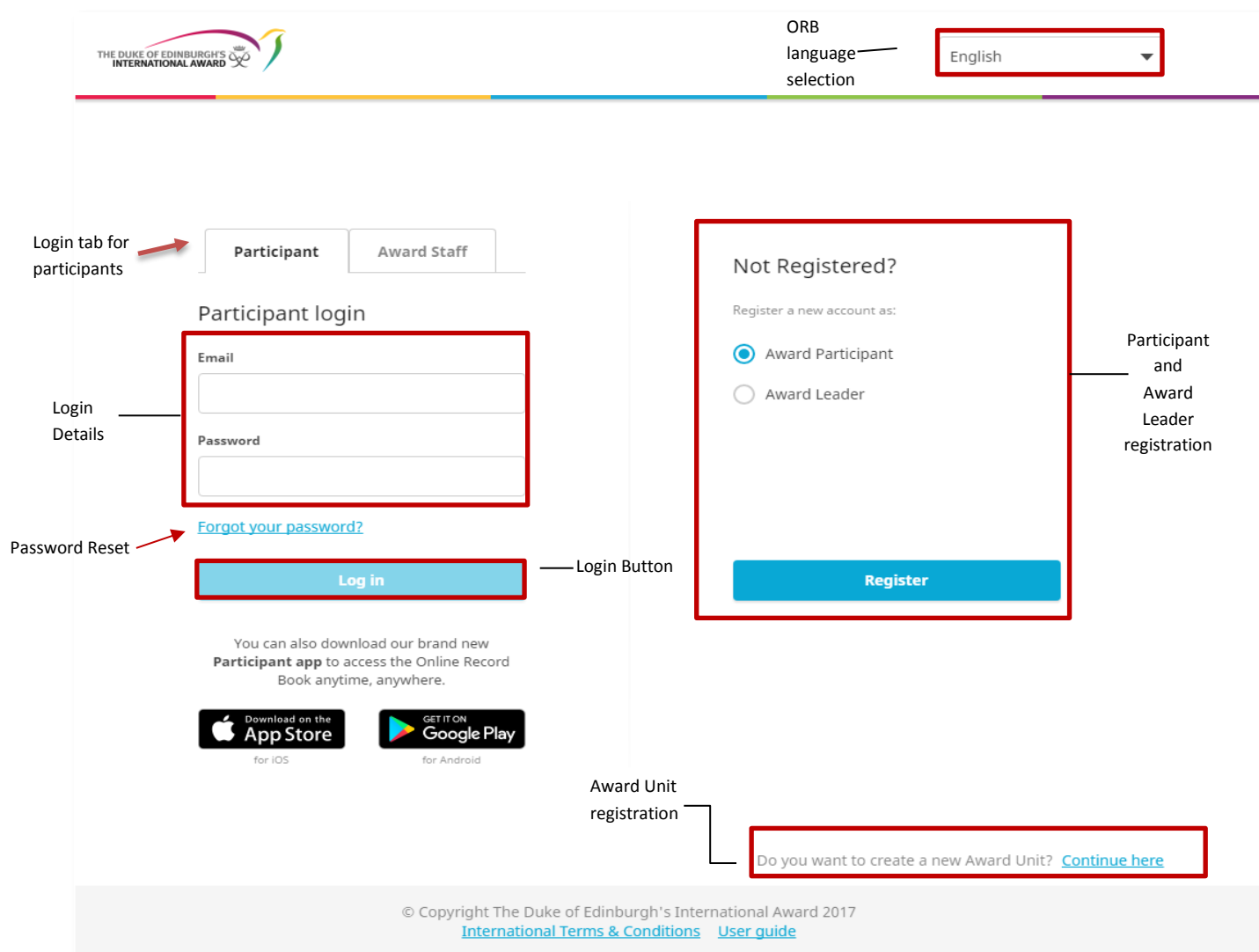
Supported Browsers and Technical Information

The Online Record Book (ORB) can be accessed using the latest versions of the following browsers:

- Google Chrome
- Safari
- Firefox
- Microsoft Explorer
- Edge

Getting Started

Overview Login Page



The screenshot shows the login page for The Duke of Edinburgh's International Award. At the top right, there is a language selection dropdown menu labeled 'ORB language selection' with 'English' selected. Below this, there are two tabs: 'Participant' and 'Award Staff'. The 'Participant' tab is active. On the left, there are labels for 'Login tab for participants' pointing to the tabs, 'Login Details' pointing to the email and password fields, and 'Password Reset' pointing to a link that says 'Forgot your password?'. The main login area has a 'Log in' button. To the right, there is a 'Not Registered?' section with radio buttons for 'Award Participant' (selected) and 'Award Leader', and a 'Register' button. A label 'Participant and Award Leader registration' points to this section. Below the login area, there is a section for downloading the 'Participant app' with links to the 'App Store' and 'Google Play'. At the bottom, there is a link for 'Award Unit registration' pointing to a box that says 'Do you want to create a new Award Unit? Continue here'. The footer contains copyright information and links to 'International Terms & Conditions' and 'User guide'.

1. Register to start your Award

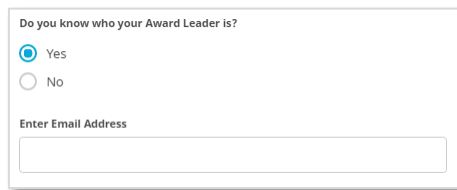
You can register on the Online Record Book (ORB) as a participant, selecting the option 'Award participant' on the login page, and then clicking on 'Register', as displayed above on the login page overview.

Complete all fields, clicking on the  button to continue through the sections.

The browser's back button can be used in you want to go back and review/modify the details inserted.

1. Select you Award Unit Country from the drop down menu
2. Type in your Award Unit name (if you are unsure of the name of your Award Unit, contact your nominated Award Leader)
3. You will be asked if you know your Award Leader:
 - If you select 'Yes' you must insert their email address so that the system will automatically assign your account to your Award Leader

- If you select 'No', your account will then be assigned to an Award Leader of your Unit, during registration approval



4. Select the Award Level you're registering for (age restrictions might apply, please contact your Award Unit for more information)
5. Insert your contact details
6. Insert your personal details
 - You will be asked to provide Parental/Guardian consent if you are under the age of 18 (unless otherwise specified in your country's regulations). If you are under 18, your parental/guardian consent details must be provided in order to submit your registration.
 - If you're older than 18 years old, you won't be asked to provide parental/guardian consent
7. Answer the Profile Questions (if applicable)
8. Select your payment type
9. Set your Online Record Book Login details

Once all details have been inserted click on **Submit** to send your registration for approval.

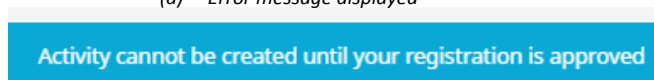
A verification email will be sent to the email address you provided during your registration. This email will have a link to verify your email address. Your email address needs to be confirmed in order for the application to progress.

N.B If within 2 hours you have not received the email confirmation, please contact your Award Unit.

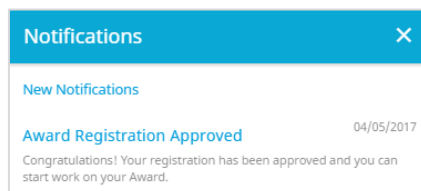
You will receive an email once your registration has been approved by your Award Leader

Note: If you log on to the ORB and your registration is still awaiting approval, an error message will be displayed at the bottom of the screen in case, for example, you wish to start logging your activities. (a)

(a) Error message displayed



You will receive a notification when your registration has been reviewed and approved by your Award Leader.



2. Forgot your password?

In case at any point in time you need to reset your password, from the Login page select the option '[Forgot your password?](#)'

Insert your email address in the dialog box and press 'Send'. An email with a link to reset your password will be sent to your mailbox.

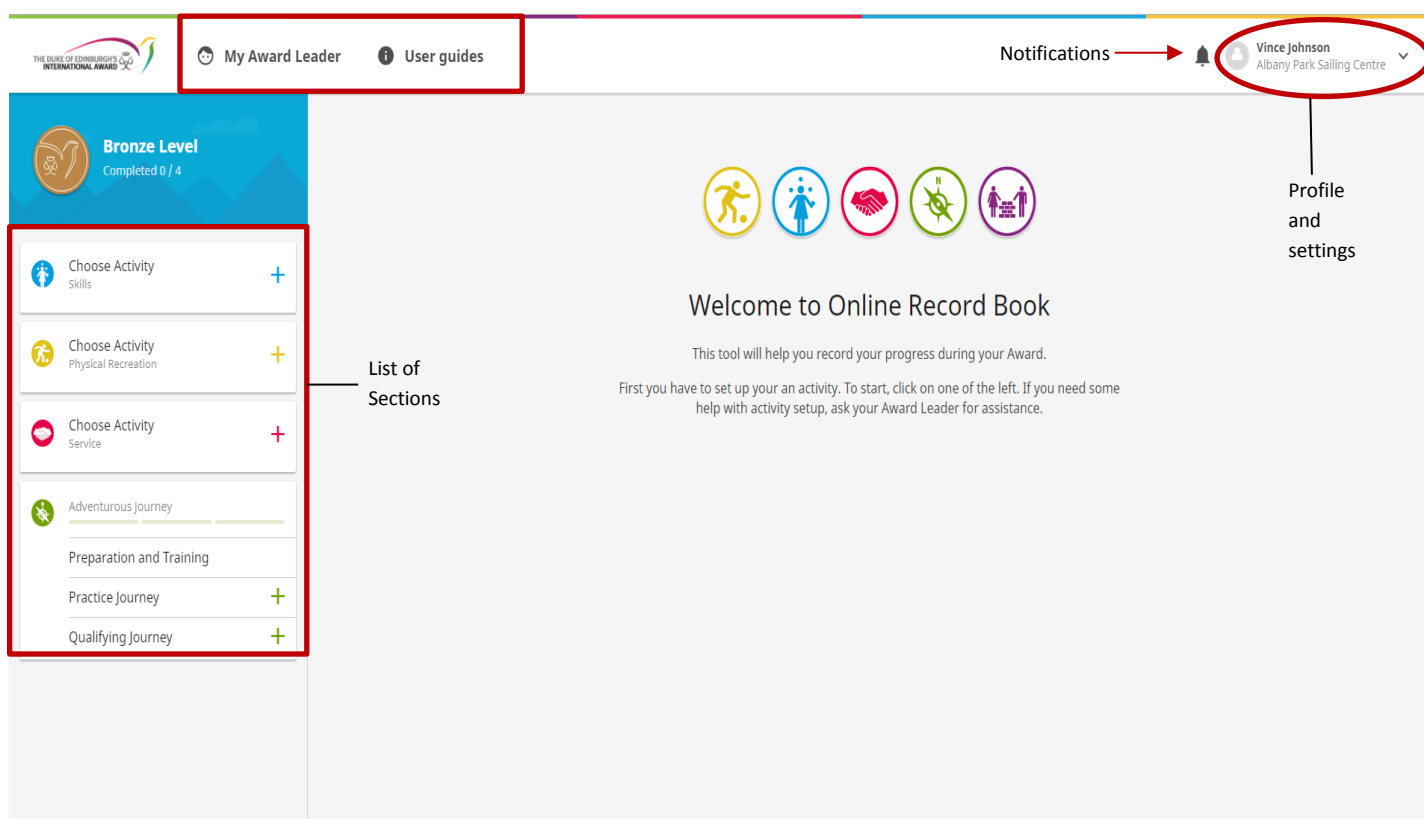
Forgotten Password

Email address

Required field

Send

Landing Page Overview



The screenshot shows the landing page of the Online Record Book. At the top, there is a navigation bar with 'My Award Leader' and 'User guides' highlighted by a red box. To the right, there are 'Notifications' and a user profile dropdown for 'Vince Johnson' from 'Albany Park Sailing Centre', which is circled in red. A line points from the text 'Profile and settings' to this dropdown. On the left side, a sidebar is highlighted with a red box and labeled 'List of Sections'. It includes a 'Bronze Level' badge (Completed 0 / 4) and a list of sections: 'Choose Activity Skills', 'Choose Activity Physical Recreation', 'Choose Activity Service', 'Adventurous Journey', 'Preparation and Training', 'Practice Journey', and 'Qualifying Journey'. The main content area on the right says 'Welcome to Online Record Book' and provides instructions on how to get started.

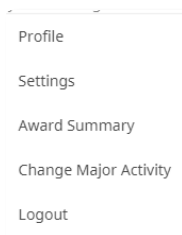
Using the Online Record Book, as a participant you will be able to:

- Edit your profile
- Choose activities and manage your progress
- Add logs and pictures to existing and approved activities
- Receive notifications when an activity request, section and Award has been approved or needs to be modified, after Award Leader's review
- View your Award Leader's contact details

1. Edit profile and settings

If any of your personal details change while you are doing your Award, you can update this information via the Online Record Book.

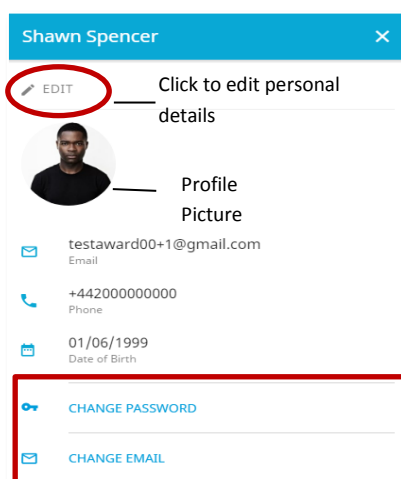
From the landing page, if you click on your name the following options will be displayed:



- **Updating your personal details**

To update your personal details as well as add a new profile picture:

1. From the landing page click on your name
2. Select the option 'Profile' as displayed above
3. Click on Edit to update your details including the option of adding a secondary email address
4. If you want to add a profile picture, click on 'Edit' and then click on the picture field
5. You will be prompted to select a picture to be uploaded
6. Save your updated profile and click on 'Save' to save your changes

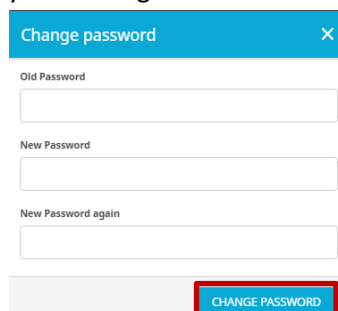


Your email address can also be changed at any time by navigating to your profile and selecting "Change email".

- **Changing your password**

To change your password:

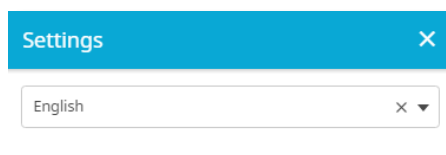
1. From the landing page click on your name
2. Select the option 'Profile'
3. Click on 'Change Password'
4. Insert your old and new password as requested in the pop up window
5. Click on "Change Password" to save your settings



- **Updating your language settings**

To update your language settings:

1. From the landing page click on your name
2. Select the option 'Settings' from the drop down menu
3. Select your language from the list of languages available
4. The page will refresh and setting will be changed



Settings

English

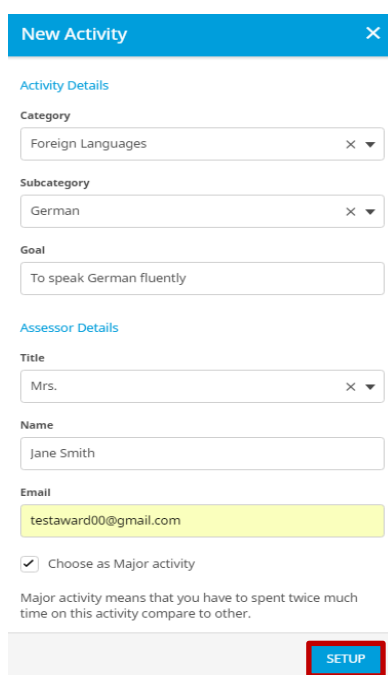
2. Manage Sections and Activities

Once logged in you will be taken to a landing page where you will be able to view the four sections of your Award. If you are a new participant you will need to select the activity you'd like to complete as part of your Award.

To select a new activity:

1. Log in to the ORB and select the section you wish to add the activity to
2. Select the chosen activity from the list of activities available (if your activity is not listed you can choose 'Other' and type the name of your activity in the text box available)
3. Insert the required details
4. Save the Activity by clicking on "Setup"

Activity Created



New Activity

Activity Details

Category
Foreign Languages

Subcategory
German

Goal
To speak German fluently

Assessor Details

Title
Mrs.

Name
Jane Smith

Email
testaward00@gmail.com

☒ Choose as Major activity

Major activity means that you have to spent twice much time on this activity compare to other.

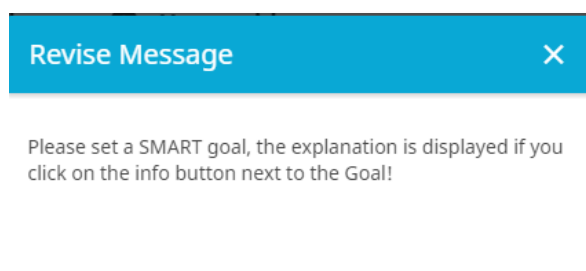
SETUP

Once the activity has been saved, your Award Leader will receive a push notification asking him to review the activity details and to approve or decline your request.

Note: If your Award Leader wants you to revise your activity, you will receive a notification found within the list of notifications. You can also view a warning message next to the activity you need to revise.

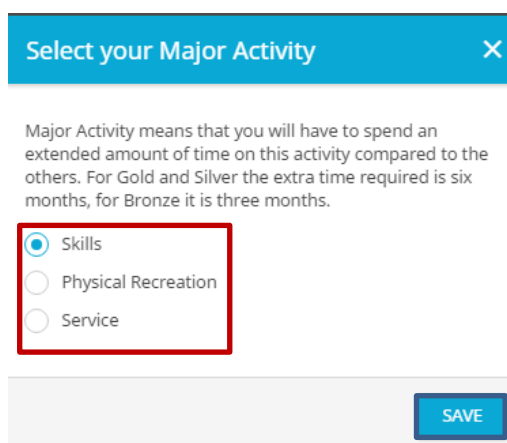
Click on the warning message to see the reason your activity needs revision and make the advised amendments before resubmitting it.

Example of reason sent to participant



To change your major activity:

1. From the landing page click on your name
2. Select the option 'Change Major Activity'
3. Select your new Major
4. Press 'Save' to save your settings

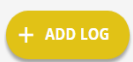


Note: You can change you major section after all activities setup have been approved by your Award Leader

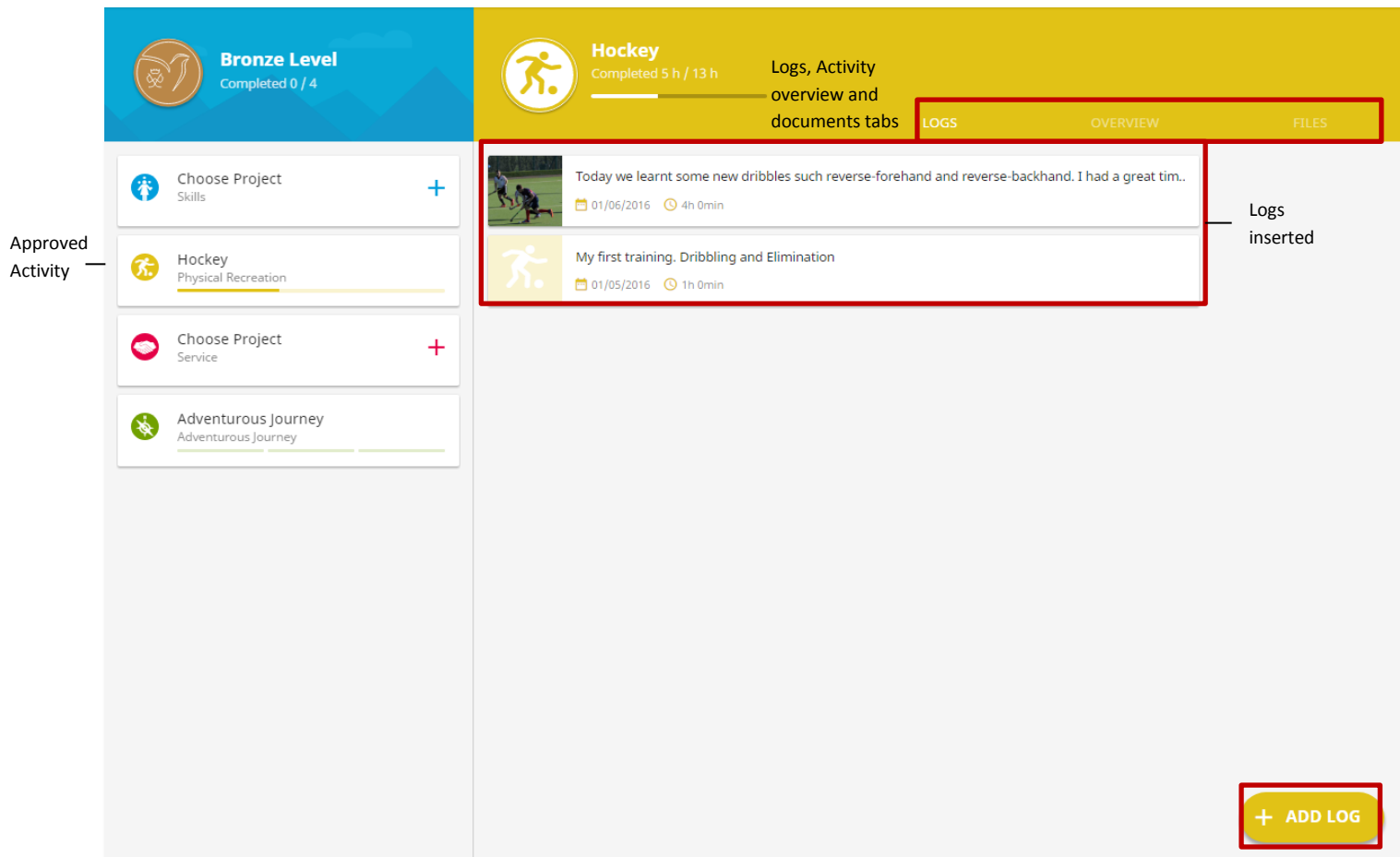
3. Add / Edit / Delete logs

Once your activity has been approved by your Award Leader you will receive a notification and will then be able record your logs against it.

To add a new log:

1. Click on the section where your activity has been approved by your Award Leader
2. Click on  at the bottom of the screen
3. Fill in the required details such as date, duration and description

4. Add any pictures taken while carrying out the activity (optional)
5. Save the newly added log



Bronze Level
Completed 0 / 4

Hockey
Completed 5 h / 13 h

Logs, Activity overview and documents tabs

LOGS OVERVIEW FILES

Approved Activity

Choose Project Skills +

Hockey Physical Recreation

Choose Project Service +

Adventurous Journey

Today we learnt some new dribbles such reverse-forehand and reverse-backhand. I had a great tim..
01/06/2016 4h 0min

My first training. Dribbling and Elimination
01/05/2016 1h 0min

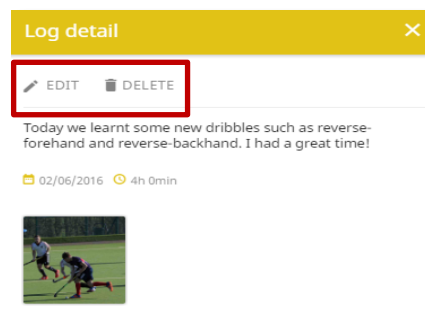
Logs inserted

+ ADD LOG

Once you start adding logs you will notice that the progress bar will move.

To edit/delete a log:

1. Click on the log you would like to edit
2. Select 'Edit' to edit the log, and edit the details
3. Select 'Delete' to delete the log, as necessary
4. Confirm your choice



Log detail

EDIT DELETE

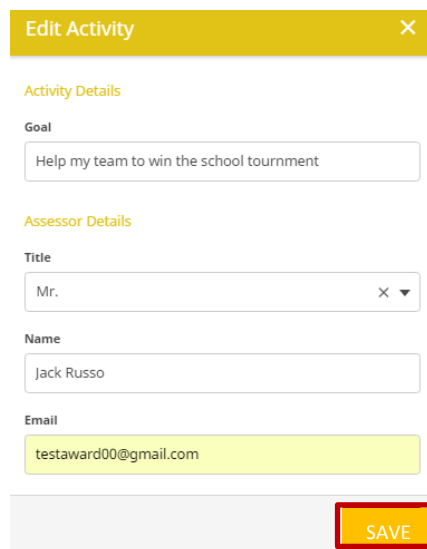
Today we learnt some new dribbles such as reverse-forehand and reverse-backhand. I had a great time!

02/06/2016 4h 0min

4. Editing your Activity details

To change or update your activity details:

1. From the landing page click on the chosen section
2. Select the tab **OVERVIEW**
3. Click on the option 'Edit Activity'
4. Modify your Activity details and click on 'Save' to save your new details

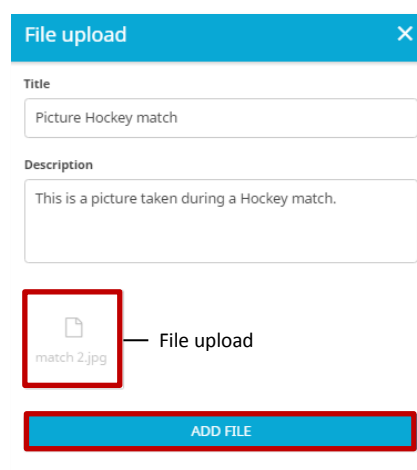


The 'Edit Activity' form is displayed in a yellow header bar with a close button (X). It contains two main sections: 'Activity Details' and 'Assessor Details'. Under 'Activity Details', there is a 'Goal' field with the text 'Help my team to win the school tournament'. Under 'Assessor Details', there are three fields: 'Title' (a dropdown menu showing 'Mr.'), 'Name' (a text field with 'Jack Russo'), and 'Email' (a text field with 'testaward00@gmail.com'). A red 'SAVE' button is located at the bottom right of the form.

5. Managing your library

You can link files (pictures, reports, presentations etc) to any of your four Award sections:

1. From the landing page click on the chosen section
2. Select the tab **FILES**
3. Click on the option 'Upload File'
4. Insert the required details and select the file from your device
5. Click on 'Add File' to upload your new file



The 'File upload' dialog box is shown with a blue header bar and a close button (X). It contains two fields: 'Title' (with the text 'Picture Hockey match') and 'Description' (with the text 'This is a picture taken during a Hockey match.'). Below these fields is a file upload area showing a file icon and the name 'match 2.jpg'. A red box highlights the file upload area, and a label 'File upload' points to it. At the bottom, there is a blue 'ADD FILE' button.

The file will be visible within your Files.

To delete the file uploaded click on 'Delete'



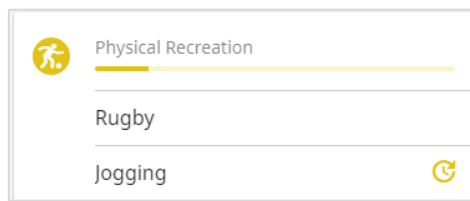
6. Setting up multiple activities per Section

While doing your Award, as a participant you can choose up to three activities per Section of the Award. If you would like further information on choosing multiple activities for a Section, please contact your Award Leader.

To set up an additional Award activity within a Section:

1. Log into the ORB and click on the active activity within the Section that you would like to add the new Activity to
2. Click on the tab **OVERVIEW**
3. Click on **+ ADD ADDITIONAL ACTIVITY**
4. Insert the activity details requested
5. Press **SETUP** to save your changes

The individual activities will be displayed underneath the chosen Section.



Once the activity has been saved, your Award Leader will receive a push notification to approve or decline your request.

If your Award Leader declined your activity request you will receive a push notification with an explanation as to why it was declined, so that you can make amendments and resend for approval.

N.B: The hours logged for individual activities within a Section will be combined and added towards the completion of your Award.


7. Downloading your Award Summary


If you would like a printed copy of your Award progress, you can download your Award Summary at any time. You can also email it if required.

To download your Award Summary:

1. Click on your name at the top of the page
2. From the dropdown menu select 'Award Summary'
3. Click on **DOWNLOAD AWARD SUMMARY**
4. The PDF file will be automatically downloaded

Award Summary


01/07/2016
Start Date



End Date


[DOWNLOAD AWARD SUMMARY](#)

8. Downloading your Section Summary

Once you have finished logging the hours for a Section, you can send it for Assessor approval either by email or by downloading and printing it to give to your Assessor in person. If you prefer to give it to your Assessor in person, follow the below steps:


To download your Section Summary:


1. Click on your name at the top of the page
2. From the dropdown menu select 'Award Summary'
3. Scroll to the Section you would like to download the Assessor Report (Section Summary)
4. Click on [DOWNLOAD SUMMARY FOR ASSESSOR](#)
5. The PDF file will be automatically downloaded
6. Upload it to the ORB
7. Send it to your Award Leader via the ORB.



Service

First activity started	Major	Hours Completed/Required
06/08/2016	No	13 h / 13 h

Charity - Assistance at a Charity e.g. Hospice Trade Aid


In progress
Status


Give assistance to the elderly
Goal




Name

[DOWNLOAD SUMMARY FOR ASSESSOR](#)

9. Setting up your Adventurous Journey

To set up your Adventurous Journey (Practice and Qualifying) and record Preparation and Training activities click on the Adventurous Journey section from the list of sections available on your landing page (a)

Adventurous Journey Overview


Adventurous Journey

Preparation and Training

Practice Journey

+

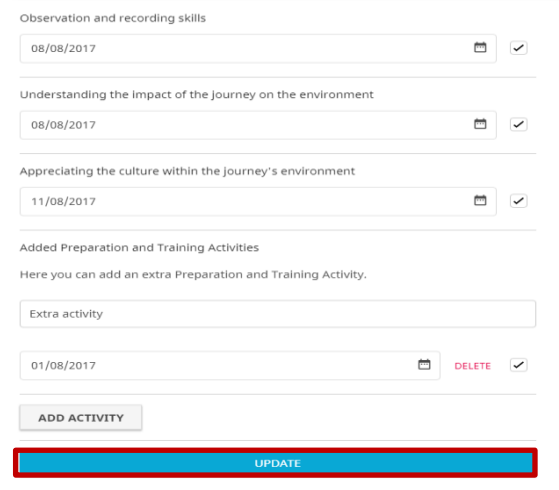
Qualifying Journey

+

Preparation and Training:

To record your Preparation & Training activities:

1. Click on the Preparation and Training option from the Adventurous Journey Overview
2. Click on 'Activity' tab
3. Record your Preparation & Training activities and tick the activities as you complete them
4. You can add a new activity if not yet listed (optional)
5. Press "Update"



Observation and recording skills
08/08/2017 ☐ ☒

Understanding the Impact of the Journey on the environment
08/08/2017 ☐ ☒

Appreciating the culture within the journey's environment
11/08/2017 ☐ ☒

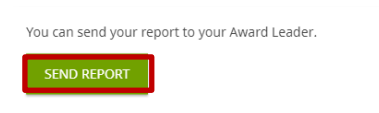
Added Preparation and Training Activities
Here you can add an extra Preparation and Training Activity.

Extra activity
01/08/2017 ☐ ☒ DELETE

ADD ACTIVITY

UPDATE

Once all Preparation and Training activities have been recorded you can send them to your Award Leader for approval by clicking on 'Send Report' from the 'Activity' tab



You can send your report to your Award Leader.

SEND REPORT

Your Award Leader will review your Preparation and Training activities and approve/return them to you for review. You will receive a notification which will appear within the list of notifications.

Preparation and Training approved by Award Leader



Preparation and Training

01/04/2016 01/05/2016

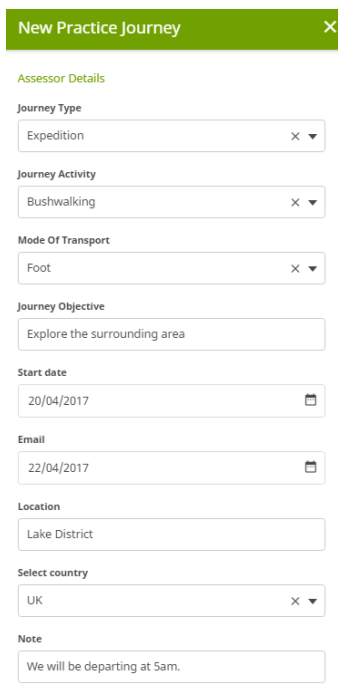
✓

Practice and Qualifying Journeys:

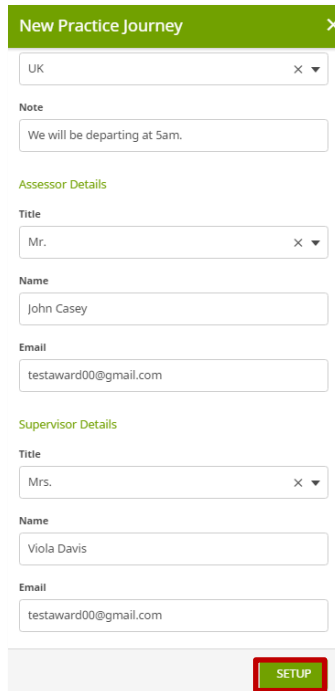
To create your Practice/ Qualifying Journey:

1. Click on the Adventurous Journey Section from the landing page
2. Click on Practice or Qualifying Journey option from the Adventurous Journey Overview, according to the Journey you would like to create
3. Insert your Journey details on the pop-up window (a), (b)
4. Press 'Setup' to finish setting up your Journey

(a)



(b)



5. Your Award Leader will need to check and approve your Adventurous Journey details or return them to you for review. You will then receive a notification within the list of notifications.
6. You will then need to send your Adventurous Journey for Supervisor/Assessor Approval once the Journey is complete.
7. Click on the tab **REPORT** and press **SEND REPORT**. You will be asked to insert your Journey Observations and any relevant documents (optional) before sending it for approval.
 - The Supervisor is responsible for signing off Practice Journeys
 - The Assessor is responsible for the certification of the Qualifying Journey.
8. Once you have received Supervisor/Assessor Approval, you will be able to send the Sections of your Adventurous Journey to your Award Leader for sign-off.

• Adding an additional Practice Journey

Before doing your Qualifying Journey, you can do more than one Practice Journey if needed. To record the details of your additional Practice Journeys:

1. Click on the Practice Adventurous Journey already created in the system
2. Click on the **+ ADD ADDITIONAL JOURNEY** from the 'Overview' tab
3. Insert your Journey details in the pop-up window
4. Press 'setup' to finish setting up your Journey.
5. Your Award Leader will need to check and approve your Adventurous Journey details or return them to you for review. You will then receive a notification within the list of notifications.

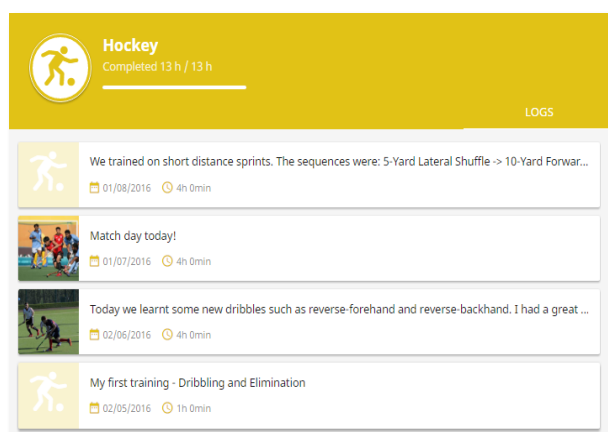
10. Completing your Award

In order to complete your Award, your activities must be consistent and must meet the minimum time requirements as laid out in the Award Framework. If you are unsure about these requirements, please contact your Award Leader.

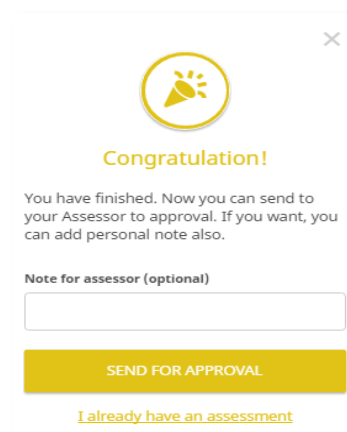
After logging all activities, your section will reach completion and you will be able to:

- Send the section to Assessor for approval via email
 - Upload a certificate or any documentation given to you that proves you completed that Section
1. Insert all logs until you complete your Activities (a)
 2. When the 'victory' screen appears decide whether to send your Award to Assessor for approval via email or upload your certificate (b)
 - If the certificate is uploaded directly, your Award Leader will review your section ready for sign-off
 - If the Assessment has been sent via email to the Assessor, you must wait for Assessor approval before you can send your for Award Leader sign off.

(a) Overview of logs

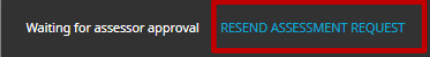


(b) Victory screen



1. You will be notified of the approval of your activities and when your complete Award is approved.
2. Please contact your Award Leader once your Award has been approved for more information about your certificate.

Note: The link sent via email to the Assessor has 30 days expiration date. In case the Assessor hadn't received the email or the link expired the participant can resend the Assessment request clicking on the

option  displayed at the bottom of the screen.

If your Award Leader or Assessor want you to revise a section of your Award you will receive a notification found within the list of notifications. You can also view a warning message next to the section you need to revise.

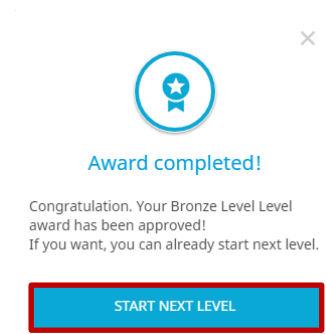
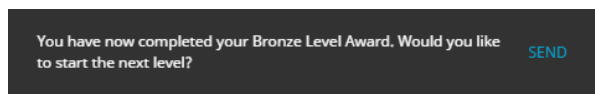
Click on the message to see the reason your activity needs revision and make the advised amendments before resubmitting it.

11. Starting the next level of your Award

Once your Award has been signed off by your Award office, you can choose to start your next Award Level (if you are a Bronze or Silver Award holder). If you are interested in participating in the next level of the Award, please contact your Award Leader for advice. .

1. From the victory screen click on 'Start next Level'
2. You will be redirected to a webpage to fill in your new registration
3. Press 'Continue' to complete your registration:
 - Insert the level you're registering for
 - Review your contact details
 - Review your personal details
 - Answer the profile questions asked (if applicable)
 - Select your payment type
 - Click on Finish to complete your registration


Your Award Leader will review your application and you will be notified once your registration has been approved.

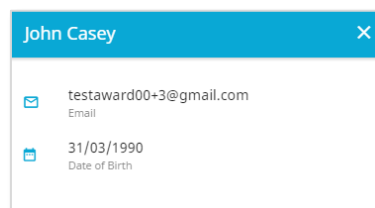


12. Contacting your Award Leader

Throughout your Award Journey, you may want to contact your Award Leader for advice. Within the Online Record Book App, you will be able to view their details (full name, phone and/or email address).

To access your Award Leader's information:

1. From the landing page click on  **My Award Leader**
2. All the information will be then displayed in the pop-up window



Version control

Version	Date	Author	Notes
1.0	05/05/2017	Daniela Pozzi	First version
1.2	20/06/2017	Daniela Pozzi	Content Update
1.3	08/08/2017	Daniela Pozzi	Content Update
1.4	31/08/2017	Daniela Pozzi	No changes

Summary of changes:

V1.2: Screen shot updates to reflect the system

V1.3: Screen shot updates to reflect the system; Instructions on how to set up multiple activities within a Section inserted

V1.4: No changes made to the system

Contents

<i>Version control</i>	1
<i>Contents</i>	2
<i>Introduction</i>	3
<i>Login Overview</i>	3
<i>Password Reset</i>	4
<i>Participant App Features</i>	5
1. Edit Profile	5
2. Manage Sections and Activities	6
3. Add / Edit / Delete Logs	7
4. Setting up multiple activities per Section	10
5. Setting up your Adventurous Journey	11
7. Completing your Award	13
8. Starting the next level of your Award	14
9. Contacting your Award Leader	15

Introduction

The International Online Record Book App allows participants to record their activities and submit their Awards. It also allows Award Leaders to monitor participants' progress and approve submitted Awards.

This document has been written for participants who are taking part in The Duke of Edinburgh's International Award programme. It provides detailed, step-by-step guidance on how they can use the new Online Record Book App.

The International Online Record Book App can be downloaded for:

- Android – by navigating to the Play Store and searching for “ORB Participant”
- iPhone – by navigating to the App Store and searching for “ORB Participant”

The Apps for the Online Record Book are supported on the latest versions only:

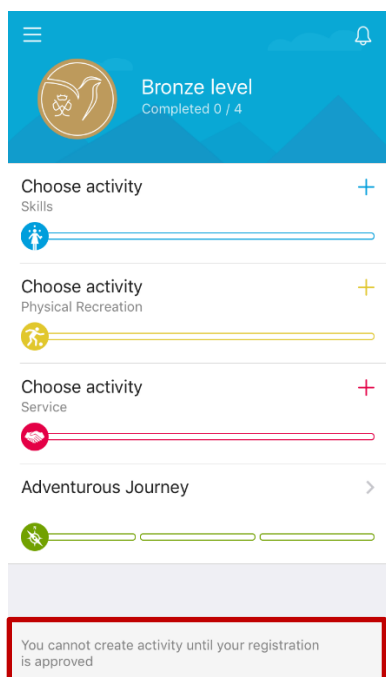
- Version 4.1 and above for Android devices
- Version 10 and above for iOS devices

Login Overview

To login to the App you need to:

1. Open the Online Record Book App on your phone.
2. Insert your login details set during the registration process
3. Press Log In
4. If your registration is still waiting for approval, an error message will be displayed in the app in case, for example, you wish to start logging your activities. *(a)*
5. You will receive a notification when your registration has been reviewed and approved by your Award Leader. *(b), (c)*

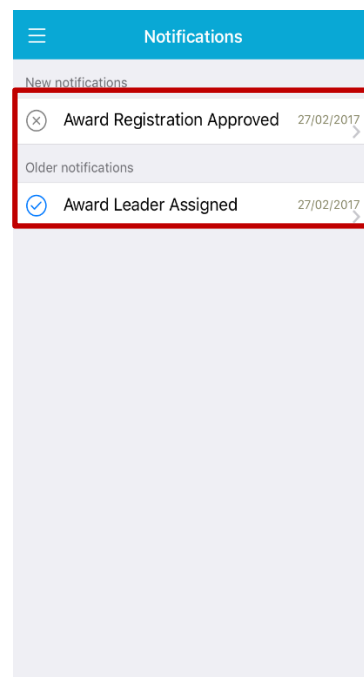
(a) Error Message



(b) Notification on screen



(c) Notification Approval

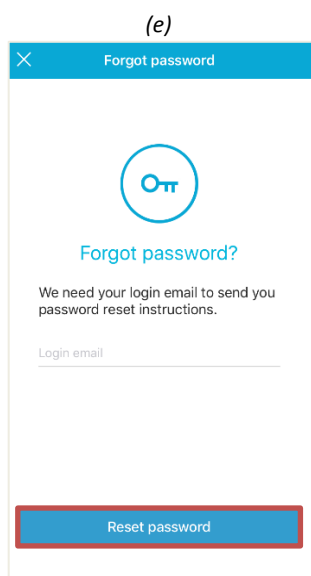


Password Reset

To recover your username or reset your password, you will need to know your registered email address – usually this is the email address you used when you first used the Online Record Book (ORB) App.

To reset your password you need to:

1. From the ORB Login page select “Forgot Password?”
2. Add your email address
3. Press “Reset Password” (e)



4. You will receive an email shortly after containing a URL that will allow you to reset your password.

Participant App Features

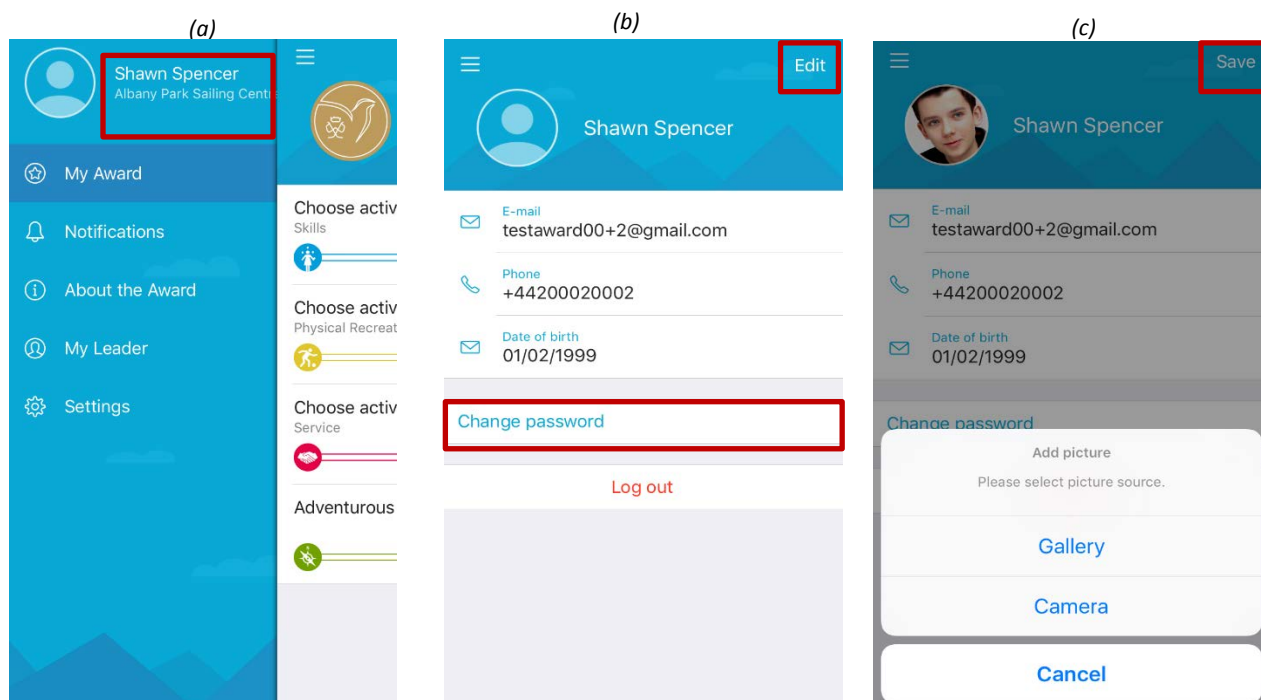
Using the Online Record Book App, a participant will be able to:

- Edit their profile
- Choose activities and manage its progress
- Add logs and pictures to existing and approved activities
- Receive notifications when their activity request, section and Award has been approved/returned
- View their Award Leader primary contact

1. Edit Profile

If any of your personal details change while you are doing the Award, you can update this information via the Online Record Book App. To update details as well as add a new profile picture:

1. From the menu bar tap on your name (a)
2. Click on Edit to be able to update the details displayed (b)
3. If you want to add a profile picture, tap on Edit and on the picture field
4. You will be prompted to select a picture to be uploaded (c)
5. Save your updated profile (c)



Your password can also be changed at any time by navigating to your profile and selecting “Change Password”.

To update your language settings:

- If you are using an Android device click on ‘Settings’ within your profile and select your language from the list of languages available
- If you are using an iOS device, the language displayed will be the same as the language set on your device. To update the application’s language you need to change the language of your device.

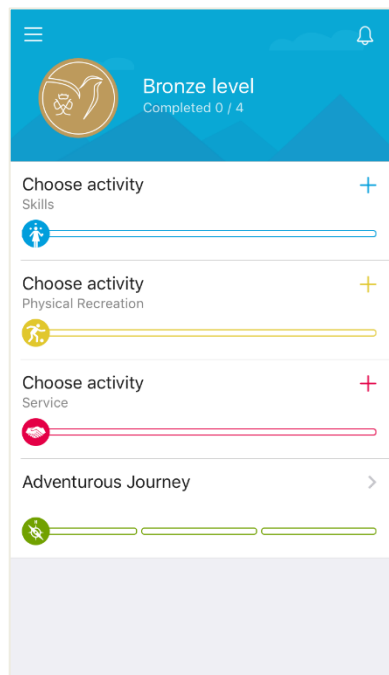
2. Manage Sections and Activities

Once logged in you will be taken to a landing page where you will be able to view the four sections of your Award. If you are a new participant you will need to select the activity you'd like to complete as part of your Award.

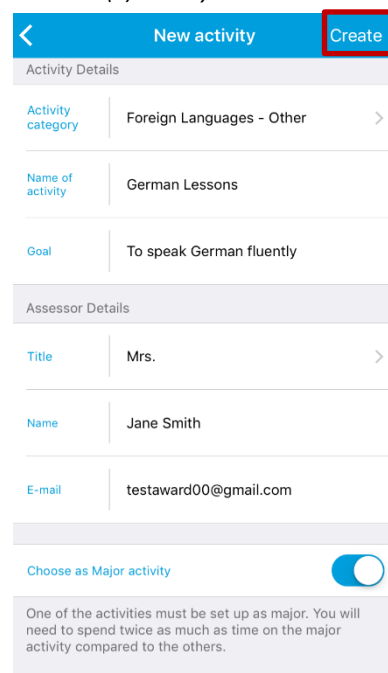
To select a new activity:

1. Log into the ORB App and select the section you wish to add the activity to
2. Select the chosen activity from the list of activities available (a)
3. Insert the required details
4. Save the Activity by clicking on "Create" (b)

(a) List of Sections



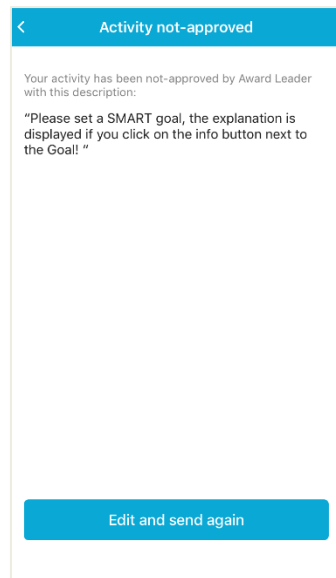
(b) Activity Created



Once the activity has been saved, your Award Leader will receive a push notification to approve or decline your request.

If your Award Leader declined your activity request you will receive a push notification with an explanation as to why it was declined, so that you can make amendments and resend for approval.

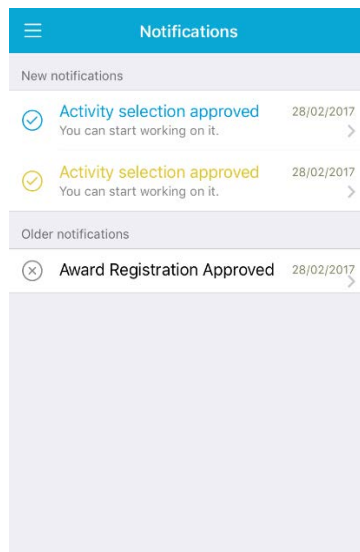
(a) Example notification



3. Add / Edit / Delete Logs

Once your activity has been approved by your Award Leader you will receive a notification to inform you and from that moment you will be able record your logs against it. *(a)*

(a) Example notification

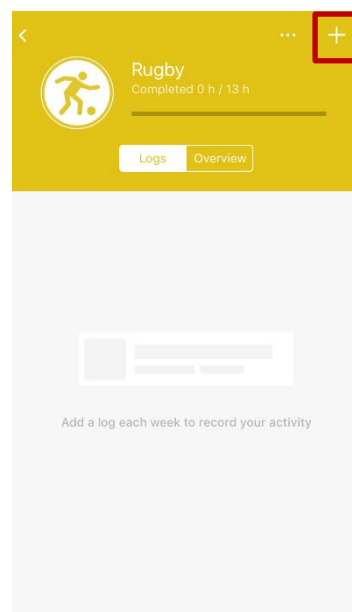
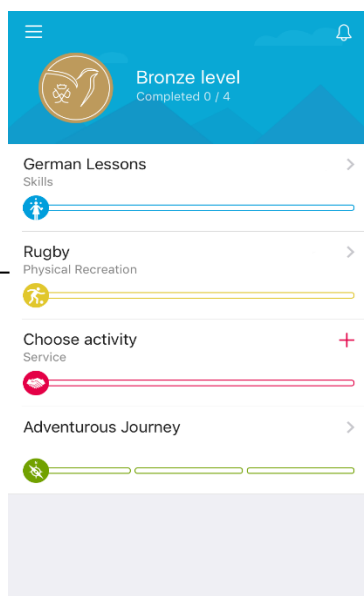


To add a new log:

1. Select the section where your activity has been approved by your Award Leader *(b)*
2. Tap on “+” *(c)*

(b)

Approved Activity



3. Fill in the required details such as date, duration and description
4. Add any pictures taken whilst carrying out the activity (optional)
5. Save the newly added log (d)

(d)

×
Add Log
Save

Date
Thursday, 8 June 2017

Duration
4hr 0min

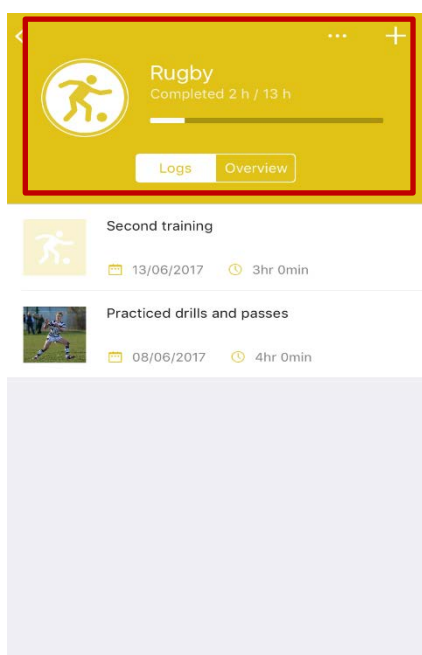
Description
Practiced drills and passes

×

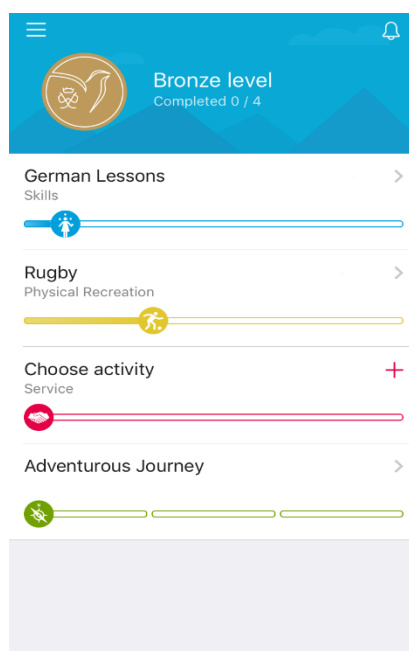
Add Picture

Once you have started adding logs you will notice that the progress bar of your section moving. (e), (f).

(e) Section overview



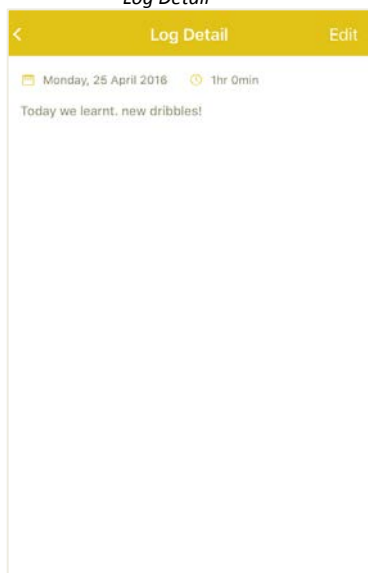
(f) Award overview



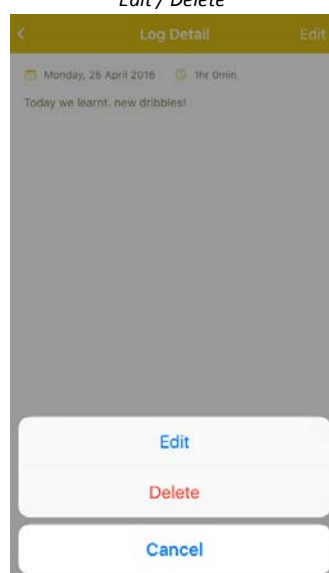
To edit/delete a log:

1. Click on the log you would like to edit
2. Select 'Edit' to edit the log, and edit the details
3. Select 'Delete' to delete the log, as necessary
4. Confirm your choice

Log Detail



Edit / Delete



To edit your Assessor's personal details or to change your Award Assessor:

1. From the landing page click on the chosen section
2. Select the tab 'Overview' (a)
3. Press 'Edit Assessor' (a)
4. Modify your Assessor's details and click on Save to save the new details (b)

(a) Section Overview

(b) Edit details

4. Setting up multiple activities per Section

While doing your Award, as a participant you can choose up to three activities per Section of the Award. If you would like further information on choosing multiple activities for a Section, please contact your Award Leader.

1. To set up an additional Award activity within a Section: Log into the ORB App and click on the active activity within the Section that you would like to add the new Activity to (a)
2. Click on the '...' (more button) (b)
3. Select 'Add new activity' (b)
4. Insert the required details (c)
5. Save the Activity by clicking on "Create" (c)

(a) Approved activity

(b) Add activity

(b) New Activity Created

Once the activity has been saved, your Award Leader will receive a push notification to approve or decline your request.

If your Award Leader declined your activity request you will receive a push notification with an explanation as to why it was declined, so that you can make amendments and resend for approval.

N.B: The hours logged for individual activities within a Section will be combined and added towards the completion of your Award.

5. Setting up your Adventurous Journey

As part of your Award, you complete an Adventurous Journey, where you can experience the beauty of the outdoors whilst learning how to overcome challenges you face along the way. The Adventurous Journey is divided in to three parts: Prep & Training, Practice Journey and Qualifying Journey.

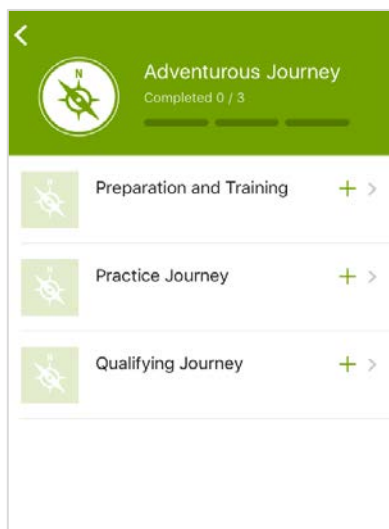
To set up your Adventurous Journeys (Practice and Qualifying) and record Preparation and Training activities, just press the + button. (a)

Preparation and Training:

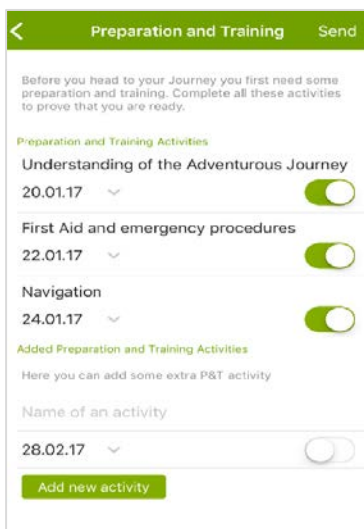
1. Record your Prep & Training activities inserting dates and details (b)
2. You can add a new activity if not yet listed (optional)
3. Press “Send”

Your Award Leader will review your Prep and Training activities and approve/return them. You will receive a notification which will appear within the list of notifications. (c)

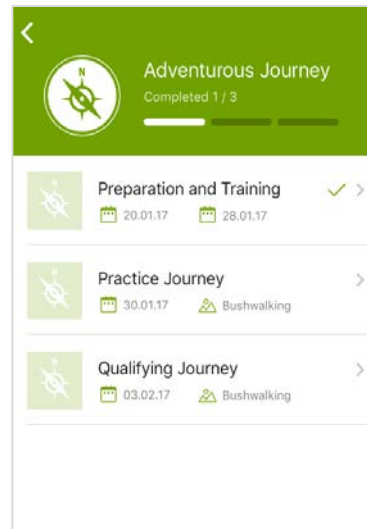
(a) Adventurous Journey Overview



(b) Prep & Training



(c) Adventurous Journey



Practice and Qualifying Journey

1. Create your Practice/Qualifying Journey, inserting all details required (d), (e)
2. Press “Create” (d)

(d)

< New Qualifying Journey Create

Adventurous Journey Details

Activity Category	Expedition - Bushwalking	>
Mode of Transport	Foot	>
Journey Goal	Explore the surrounding areas	
Start Date	Friday, 13 January 2017	▼
End Date	Sunday, 15 January 2017	▼
Location	Lake District	
Country	UK	>
Notes		

(e)

Assessor Details

Title	Mr.	>
Name	John Casey	
Email	testaward00@gmail.com	

Supervisor Details

Title	Mrs.	>
Name	Viola Davis	
Email	testaward00+1@gmail.com	

- The Award Leader will need to check and approve/return all details of your Journey Once done, you will receive a notification visible within the list of notifications.
- You will then need to send your Adventurous Journey for Supervisor/Assessor Approval.
 - The Supervisor is responsible to sign off Practice Journeys to confirm participants are prepared to undertake the Qualifying Journey.
 - The Assessor is responsible of the certification of the Qualifying Journey. (f)
- Once you have received Supervisor/Assessor Approval, you will be able to send the Sections of your Adventurous Journey to your Award Leader for sign-off. (g)

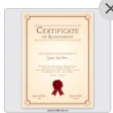
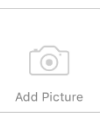
(f)

< Practice Journey

Evidence Overview

After you've finished the Journey, describe your observations in few sentences.

During our journey we saw amazing scenery wildlife. We travelled about 14km to Flora Lake on Day1. The weather had been very bright, but as we travelled up it began getting more misty.


Add Picture

Send for approval

(g)

< Qualifying Journey

Evidence Overview



Approved!

Your Evidence has been approved by your Assessor. You can now send your Evidence to your Award Leader for approval. You can also add a personal note below.

Note for Assessor (optional)

Send for approval

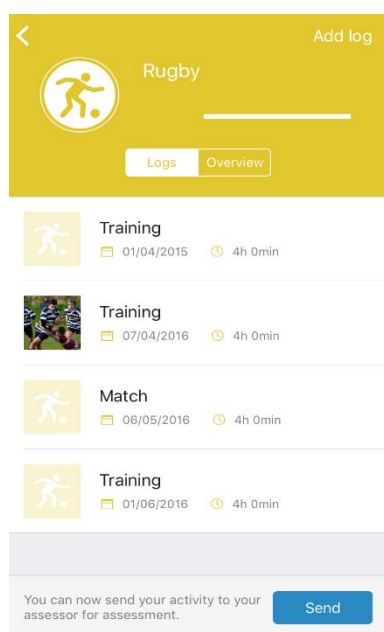
7. Completing your Award

In order to complete your Award, your activities must be consistent, and must meet the minimum time requirements as laid out in the Award Framework. If you are unsure about these requirements, you should contact your Award Leader.

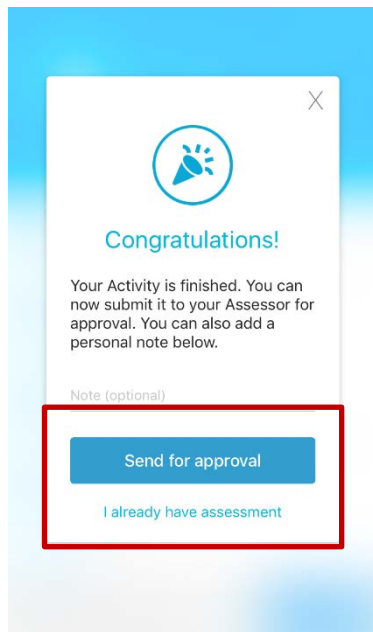
After logging all activities, your section will reach be complete and you will be able to:

- Send the section to Assessor for approval via email
 - Upload a certificate or any documentation given to you that proves you completed that Section
1. Insert all logs until you reach the completion of your Activity (a)
 2. When the victory screen appears decide whether to send your Award to Assessor for approval via email or upload your certificate (b)
 - If the certificate is uploaded directly, your Award Leader will review your section ready for sign-off
 - If the Assessment has been sent via email to Assessor, the Award Leader must wait for Assessor approval before signing off the section.

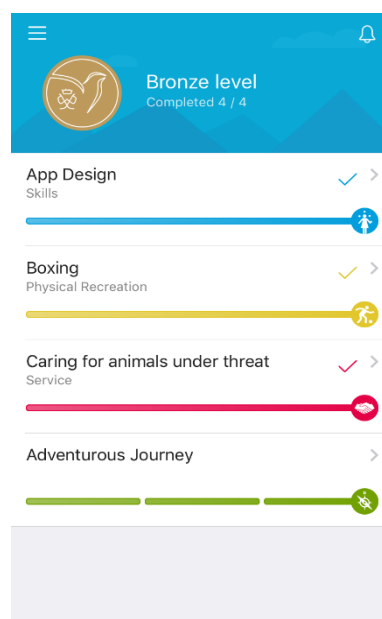
(a) Overview of logs



(b) Victory screen



(c) All Sections Approved



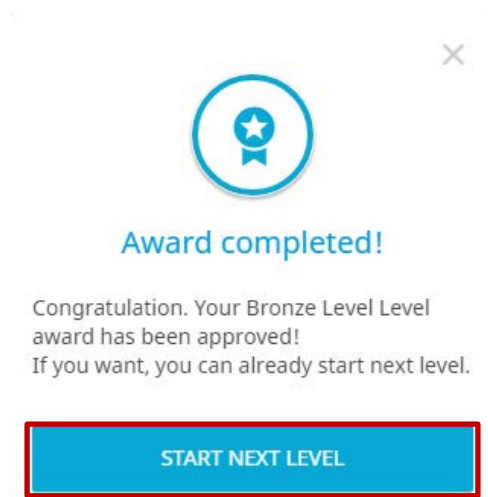
3. You will be notified of the Approval of your activities and when your whole Award is approved
4. Please contact your Award Leader once your award is approved for more information about your certificate. (c)
5. In the instance that one of the sections of your Award has not been approved by your Award Leader, you will receive a notification with an explanation as to why it was declined, so you can make amendments and resend for approval.

8. Starting the next level of your Award

Once your Award has been signed off by your Award office, you can choose to start your next Award Level (if you are a Bronze or Silver Award holder). If you are interested in participating in the next level of the Award, please contact your Award Leader for advice. .

1. From the victory screen click on 'Start next Level'
2. You will be redirected to a webpage to fill in your new registration
3. Press 'Continue' to complete your registration:
 - Insert the level you're registering for
 - Review your contact details
 - Review your personal details
 - Answer the profile questions asked (if applicable)
 - Select your payment type
 - Click on Finish to complete your registration

Your Award Leader will review your application and you will be notified once your registration has been approved.

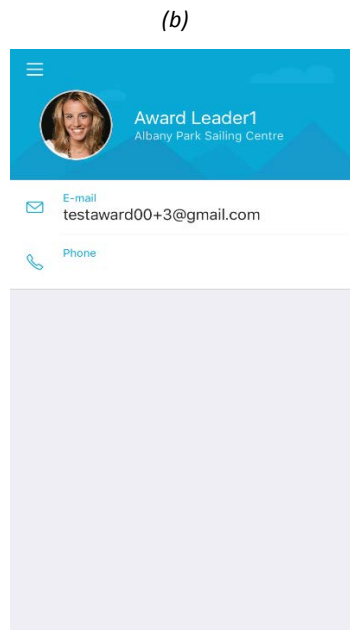
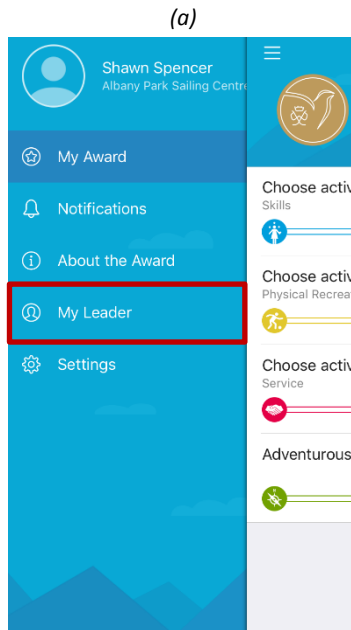


9. Contacting your Award Leader

Throughout your Award journey, you may want to contact your Award Leader for advice. Within the Online Record Book App, you will be able to view their details (full name, phone and/or email address).

To access your Award Leader's information:

1. From the menu bar select "My Leader" (a)
2. All info will be displayed there (b)



Consent to use your story, photographs and videos

The Duke of Edinburgh's International Award Foundation ('the Foundation') would like to use your story (with your consent) and/or supporting photographs, videos and other content (as indicated below) to help showcase the Award.

If you consent, the material will be collected by us only during your participation in the Award (we refer to this below as **the Project**). We will not collect any material on any other occasion, other than during your participation in the Project.

Please read this form carefully to understand what material we would like to collect, what we would like to do with it and how long we would keep it on file. If you have any questions please email brand@intaward.org.

By indicating **YES** below, you can decide what material we can use, for what purpose and who can use the material. Leaving a box blank will not mean you have consented. You can withdraw your consent at any time and/or object to our use of your personal information for marketing, but please note that once published it may not be possible for us to remove from all sources but we will take it down from our controlled sites and social media. To do so please contact us at brand@intaward.org.

About You

Please note that your date of birth and contact details will not be shared externally. Collected for internal record keeping purposes only.

Name:				
Date of birth:				
Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Prefer not to say <input type="checkbox"/>	Prefer to self-describe <input type="checkbox"/>
Email:				
Address:				
What level of the Award are you currently completing?	Bronze <input type="checkbox"/>	Silver <input type="checkbox"/>	Gold <input type="checkbox"/>	
Which Awards have you achieved? (if relevant)	Bronze <input type="checkbox"/> (Year:)	Silver <input type="checkbox"/> (Year:)	Gold <input type="checkbox"/> (Year:)	

What we would like to use

By indicating **YES** to something below, you consent to us and/or the Partners (if you consent to this below) collecting that "Material", and any personal information about you included in it, during your involvement in the Project. When you provide your information (for example during an interview) you can always ask us not to include some things, and we will remove those parts. If you consent to us using this material, we may use it for multiple purposes – for example different videos etc.

MATERIAL	YES	NO	I CONSENT TO ALL <input type="checkbox"/>
About you - Information you give us when you first join the Project (including biography and information about your background and reasons for joining the Project).			
Video - Footage from filming you throughout your time with the Project.			
Photo - Images from photographing you throughout your time with the Project.			
Interviews - Material from any interviews (written or filmed) with you throughout your time with the Project.			
Other Material (please list)			

Who can use it?

The Duke of Edinburgh's International Award operates worldwide through our trusted partners (members of The Duke of Edinburgh's International Award Association), who receive a licence (i.e. a permission) from the Foundation to deliver the Award in various countries and territories around the world (we refer to them as our **Partners**). We often run campaigns and projects together with our Partners. By indicating **YES** to the detail listed in 'who can use the material' below, you consent to us and/or the Partners using the Material approved for the purposes approved by you:

WHO CAN USE THE MATERIAL?	YES	NO	I CONSENT TO ALL <input type="checkbox"/>
The Foundation			
The Award in your country			
Our Partners in Europe, Mediterranean and Arab States			
Our Partners in Africa			
Our Partners in the Americas			
Our Partners in Asia Pacific			

How we would like to use it

By indicating **YES** to a purpose below, you consent to us and/or the Partners (if you consent to this above) using the Material approved above for the following purposes:

PURPOSE	YES	NO	I CONSENT TO ALL
Publishing the Material on the Foundation's website at (http://www.intaward.org/) or digital channels to promote the Foundation and/or the Award. For example, in success stories.			<input type="checkbox"/>
Providing the Material to national and international media in print and online platforms as well as on public social media accounts (e.g. (Facebook, Twitter, Instagram) controlled by the Foundation to promote the Award and/or the Foundation.			
Publishing the Material on public social media accounts (e.g. Facebook, Twitter, Instagram) or websites/digital channels controlled by one or more of the Partners mentioned above – but only to promote the Foundation and/or the Award.			
Material displayed, shown, printed or screened at the Foundation or the Partners (if you consented to this above) events .			
Publishing the Material in the Foundation and/or the Partners (if you consented above) publications to promote the Foundation and/or the Award.			

Where we would like to use it

By indicating **YES** to a region below, you consent to us and/or the Partners using the Material approved above for the above purposes in the following regions:

REGION	YES	NO	I CONSENT TO ALL
Your own country (the country where you normally live)			<input type="checkbox"/>
The country in which you are participating in the Award or Project (if different to above)			
Africa			
The Americas			
Asia Pacific			
Europe, Mediterranean and Arab States (including the United Kingdom)			

Storing and accessing your details

We will keep your information and materials on our own, secure database to help us to find your story easily. If you consent to use, we will use the material you supply for three years, at which point we will contact you again if we would like to continue to use it.

For the purposes of the European data protection laws the Foundation is the data controller of the personal data provided on this form and contained in the material gathered. For full information as to how we deal with personal information and your rights in relation to your information please see our Privacy Policy at: <http://www.intaward.org/privacy-policy>. For more information, please email: brand@intaward.org

I have read this Form carefully and fully understand its meaning and implications. I have consented to my information being used for the purposes set out above where I have selected 'Yes'.

Signed:		Date:	
If you are under 18 years of age, a parent or legal guardian must also please countersign:			
Parent/ Guardian:			
Signed:		Date:	

FOR INTERNAL USE ONLY

Date of collection:	
Location:	
Collected By:	Name: Email:

RESEARCH TO MONITOR THE OUTCOMES OF THE AWARD

There is an abundance of anecdotal evidence that tells us that young people who do the Award become more confident and resilient, and developed skills in areas such as communication and determination. These are the short-term, positive effects Award participants experience; the outcomes of the Award.

Through reading through interviews of Award participants and Award holders, talking with Award leaders, and conducting a literature review of how non-formal education benefits young people, we have identified the ten most prominent outcomes of the Award (see below image).

In the CASC region, we are conducting a large-scale research project to monitor three of these outcomes among young people; Confidence, **Relationships and Leadership**, and Communication skills. This research will help us see how young people develop across these outcomes and whether the Award may assist this development. Through this research we are gathering rich, quantitative data about how the Award makes a difference in the lives of young people. Taking us from testimonials to statistically significant data.

Having this data will enable us to shout louder about the benefits of extra-curricular activity for young people. It will enable you to promote your organisation or school through your delivery of this valuable programme, since you will be able to talk of the Award's proven effects. Read on to the next page to find out how this research works...



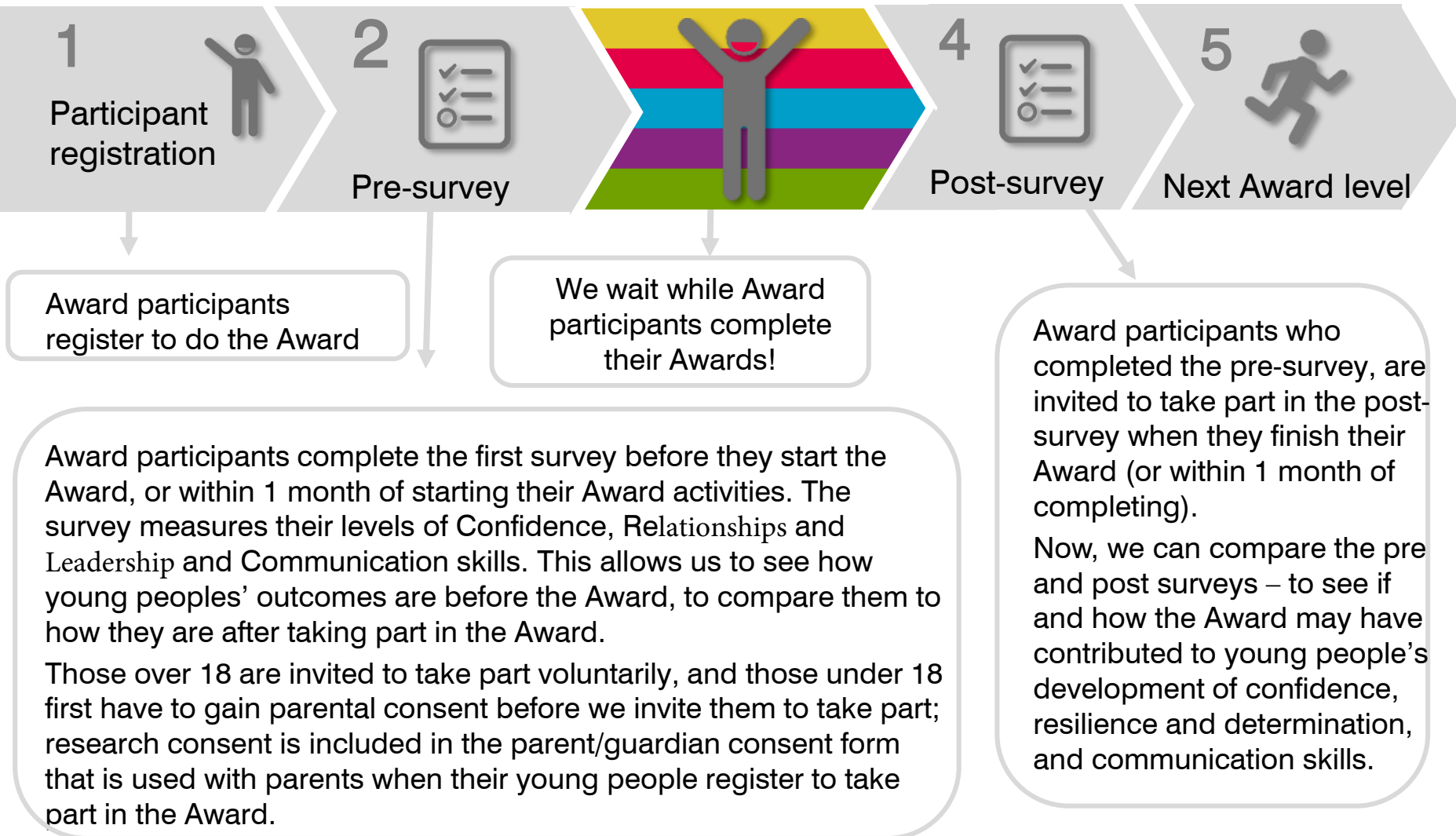
The outcomes of the Award for young people:

- Communication
- Confidence
- Planning & problem solving
- Relationships & leadership
- Creativity & adaptability
- Resilience & determination
- Managing feelings
- Civic competence
- Intercultural competence
- Personal & social well-being



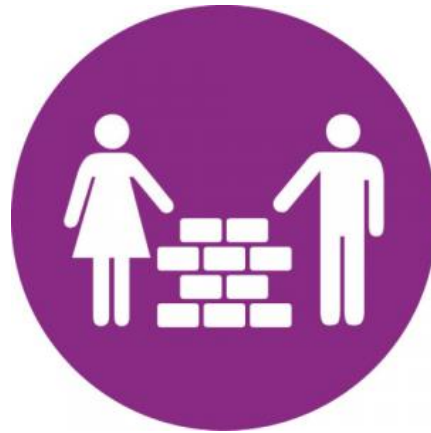
HOW DOES IT ALL WORK?

3 Award participation and completion!



Award Section Notes

PLAN, DO, and REVIEW



Award Section Notes

PLAN, DO, and REVIEW

What is the AWARD

What is the Award?

The Award enables 14-24 year olds to learn practical skills that are valuable to their personal and professional development.

It is comprised of three levels: Bronze, Silver and Gold. Participants set themselves challenging personal goals in four sections: Voluntary Service, Skills, Physical Recreation and Adventurous Journey at each level in order to achieve their Award. At Gold level, participants also complete a Gold Residential Project.

Throughout the programme participants can develop existing interests, but you should encourage them to do something new that would be challenging and enjoyable. Once participants have set their goals they strive to achieve them, showing improvement throughout their Award journey.

What is the AWARD

What is an Assessor?

An Assessor (sometimes known as an Activity Coach) is an adult volunteer who conducts specific training for participants in any section of the Award. They will act as a mentor, instructor and supervisor. They will be the person to sign off a participant's section.

They should have considerable knowledge and experience of the chosen activity and be able to listen and help with a participant's thoughts, concerns and questions. They should encourage participants throughout the activity, assisting them from start through to completion by regularly meeting with them and discussing their goals.

They should check that the young person participates regularly over the minimum time period and shows improvement while striving to achieve their goals. At the end of the process, they will be required to approve the participant's Award activities and to sign off this section.

What is the AWARD


What are Adventurous Journey Supervisors and Adventurous Journey Assessors?


The Adventurous Journey Supervisor's role in the Award is a suitably qualified and experienced adult volunteer who is responsible for a group's safety throughout their practice and qualifying Adventurous Journeys. They are responsible for supervising practice journeys, for assessing the ability of an individual or team to carry out their qualifying journey, and for signing a participant's relevant documents to confirm that they are suitably skilled and prepared. The role of the Adventurous Journey Supervisor can be carried out by an Award Leader, but there must be a separate Adventurous Journey Assessor.

The Adventurous Journey Assessor's must be a suitably trained and experienced adult volunteer. They work closely with the Award Leader and Adventurous Journey Supervisor prior, during and following the Qualifying Adventurous Journey. They must be available throughout the Qualifying Journey and be familiar with all of the Adventurous Journey 15 requirements. They will ensure that the journey's aim has been achieved, carry out a debrief with the participants and, after assessing a final report, sign off the completion of the Qualifying Adventurous Journey.

Time Frames

	Minimum time	If Physical Recreation is chosen as the longest section
Bronze	3 months	6 months
Silver	6 months	12 months (non Bronze holders only or direct entrants)
Gold	12 months	18 months (non Silver holders only)

	Minimum time	If Skills is chosen as the longest section
Bronze	3 months	6 months
Silver	6 months	12 months (non Bronze holders only or direct entrants)
Gold	12 months	18 months (non Silver holders only)

	Minimum time	If service is chosen as the longest section
Bronze	3 months	6 months
Silver	6 months	12 months (non Bronze holders only or direct entrants)
Gold	12 months	18 months (non Silver holders only)

	Day	Night	Minimum hours of purposeful effort	Minimum hours of purposeful effort per day
Bronze	2	1	12	6
Silver	3	2	21	7
Gold	4	3	32	8

Example of Basic Log

Physical Recreation Log: I went to the gym.

Voluntary Service Log: Helped at the homeless shelter.

Skill Log: I gardened.

Example of Award USA Log

This week, I focused on strengthening my biceps in order to help me progress towards my goal of doing twenty pull ups. I did a standing dumbbell curl, hammer curl, and a barbell bent-over row. I also ran for thirty minutes on the treadmill, since my cardiovascular fitness is also important for my goal. The last ten minutes on the treadmill were very challenging this week and I had to slow my pace but I was able to keep running and not stop.

I was assigned a new role at the homeless shelter yesterday. Rather than just help prepare dinner, I was able to serve it to our guests. I enjoyed this new role a lot since I was able to interact more with the guests and get to know them. I realized that many of them had childhoods much like mine. For example, one woman attended the same elementary school that I did. We were able to connect over this shared experience.

At the community garden, I did my usual pruning and watering of the plants in my plot. In addition, I set up a new irrigation system for the root vegetables. With the change in season, I need to replace some of my summer plants. Therefore, I consulted with the head gardener to discuss which plants would be best for my plot and when I should switch them out.

Physical Recreation Section



Physical Recreation section

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

This section is based on the belief that a healthy body is a good end in itself and can often help to develop a healthy mind. Physical activity is essential for a person's well-being, and by introducing young people to enjoyable physical activity they will hopefully develop long-term beneficial habits. Participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

The specific benefits will obviously depend on the type of Physical Recreation chosen. Some general benefits include developing a healthy lifestyle, increasing self-esteem, experiencing a sense of achievement, encouraging teamwork and enjoyment.

Participants learn by doing in keeping with the Award methodology of experiential learning. By introducing young people to enjoyable physical activity, they will hopefully develop long-term beneficial habits.

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

PLAN, DO, and REVIEW



Plan

Working with their Award Leader, participants should choose a physical activity that interests them and in which they can show improvement over a period of time. It is often helpful, where possible, to link in with a club or follow a programme of a national governing body for a sport in order to provide structure to the activity. This is not a requirement, but it can be very helpful for participants and their Award Leader or Assessor in aiding them to come up with a meaningful and measurable goal.

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

Do

Participants should carry out the Physical Recreation activity subject to the time requirements, providing evidence during the activity to contribute to activity logs. The participant and Assessor should attend regular meetings to ensure continued support to the participant.

Review

The Assessor should review the activity and sign off the section when completed. The participant will provide them with the necessary documents to sign off via **their Online Record Book (ORB)**. The Assessor should check that the minimum time requirements have been met or exceeded, and that the participant showed reliability and commitment. This should offer a chance for the participant to critically reflect on their experience, review the high and low points and what they have learned for the future.



Signing off the section

The Assessor will need to verify that the participant has been showing regular commitment to their activity over at least the required minimum time, and has shown improvement from their initial level of ability. The specific targets which were agreed at the start of the process, or revised ones if applicable, should have been achieved.

However, if the participant has not demonstrated the commitment and progress required to complete their activity, the participant should be encouraged to continue. When the agreed goal is achieved, the Assessor should then sign the section as completed.

Skills Section



Skills section

This section of the Award should stimulate new interests or improve existing ones. These interests are typically of an intellectually challenging or creative nature and may be hobbies, vocational or job-related skills as well as social, individual or cultural activities. Participants should be mindful of choosing an activity which would be more suited to the physical recreation section. Award activities can only be categorised into one or the other and cannot be interchangeable. Participants should be encouraged to interact with people who are experienced in the activity and so can share their enthusiasm and knowledge. Participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

The specific benefits will obviously depend on the type of Skills activity chosen. Some general benefits include increasing self-confidence by successfully setting and achieving a goal, refining awareness of one's own potential, developing time management and planning skills, improving employability by learning vocational skills and enjoyment.

Participants learn by doing, in keeping with the Award methodology of experiential learning. The Award cultivates skills such as leadership, teamwork and co-operation as well as communication, which not only appeals to employers but which can also drive job creation and socio-economic empowerment.

As a non-formal education programme, the Award can help bridge the gap between the skills that employers are looking for, and those which formal educational systems typically provide. The Award cultivates skills which not only appeal to employers but which can also drive job creation and socio-economic empowerment.

PLAN, DO, and REVIEW



Plan

Participants should first think about what kind of Skills activity they would like to do. The Award Leader should discuss with participants their expectations, set goals and ensure that there is suitable cooperation between the Assessor and the Award Leader, for example in the case of a music teacher where the skill is playing an instrument.

The chosen activity can be one which the young person is studying at their regular educational institution or their workplace. However, they must be able to show additional voluntary effort in their own time to enhance what they would have been doing anyway.

A participant may choose to work towards certification from an organisation that delivers and assesses the activity. This is not compulsory to obtain an Award, but it will enhance the sense of achievement of the participant. Participants should be encouraged to update their Online Record Book (ORB) on a regular basis and upload evidence of their activities.

Do

Participants should carry out the Skills activity subject to the time requirements, providing evidence during the activity to contribute to activity logs. Assessors and participants should attend regular meetings to ensure continued support to the participant.

Review

The Assessor should review the activity and sign off the section when completed. The participant will provide the Assessor with the necessary documents to sign off via the Online Record Book (ORB). They should check that the minimum time requirements have been met or exceeded, and that the participant showed reliability and commitment. This should offer a chance for the participant to critically reflect on their experience, review the high and low points and what they have learned for the future.



Signing off the section

The Assessor will need to verify that the participant has been showing regular commitment to their activity over at least the required minimum time, and has shown improvement from their initial level of ability. The specific targets which were agreed at the start of the process, or revised ones if applicable, should have been achieved.

However, if the participant has not demonstrated the commitment and progress required to complete their activity, the participant should be encouraged to continue. When the agreed goal is achieved, the Assessor should then sign the section as completed.

Voluntary Service Section



Voluntary Service section

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

The specific benefits will obviously depend on the type of service chosen. Some general benefits include learning patience, tolerance and compassion, making a real difference to the lives of others, trusting and being trusted, as well as exploring and improving interpersonal and self-development skills, forming a life-long habit of community involvement and enjoyment.

Participants learn by doing, in keeping with the Award methodology of experiential learning. By undertaking service regularly over a period of time, it is hoped that the participant will develop a lifelong commitment to Voluntary Service and community involvement.

It is more important than ever to listen and collaborate with young people to bring about positive change. Active participation in volunteerism, or service, through the Award enables young people to develop their knowledge, skills and maturity.

PLAN, DO, and REVIEW



Plan

Participants might need to undertake some kind of training in order to carry out the Voluntary Service activity they have chosen. Participants should first think about what kind of service they would like to do. The Assessor should then discuss expectations and set goals, and participants should complete any necessary training as some activities may have legal or technical requirements such as first aid. This training would ordinarily not be for more than one third of the period of the section. It is important that the Assessor allows opportunities for questions and reviewing of the tasks undertaken so that learning takes place. Also they need to make sure that the Voluntary Service activity differs from the other section activities to ensure a balanced programme.

Do

All participants must carry out some practical service where their skills are put into practice. Even if the Voluntary Service is heavily dependent on a course format, participants should be required to make their skills available to others. The participant will have already met with their Award Leader and chosen their Voluntary Service activity. The Assessor and the participant will need to discuss and plan how the participant will carry out the activity subject to the time requirements, providing evidence during the activity to contribute to activity logs giving details of their training, counselling and practical service. The participant and Assessor should attend regular meetings to ensure continued support to the participant.

Review

The Assessor should review the activity and sign off the section when completed. The participant will provide the Assessor with the necessary documents to sign off via their Online Record Book. They should check that the minimum time requirements have been met or exceeded, and that the participant showed reliability and commitment. This should offer a chance for the participant to critically reflect on their experience, review the high and low points and what they have learned for the future.



Signing off the section

The Assessor will need to verify that the participant has been showing regular commitment to their activity over at least the required minimum time, and has shown improvement from their initial level of ability. The specific goals which were agreed at the start of the process, or revised ones if applicable, should have been achieved.

However, if the participant has not demonstrated the commitment and progress required to complete their activity, the participant should be encouraged to continue. When the agreed goal is achieved, the Assessor should then sign the section as completed.

Adventurous Journey Section



Adventurous Journey section

This section of the Award provides participants with a unique, challenging and memorable experience. The journey, with a clear and agreed aim, must be undertaken in a small group in an unfamiliar environment, requiring determination and perseverance, thus providing a sense of independence, self-sufficiency and discovery. The key elements of the Adventurous Journey are teamwork in planning and undertaking Practice and Qualifying Journeys against the background of real challenges posed by an unfamiliar environment. The environment chosen needs to be challenging but within the capabilities of the group. Adventurous Journeys should also be progressive through an Award participant's involvement in the Award, from a relatively challenging journey at Bronze level to a much more demanding journey at Gold level.

There are two types of journey participants can undertake: Exploration and Expedition. All journeys must have a clearly stated aim or purpose, which can be developed and modified during the period of training and preparation.

The difference between an Exploration and an Expedition is one of emphasis or degree, although both require a process and journey.

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 remains significant with a minimum of broadly one third of the purposeful effort being spent on journeying.

Adventurous Journey Section



An Expedition is a journey with a purpose. In an Expedition, the primary focus is on the journeying. For an Expedition broadly two thirds of the purposeful effort must be spent journeying, with less effort put into research and gathering information.

The specific benefits will obviously depend on the chosen Adventurous Journey. Some general benefits include working as part of a team, understanding group dynamics, developing self-reliance and independence, improving investigating, reviewing and presentational skills and enjoyment.

Participants learn by doing in keeping with the Award methodology of experiential learning. By undertaking an Adventurous Journey, it is hoped that the participant will develop a spirit of adventure and discovery whilst undertaking a journey in a group.

Adventure education intentionally uses challenging experiences for learning. The Adventurous Journey is often quoted by participants as their most significant experience during their Award and so the successful preparation for and conduct of the Adventurous Journey is key to the participant's overall Award experience.

Requirements

Participants will need to undergo relevant training and will also need to undertake sufficient Practice Journeys to ensure they can be self-reliant and safe in their chosen environment. On the Qualifying Journey, the team should be no fewer than four and no more than seven young people, **(eight when undertaking a tandem mode of travel)** operating independently of others but all involved in its planning. Not all participants on the journey need to be completing their Award, but they should be peer group equals, making decisions together.

The Qualifying and Practice Journeys should be supervised and assessed by experienced adults. The Adventurous Journey Supervisor is responsible for the group's safety while on the journey, needs to be familiar with the Award and must be satisfied that the participants are properly trained and equipped to undertake the journey.

The journey can be on land or water, by a participant's own efforts, (eg foot, cycle, paddle etc), by animal or by other non-motorised assistance. Accommodation should be in portable tents or simple self-catering accommodation such as hostels or huts.

Purposeful effort means time spent towards accomplishing the purpose of the journey. Time associated with sleeping, cooking and eating is in addition to this time.

PLAN, DO, and REVIEW



Plan

Initially the team must be briefed by their Award Leader or Adventurous Journey Supervisor on the concept of an Adventurous Journey. They will then need to agree the purpose, environment and mode of travel.

Preparation and training will usually be required to enable participants to undertake their journey safely, unless they are already skilled in the necessary techniques, and need to be delivered by a suitably qualified and/or experienced adult.

All journeys must be supervised by a suitably qualified and/or experienced adult, known as the Adventurous Journey Supervisor. They are responsible for the group's safety while on the journey and need to be familiar with the Award. They must be satisfied that the participants are properly trained and equipped to undertake the journey.

It is worth emphasising that the Adventurous Journey contains an element of risk. It is important that this risk is properly managed, to reduce the likelihood of an accident occurring or to decrease its consequences. The safety of young people is a priority.

Participants must undertake sufficient Practice Journeys to ensure they can complete their qualifying journey safely. Practice Journeys should take place in a similar environment, should use a similar mode of travel and should reflect the purpose of the Qualifying Journey, but take a different route to the Qualifying Journey. The Supervisor should provide feedback on the team's strengths and weaknesses.



Do

For the Qualifying Journey, the team is required to be self-sufficient and independent. In normal circumstances this will mean being unaccompanied. The Qualifying Journey needs to be assessed by a suitably experienced person (the Adventurous Journey Assessor).

The Adventurous Journey Assessor should be looking to ensure that the minimum time requirements have been met, that participants have shown determination and effort and have worked as a team; and the purpose of the journey has been achieved.

They should make contact with the group at least once a day to ensure the group is working according to plan and is safe. Once the entire journey is completed, the Adventurous Journey Assessor should meet with the team for a debrief.

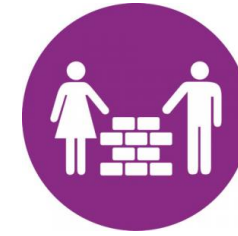
Review

After the debrief, the team should work together on producing their report. All members should have an input into the report, which can be in any format (eg written, verbal, photographic or video). It should tell the story of their preparation for, and conduct of, the Qualifying Journey and must explain how they achieved their aim.

Signing off the section

The Adventurous Journey Assessor must assess the group's final report and then sign off the completion of the Qualifying Adventurous Journey in the participants' Online Record Book (ORB).

Gold Residential Project



Gold Residential Project

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

The specific benefits will obviously depend on the Gold Residential Project chosen. Some general benefits include meeting new people, experiencing an unfamiliar environment, building new relationships, working as part of a team and enjoyment.

Participants learn by doing in keeping with the Award methodology of experiential learning. By undertaking a Gold Residential Project, it is hoped to broaden the participants experience through involvement with others in a residential setting.

Time requirements

The Gold Residential Project section is only required at Gold Level.

- Participants are required to undertake a shared purposeful activity, where the majority are not their usual colleagues or friends, in an unfamiliar residential setting (eg away from their home or other locations where they have already undertaken their Award activities). The activity should take place over a period of at least four nights and five consecutive days. In exceptional circumstances, the commitment may be spread over two weekends. In these circumstances, if approved by the Award Leader, the same activity must be pursued over both weekends and must take place within the shortest time spread but no longer than a 12-month period. No activity can take place before a participant's 16th birthday.

PLAN, DO, and REVIEW



Plan

Participants must discuss their area of interest with their Award Leader before choosing a Gold Residential Project. It requires a significant personal investment of time, and sometimes money, and the participant should be encouraged to choose wisely from suitable opportunities.

Participants should choose an activity that interests them, make the necessary enquiries and arrangements, and inform the organisation that they wish the experience to count towards their Gold Award. The Assessor should usually be the Gold Residential Project instructor, leader, or facilitator, who can assess the participant throughout the experience. They should commit to being involved for the entire duration of the experience.

Review

Participants should have the opportunity to review their experience with the Assessor at an interim point of the residential activity and at the end, to reflect on their experience, the high and low points, and what they have learned for the future.

The participant should be assessed on their:

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

Once this review is completed, the Assessor should complete the necessary documents for the participant to upload to their Online Record Book (ORB).



Signing off the section

The Assessor will need to verify that the participant has been showing regular commitment to their activity over at least the required minimum time, and has shown improvement from their initial level of ability. The specific targets which were agreed at the start of the process, or revised ones if applicable, should have been achieved.

However, if the participant has not demonstrated the commitment and progress required to complete their activity, the participant should be encouraged to continue. When the agreed goal is achieved, the Assessor should sign the section as completed.

The Gold Residential Project can have a lasting impact on both a participant and other people, often being the pinnacle of the journey through their Award. It often draws together many of the skills developed by a participant during their Award and can therefore provide an experience and legacy.

PROGRAMME IDEAS

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a programme of your own!

For each idea, there is guidance on how to do it, which you can find under the links on www.DofE.org/sections

You can use the handy programme planner on the website to work with your Leader to plan your activity.

Volunteering section

Volunteering gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. You can use this opportunity to become involved in a project or with an organisation that you care about.

Helping people:

Helping children to read in libraries
Helping older people
Helping people in need
Helping people with special needs
Youth work

Community action & raising awareness:

Campaigning
Cyber safety
Council representation
Drug & alcohol education
Home accident prevention
Peer education
Personal safety
Promotion & PR
Road safety

Working with the environment or animals:

Animal welfare
Environment
Rural conservation
Preserving waterways
Working at an animal rescue centre
Litter picking
Urban conservation
Beach and coastline conservation
Zoo/farm/nature reserve work

Helping a charity

or community organisation:

Administration
Being a charity intern
Being a volunteer lifeguard
Event management
Fundraising
Mountain rescue
Religious education
Serving a faith community
Supporting a charity
Working in a charity shop

Coaching, teaching and leadership:

Dance leadership

DofE Leadership
Group leadership
Leading a voluntary organisation group:
- Girls' Venture Corps
- Sea Cadets
- Air Cadets
- Jewish Lads' and Girls' Brigade
- St John Ambulance
- Scout Association
- Air Training Corps
- Army Cadet Force
- Boys' Brigade
- CCF
- Church Lads' & Girls' Brigade
- Girlguiding UK
- Girls' Brigade
Sports leadership
Music tuition

Physical section

Doing physical activity is fun and improves your health and physical fitness. There's an activity to suit everyone so choose something you are really interested in.

Individual sports:

Archery
Athletics (any field or track event)
Biathlon/Triathlon/Pentathlon
Bowling
Boxing
Croquet
Cross country running
Cycling
Fencing
Golf
Horse riding
Modern pentathlon
Orienteering
Pétanque
Roller blading
Running
Static trapeze
Wrestling

Water sports:

Canoeing
Diving
Dragon Boat Racing
Free-diving
Kneeboarding
Rowing & sculling
Sailing
Skurfing
Sub aqua (SCUBA diving & snorkelling)

Surfing/body boarding
Swimming
Synchronised swimming
Windsurfing

Dance:

Ballet
Ballroom dancing
Belly dancing
Bhangra dancing
Cercoc
Contra dance
Country & Western
Flamenco
Folk dancing
Jazz
Line dancing
Morris dancing
Salsa (or other Latin styles) dancing
Scottish/Welsh/Irish dancing
Street dancing/breakdancing/hip hop
Swing
Tap dancing

Racquet sports:

Badminton
Matkot
Racketlon
Rapid ball
Real tennis
Squash
Table tennis
Tennis

Fitness:

Aerobics
Cheerleading
Fitness classes
Gym work
Gymnastics
Medau movement
Physical achievement
Pilates
Running/jogging
Trampolining
Walking
Weightlifting
Yoga

Extreme sports:

Caving & potholing
Climbing
Free running (parkour)
Ice skating
Mountain biking
Mountain unicycling
Parachuting
Skateboarding
Skydiving
Snow sports (skiing, snowboarding)
Snowkiting
Speed skating
Street luge

Martial arts:

Aikido
Capoeira
Ju Jitsu
Judo
Karate
Self-defence
Sumo
Tae Kwon Do
Tai Chi

Team sports:

American football
Baseball
Basketball
Boccia
Camogie
Cricket
Curling
Dodge disc
Dodgeball
Fives
Football
Hockey
Hurling
Kabaddi
Korfball
Lacrosse
Netball
Octopushing
Polo
Rogaining
Rounders
Rugby
Sledge hockey
Stoolball
Tchoukball
Ultimate flying disc
Underwater rugby
Volleyball
Wallyball
Water polo

Skills section

Developing a skill helps you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and later in life.

Performance arts

Ballet appreciation
Ceremonial drill
Circus skills
Conjuring & magic
Dance appreciation
Majorettes
Puppetry
Singing
Speech & drama
Theatre appreciation
Ventriloquism

Yoyo extreme

Science & technology

Aerodynamics
Anatomy
Astronomy
Biology
Botany
Chemistry
Ecology
Electronics
Engineering
Entomology
IT
Marine biology
Oceanography
Paleontology
Physics
Rocket making
Taxonomy
Weather/meteorology
Website design
Zoology

Care of animals

Agriculture (keeping livestock)
Aquarium keeping
Beekeeping
Caring for reptiles
Dog training & handling
Horse/donkey/llama/alpaca handling & care
Keeping of pets
Looking after birds (i.e. budgies & canaries)
Pigeon breeding & racing

Music

Church bell ringing
Composing
DJing
Evaluating music & musical performances
Improvising melodies
Listening to, analysing & describing music
Music appreciation
Playing a musical instrument
Playing in a band
Reading & notating music
Understanding music in relation to history & culture

Natural world

Agriculture
Conservation
Forestry
Gardening
Groundsmanship
Growing carnivorous plants
Plant growing
Snail farming
Vegetable growing

Games & sports

Cards (i.e. bridge)
Chess
Clay target shooting
Cycle maintenance
Darts
Dominoes
Fishing/fly fishing
Flying
Gliding
Go-karting
Historical period re-enacting
Kite construction & flying
Mah Jongg
Marksmanship
Model construction & racing
Motor sports
Power boating
Snooker, pool & billiards
Sports appreciation
Sports leadership
Sports officiating
Table games
War games

Life skills

Alternative therapies
Cookery
Democracy in action
Digital lifestyle
Driving: car maintenance/car road skills
Driving: motorcycle maintenance/road skills
Event planning
First Aid – St John/St Andrew/BRCS
Hair & beauty
Learning about the emergency services
Learning about the RNLI (Lifeboats)
Library & information skills
Life skills
Massage
Money management
Navigation
Public speaking and debating
Skills for employment
Young Enterprise

Learning & collecting

Aeronautics
Aircraft recognition
Anthropology
Archaeology
Astronautics
Astronomy
Bird watching
Coastal navigation
Coins
Collections, studies & surveys
Comics
Contemporary legends
Costume study
Criminology
Dowsing & divining
Fashion
Forces insignia
Gemstones
Genealogy
Heraldry
History of art
Language skills
Military history
Movie posters
Postcards
Reading
Religious studies
Ship recognition
Stamp collecting

Media & communication

Amateur radio
Communicating with people

who are visually impaired
Communicating with people who have a hearing impediment
Film & video making
Journalism
Newsletter & magazine production
Signalling
Writing

Creative arts

Basket making
Boat work
Brass rubbing
Building catapults & trebuchets
Cake decoration
Camping gear making
Candle-making
Canoe building
Canvas work
Carnival/festival float construction
Ceramics
Clay modelling
Crocheting
Cross stitch
DIY
Dough craft
Drawing
Dressmaking
Egg decorating
Embroidery
Enamelling
Fabric printing
Feng Shui
Floral decoration
French polishing
Furniture restoration
Glass blowing
Glass painting
Interior design
Jewellery making
Knitting
Lace making
Leatherwork
Lettering & calligraphy
Macramé
Marquetry
Model construction
Mosaic
Painting & design
Patchwork
Photography
Pottery
Quilting
Rope work
Rug making
Snack pipping
Soft toy making
Tatting
Taxidermy
Textiles
Weaving and spinning
Wine/beer making
Woodwork

Expedition section

Going on an expedition gives you the chance to have an adventure, work as a team, and act on your own initiative. The expedition can be as far away or as close to home as you want it to be, and there are hundreds of ways you can go about it.

On foot

- Studying insect life on the South Downs.

- Exploring teamwork by nominating a different leader each day.
- Searching for forms of fungi, recording and sketching them.
- Planning a route around three of the places that inspired Wordsworth's poems in the Lake District.
- Considering the impact of tourism on the flora and fauna of the French Alps.
- Drawing all the different star constellations you can see.
- Creating a photo guide to the Countryside Code round the Mourne Mountains.

By bicycle

- Using the cycle system in the Netherlands to undertake a research project on the provisions and quality of cycle paths compared to Britain.
- Producing a nature guide of your route for future visitors.
- Investigating features of the Thames using the Thames cycle path.
- Doing a cycle of remembrance, taking in the historic wartime sites in Normandy.
- Creating a video diary of the expedition, recording each team member's experiences.
- Following part of the Gerald of Wales route of 1188 through Pembrokeshire.

By boat

- Exploring the Norfolk Broads using sailing dinghies.
- Exploring different team roles needed on a boat and giving everyone an opportunity to do a new one.
- Rowing along the Danube in Germany booking camp sites in advance.
- Planning a cross-channel journey in a yacht.
- Using simple mapping techniques to produce a map of an estuary on the expedition & compare it with a real map when you return.
- Planning a Bronze sailing expedition on Lake Ullswater in the Lake District.

By canoe or kayak

- Recording the wildlife found on the Strangford Lough canoe trail.
- Taking a series of photos to come up with a guide to a section of canal systems.
- Making a study of the locks and lochs on the Caledonian Canal.
- Investigating samples of the river bed en route and comparing them with each other.
- Carrying out a wilderness trip in Canada using the canoe trails used by the original settlers.
- Choosing several points along a river and measure speed of flow, width and depth and comparing the

differences along their route, trying to explain why this may be.

By wheelchair

- Following a disused railway track noting the current use of previous railway buildings.
- Preparing a users' guide of a country park or National Trust estate, explaining how it can be used, e.g. fishing, picnicking, conservation.
- Planning and doing a challenging route in the Peak District, making a video diary.
- Planning a route in Cropton Forest to take a series of landscape photographs to use in a calendar.
- Producing an illustrated guide to a stretch of canal. Research the history and then travel along the towpath using the expedition to gather photographs and sketches to illustrate the guide.
- Creating an expedition music play list that reflects the team's experiences.

On horseback

- Planning an expedition on horseback in the countryside including identifying suitable farm camp sites and bridleways.
- Exploring accessibility and bridle paths in the Brecon Beacons.
- Planning an expedition with sea views in Devon, taking photos along the way so that you can paint a picture of your favourite scene when you return.
- Creating a series of team games to play whilst on expedition.
- Going on an expedition through woodland, noting the different types and ages of trees you see.
- Going on a horseriding expedition and writing a poem on your return to describe your experiences.

Residential section - GOLD

Going on a residential gives you the chance to learn how to work with people from different backgrounds and build confidence living in new environments. There are loads of exciting possibilities and opportunities, so choose something which you will find really fulfilling.

Voluntary Service to others

- Teaching English overseas.
- Helping out on an overseas pilgrimage.
- Being a leader at an overseas children's camp that promotes healthy eating and exercise.
- Rebuilding a school roof in Lesotho.

- Helping deafblind young people and adults to enjoy a holiday.
- Being an assistant to support an eco-friendly waste project at an outdoor education centre.
- Assisting at a summer camp for Brownies.
- Helping at an orphanage.

Environment and conservation

- Attending a conference on climate change as a youth representative for your local authority.
- Studying coral bleaching in Australia.
- Joining a tree planting project with The Woodland Trust.
- Doing dry stone walling in the West Tyne Valley in the shadow of Hadrian's Wall.
- Helping the preservation team of a narrow gauge railway in mid Wales.

Learning

- Undertaking a cookery course.
- Doing a falconry course.
- Studying traditional dance.
- Studying art history in Florence.
- Doing a photography course run by a university and exhibiting your work.
- Exploring accessibility on an intensive course in Scotland.
- Improving your Spanish language skills on a course in Madrid.
- Learning to write and produce music and putting on a show for locals.
- Taking part in an astronomy course, learning about constellations, black holes and solar systems.

Activity based

- Taking part in a week-long discovery of stage combat in Wales.
- Going white water rafting in New Zealand past glaciers and mountains.
- Taking part in a multi-faith residential, studying different religions.
- Joining an historical re-enactment of the Battle of Bosworth.
- Joining an ACF activity week with members of different detachments.

MY AWARD PLAN

NAME:

General Information

Award Level:

Major Section (if this is your first Award level):

Award Leader Name:

Best way to contact Award Leader:

Physical Recreation, Skills, and Voluntary Service Sections

Bronze Level: 3 months = 13 weeks. For the major section, 6 months = 26 weeks.

Silver Level: 6 months = 26 weeks. For the major section, 12 months = 52 weeks.

Gold Level: 12 months = 52 weeks. For the major section, 18 months = 78 weeks.

It is ideal if these weeks are consecutive, but they do not need to be. These are the total amounts of time you need to dedicate to each Award level.

Weekly Activity = one hour minimum per week working towards your SMART goal in any given section. Biweekly

Activity = two hours minimum every two weeks working towards your SMART goal in any given section.

Examples

- Participant A volunteers at the animal shelter to help build their social media presence. They spend two hours there every other Saturday over the course of 26 weeks to fulfill their Silver Requirement for Voluntary Service.
- Participant B is working to improve their 100-meter butterfly race time. They spend one hour per week focusing on this stroke in particular at swim practice over the course of 13 weeks to fulfill their Bronze Physical Recreation requirement.
- Participant C is working with a French tutor to improve their speaking ability twice per week for 30-minute sessions, adding up to one hour weekly. They plan to do this for a total of 52 weeks to fulfill their Gold Skills requirement. They will not meet with their tutor over school breaks, so they know that their end date will actually be 56 weeks after they start working on this section.

	Physical Recreation	Skills	Voluntary Service
Target Start Date			
Target End Date			
Will you do this activity weekly or biweekly?			

Weeks when you won't be able to work on this section (holidays, vacations, etc.)			
Any potential obstacles you might face completing this section on time?			
Assessor Name & Title			
What resources will you need to complete this section? (Fees, supplies, transportation, etc.)			

Adventurous Journey Section

1. How do you plan to complete your Adventurous Journey?

- ☐ Award Bermuda Approved Activity Provider
☐ Independent Adventurous Journey
☐ International Registered Activity Provider

2. How will you cover any costs associated with the journey?

- ☐ I and/or my family will cover these costs.
☐ I will fundraise in my community.
☐ I will request need-based financial aid from Award Bermuda

Target date to finalize AJ option/location	
Start date for training and preparation	
End date for training and preparation	
Dates of Practice Journey	
Dates of Qualifying Journey	

Gold Residential Project (if applicable)

1. What activity do you plan to do for your Gold Residential Project? Include the name of the organization you will complete the project with and where it will be located.

2. How will you cover any costs associated with the journey?

- _____ I and/or my family will cover these costs.
 _____ I will fundraise in my community.
 _____ I will request need-based financial aid from Award Bermuda.

Target date to finalize Residential Project option/location	
Anticipated dates of Gold Residential Project	

SMART Goals & Aims

Click for more information on how to create a **SMART** goal. Make sure it is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound.

Physical Recreation Goal:

Skills Goal:

Voluntary Service Goal:

Practice Adventurous Journey Aim:

Qualifying Adventurous Journey Aim:

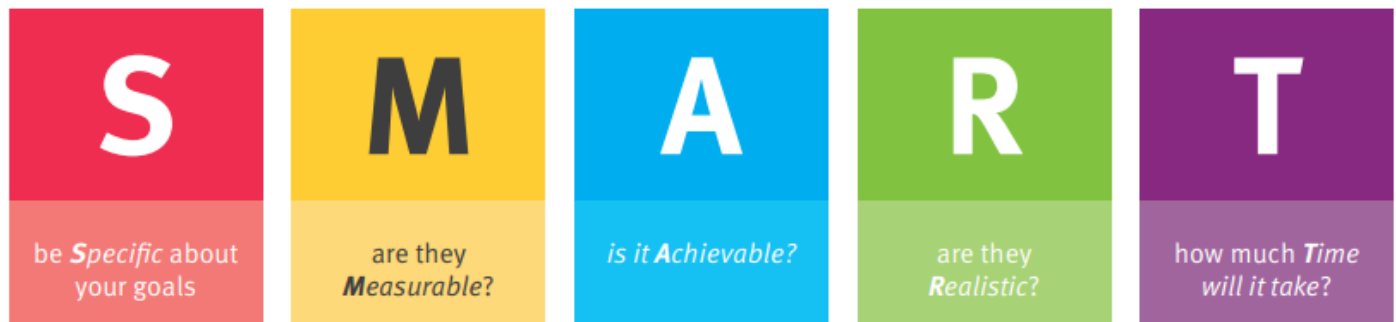
Gold Residential Project Goal (if applicable):

SMART' goals/aims

The setting of realistic and achievable goals/aims by a participant is essential in allowing them to undertake a purposeful and challenging activity.

A weak goal may simply describe an activity without adding sufficient detail either to measure success or set a target. For example, 'playing the piano' is a goal that just explains the activity; a smarter goal would be 'playing the piano to a certain standard and performing at the school's musical concert'.

Are your targets S.M.A.R.T.?



Are your logs personal and do they show progress towards your target? What did you plan to do? What did you actually do? What went well? How can you improve next week?

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

Example Goal	Example SMART Goal
Skill Goal: I will learn to play the piano.	In the next three months of my Bronze level, I will learn to play scales and three beginner-level songs on the piano.
Voluntary Service Goal: I will volunteer at the animal shelter.	I will help the local animal shelter transfer their paper files to an online system in the next six months.
Physical Recreation Goal: I will run every week.	Over the next twelve months, I will work to improve my personal best mile time by 20 seconds by running intervals and doing weight training, in addition to the daily runs I do now.

GOLD RESIDENTIAL

Choosing a residential

The key requirements

Duration

A minimum of five days and four nights consecutively.

Daytime activities

Learning or developing a skill, training for a qualification, or volunteering with a group.

Evening activities

Spent with the group, whether organised activities or socialising and cooking together.

People

Five or more people in the group (including you, and in addition to course leaders) that you don't know, and who don't know each other, doing the same activity or role as each other. An Assessor needs to be identified on the residential and engaged with during your time there.

Accommodation

Staying together with the group, whether in tents, a hostel or other type of accommodation.



Other things to consider

Organisation

- Must be with an organised group, registered charity or Approved Activity Provider.

Activity

- The activity should take up the majority of the day.
- The activity should start by noon on the first day and finish at the earliest mid-afternoon on the last day (if the minimum five days).

People

- You may know a few other people as long as:
 - you are joining a large group.
 - the vast majority are people not known to you or to each other.
 - you can be separated from the others that you know.
- You shouldn't know any of the staff, unless you can be separated from them.
- Other members of the group can be of any age and they don't need to be doing their DofE.
- Carers are allowed, if needed. Participants will need to agree this in advance with their Licensed Organisation.

Accommodation

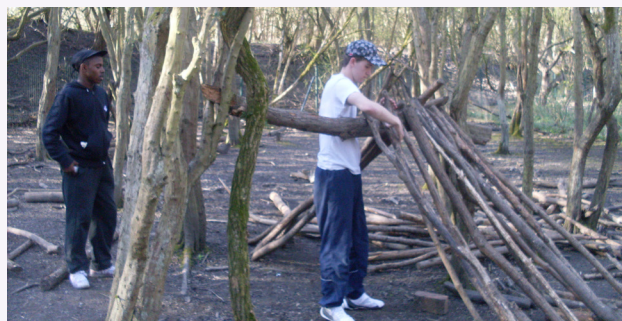
- You don't have to stay in the same accommodation each night, as long as the group is travelling and staying together.

Training

- You should research your activity, skill or organisation before attending.
- Pre-residential training with the group, if essential, can be completed.

Approval

- Your DofE Leader and Licensed Organisation must approve the residential beforehand.



What won't count!

Accommodation

- Homestays or staying separately from the group.
- Staying with relatives or friends.

Daytime activities

- Your practice or qualifying expedition.
- Being paid, internships or work experience.
- Volunteering with a commercial organisation.
- Academic or school curriculum trips.
- Going on holiday.

People

- School or youth group trips.
- Booking with friends, unless you know you are joining a large group and they are able to separate you during the daytime and evening activities.

Example Adventurous Journey Training Syllabus for Award Participants

This syllabus is to be used as a guide only. There may be other topics that can be very useful /essential in certain situations and based on the mode of travel and the purpose of the journey.

Overview of recommended topics to cover in the Training for the Adventurous Journey:

Topic 1 – Understanding the goals of the Adventurous Journey

Topic 2 – First Aid and Emergency Procedures

Topic 3 – Necessary equipment and how to use it

Topic 4 – Route Planning and Navigation

Topic 5 – Campcraft, including Food & Cooking

Topic 6 – Team building and Leadership

Topic 7 – Technical skills in the mode of travel

Topic 8 – Observation and Recording skills

Topic 9 – Understanding the impact of the journey on the environment

Topic 10 – Appreciating the culture within the journey's environment

Suggestions for the delivery & planning of training session

The various topics mentioned above can be delivered by the Award Leader or Supervisor, but also by an external Instructor. If Award Leaders and Supervisor are short on time and want to share the workload, external Instructor such as geography teachers, local scout leaders or even experienced Gold Award holders or participants could deliver sessions on the topics of their expertise.

The topics can be delivered in separate training sessions, e.g. during a free hour at a fixed time every week after school for the duration of 10 weeks. Since some topics require more time for training than others, they might also be combined or done all at once during a full training day or weekend.

TOPIC 1: UNDERSTANDING THE GOALS OF THE ADVENTUROUS JOURNEY

Recommended content for all levels:

- The aim and ethos of the adventurous journey section
- Impact on and benefits for the participants
- Adventurous journey section requirements
- The process to complete an adventurous journey
- The aim or purpose participants choose for their adventurous journey

Recommended resources
<ul style="list-style-type: none">• Handbook for Award Leaders: Adventurous Journey section• Adventurous Journey Process for Participants: accessible on the Award Community

TOPIC 2: FIRST AID AND EMERGENCY PROCEDURES

Recommended content for Bronze:

Training based on the syllabus of the Red Cross/St. John's or other similar service provider in Bermuda.

- Action in an emergency - resuscitation, airway, breathing and circulation;
- The treatment of wounds and bleeding;
- Treatment for shock;
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters;
- The recognition of more serious conditions such as sprains, dislocations and broken limbs;
- Knowing what to do in the case of an accident or emergency;
- Summoning help - what people need to know, phoning for help, written message;
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

The participants should also be aware of the following risk and health and safety issues:

- Telling people where you are going;
- Identifying and avoiding hazards;
- Keeping together;

Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Extra recommended content for Silver and Gold (also important for Bronze depending on terrain and circumstances):

- The emergency transport of casualties;
- The recognition, treatment and prevention of hypothermia

TOPIC 3: NECESSARY EQUIPMENT AND HOW TO USE IT

Recommended content for all levels:

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it;
- Choosing and caring for camping gear.

Recommended resources
Example Kit List for Adventurous Journeys: accessible on the Award Community

TOPIC 4: ROUTE PLANNING AND NAVIGATION

Recommended content for Bronze:

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It may be disturbing for the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. 1:25 000 scale maps should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants should also be familiar with 1:50 000 scale maps.

Preparatory Map Skills

- The nature of maps and use of 1:25 000 and 1:50 000 topographic map;
- Map direction;
- Scale and distance, measuring distance, distance and time;
- Conventional signs and working with legends;
- Marginal information & Grid references;
- A simple introduction to contours and gradient;
- The ability to give a verbal description of a route linking two places from the map.

Practical Map Skills

- Setting the map & Locating position from the map;
- Determining geographical direction and direction of travel from the map;
- Checking the direction of paths using the set map;
- Identifying features in the countryside by using the map and vice versa;
- Planning a route, preparing a simple route card & Following a planned route.

Compass Skills. The introduction of the compass at Bronze level should only be at a basic level. It should not be introduced until the participants have mastered the techniques of finding their way using the map alone.

- The care of the compass;
- Direction from the compass in terms of the cardinal and the four inter cardinal points;
- Setting the map by the compass where magnetic variation may be ignored.

Practically all the understanding and techniques listed above are equally important for journeys on land or on water, but instruction should be modified as necessary for water expeditions and charts substituted.

Extra recommended content for Silver and Gold (also for Bronze depending on terrain and circumstances):

Preparatory Map Skills

- Understanding contours, recognition of major land forms such as hills, valleys, ridges, spurs. Interpretation of contours into mountain land forms and relief, slope and gradients and the determination of height;

Practical Map Skills

- Relating the map to the ground and estimating speed of travel and arrival times;
- Navigation in restricted visibility. Action to be taken in the event of being lost

Compass Skills

- Measuring direction in degrees & Determining the direction of footpaths and travel route;
- Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate;
- The influence of ferrous objects and electromagnetic fields;
- Magnetic variation and the relationship between True, Magnetic and Grid Norths

Recommended resources
<ul style="list-style-type: none">• ‘Map reading made easy peasy’ leaflet of Ordnance Survey• ‘Fly your route’ after inserting coordinates in Google Earth

TOPIC 5: CAMPCRAFT, INCLUDING FOOD AND COOKING

Recommended content for all levels:

- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and to about a quarter of the body weight when walking;
- Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions;
- Pitching and striking tents.
- Cooking and the use of stoves;
- Safety procedures and precautions which must be observed when using stoves and handling fuels;
- Cooking simple (or substantial for Silver/Gold) meals under camp conditions

Recommended resources
<ul style="list-style-type: none">• Video on How to pack your rucksack?• Video on How to cook with a Trangia?• Example Kit List for Adventurous Journeys: accessible on the Award Community

TOPIC 6: TEAM BUILDING AND LEADERSHIP

Recommended content for all levels:

Team building should permeate all adventurous journey training and can be enhanced through team building exercises and regular reviews so that when the group sets out on the qualifying venture, participants are able to work together as an effective and cohesive unit.

Recommended resources
<ul style="list-style-type: none">• Remember the Titans (Video about group dynamics, based on Tuckman's (1965) stages of teamwork theory, with the fifth stage "adjourning" that was added later).• Belbin's team roles model or John Adair's action centred leadership model• Bernard Bass's transformational leadership theory• Team building & group dynamics exercises from Icebreakers

TOPIC 7: TECHNICAL SKILLS IN THE MODE OF TRAVEL

Recommended for all levels:

- Developing and maintaining expedition fitness;
- A thorough knowledge of the content of the Highway Code of the specific AJ area (depending on the country/territory) with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture;
- If undertaking a water venture, a thorough knowledge of the Water Sports Code of the country where the journey takes place;
- Additional training based on the country's standards in the selected mode of travel (cycling, horse riding, canoeing, rowing, sailing, skiing, etc.).

Recommended resources
The Duke of Edinburgh's Award in the UK provides specific guidance on cycling, water, paddle and rowing and sailing expeditions: The Expedition Guide . Please note, this guidance is valid in and for the UK and further guidance should be sought based on the country where the adventurous journey is taking place.

TOPIC 8: OBSERVATION AND RECORDING SKILLS

Recommended content for all levels:

- Initial research about the aim of the journey and how best to practically investigate it throughout the journey;
- Developing observation skills and different methods of recording information;
- Skills relevant to the method of presentation.

Recommended resources
<ul style="list-style-type: none">• Let participants consult specific subject teachers in school (e.g. Science, History, Geography)• Fun and useful alternatives to MS Powerpoint: Prezi, Powtoon, iMovie (on Mac)

TOPIC 9: UNDERSTANDING THE IMPACT OF THE JOURNEY ON THE ENVIRONMENT

Recommended content for all levels:

- Nature Protection;
- Rules for different kinds of protected areas;
- The avoidance of noise and disturbance to rural communities;
- How to treat litter.

Recommended resources
<ul style="list-style-type: none">• Expert Village videos on Impact on Environment while Hiking

TOPIC 10: APPRECIATING THE CULTURE WITHIN THE JOURNEY'S ENVIRONMENT

Recommended content for all levels:

- Develop awareness and respect for the natural environment;
- Develop a greater understanding of the natural world and the cultural setting of the surroundings of the adventurous journey area;
- Understand appropriate ways to enjoy, explore, move or live in the countryside

Recommended resources
<ul style="list-style-type: none">• Awareness video on Earth Day

EXPEDITION



20 conditions for the Expedition section

DofE Qualifying Expedition Conditions		Further explanation and interpretation of conditions
1	All expeditions must be by the participants' own physical effort, without motorised or outside assistance.	Motorised wheelchairs may be used where appropriate to the needs of the participant.
2	All expeditions must be unaccompanied and self-sufficient.	a) The team must be unaccompanied, unguided and supervision must be carried out remotely. b) As part of effective remote supervision, teams may be more closely supervised for parts of the expedition where specific hazardous areas are unavoidable. This supervision should be kept to an absolute minimum. c) If a team does not possess the necessary physical, first aid and expedition skills required for an area, then they should not be in that area.
3	All expeditions must be supervised by an adult who is able to accept responsibility for the safety of the team.	
4	The expedition must have an aim.	
5	All participants must be properly equipped.	
6	Participants must have completed the required training and practice expeditions.	The qualifying expedition must be as similar as possible to the practice journey, but not following the same route used in practice expeditions.
7	At least one practice expedition must be undertaken at each level of the programme, in the same mode of travel in a similar environment to the qualifying expedition.	For overseas assessed expeditions, at least two practices must have taken place in an appropriate environment. Practice journeys must be complete no less than one month and no more than four months prior to the qualifying expedition.
8	The team must plan and organise the expedition.	Multiple teams should not travel in convoy but have individual routes from camp site to camp site. Where this is absolutely unavoidable at least 30 minutes must separate each team using the same route and they must operate as discrete teams.
9	Assessment must be by an approved accredited Assessor.	

DofE Qualifying Expedition Conditions		Further explanation and interpretation of conditions
10	There must be between four and seven in a team (eight for modes of travel which have tandem).	Unless in the event of an emergency, the team must always keep together.
11	All participants must be within the qualifying age of the programme level.	This is regardless of whether they are under assessment or not.
12	Participants must be at the same level of assessment.	Participants should have a similar ability or level of experience and must make a full contribution to the team.
13	The team must not include those who have completed the same or higher level expedition.	Participants should have a similar ability or level of experience and must make a full contribution to the team.
14	Accommodation should be by camping.	See <i>The Handbook for DofE Leaders</i> (seventh edition), page 72 for further details.
15	The expedition must be of the correct duration.	<ul style="list-style-type: none"> a) The expedition must be of the minimum number of days and nights and must include appropriate acclimatisation/ final preparation time. b) An acclimatisation day during an expedition due to extreme altitude may be included as long as the minimum hours of activity and journeying are still completed. c) An additional acclimatisation/rest day may be included during an expedition but this will not count toward the expedition days.
16	The expedition may be scheduled at any time throughout the year as long as the requirements have been met for training and the practice expedition(s).	The expedition must take place at an appropriate time of year for the expedition's location and aim and the enjoyment of the participants.
17	The expedition should take place in the recommended environment.	The expedition should take place in an appropriate and challenging environment. Overseas expeditions should take place in an area appropriate to the level of the expedition.
18	The expedition must meet the minimum hours of planned activity.	<ul style="list-style-type: none"> a) Six hours at Bronze, seven hours at Silver and eight hours at Gold. At least half of these daily hours must be spent travelling. b) Time associated with overnight accommodation and catering is additional to the minimum daytime hours of planned activity. c) At Silver and Gold levels this must be unfamiliar to the participants. Reasonable time for lunch and other appropriate breaks can be included within the hours of planned activity.
19	A substantial meal should be cooked and eaten by participants each day.	The Bermuda Award allows Bronze and Silver participants to prepare a full meal at home (as a group effort); freeze; and use their camping equipment to re-heat in the field.
20	A presentation must be prepared and delivered after the expedition.	The presentation or report, which may be in any format the participants or groups choose, must be related to the expedition's aim.

NOTES

- Variations to these conditions must be submitted to the NAO as a variation request or an adventurous project, and will only be considered in highly exceptional circumstances.
- All conditions must be read in conjunction with the Expedition section of *The Handbook for DofE Leaders*; and the International Award's *Expedition Guide Book (13th Edition)*.
- All qualifying expeditions must fulfil the conditions of DofE programmes. Further information on the Expedition section conditions can be found in *The Handbook for DofE Leaders*.
- Where approval has been sought for an assessed expedition, all team members must meet the conditions of the Expedition section.
- **Where participants have individual needs that mean one or more of the above conditions cannot be met, then they may apply for a variation to these conditions to enable them to participate in DofE programmes.** Approved variations should then be attached to the appropriate expedition notification form when submitted by the expedition team. More detailed information and timescales can be found in *The Handbook for DofE Leaders* or online at www.DofE.org/expedition
- In exceptional circumstances, like extreme weather conditions, a request for a variation may be made in advance through the usual process. Alternatively, should a change need to be made during an expedition, it is the Supervisor's responsibility to liaise with the DofE Assessor to ensure that the expedition will still meet the conditions of DofE programmes.

Expedition Training Framework - Bronze

First aid and emergency procedures

Training based on the current training philosophies of the Authorized Manuals of St. John Ambulance or The Red Cross.

- Action in an emergency – resuscitation, airway, breathing and circulation.
- Recognition and treatment of hypothermia and heatstroke.
- The treatment of wounds and bleeding.
- Treatment for shock.
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters.
- The recognition of more serious conditions such as sprains, strains, dislocations and broken limbs.
- Knowing what to do in the case of an accident or emergency.
- Summoning help - what people need to know, telephoning for help, written message.
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

An awareness of risk and health and safety issues

- Expedition fitness.
- Telling people where you are going.
- Identifying and avoiding hazards.
- Keeping together.
- Weather forecasts – knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Navigation and route planning

The Series BDA 511 Bermuda Orienteering Map Edition 1 - Bda. 2016. Participants must also be familiar with the 1:17,500 scale Gold Maps - Eastern & Western Ends of the Islands of Bermuda and/or any foreign maps of the area in which the expedition is to take place.

Preparatory map skills

- The nature of maps.
- The 1:17,500 scale Gold Maps - Eastern & Western Ends of the Islands of Bermuda or the relevant maps.
- Map direction.
- Scale and distance, measuring distance, distance and time.
- Conventional signs
- Marginal information.
- Grid references.
- A simple introduction to contours and gradient.
- The ability to give a verbal description of a route linking two places from the map.

continued over...

Practical map skills

- Setting the map.
- Locating position from the map.
- Determining geographical direction and direction of travel from the map.
- Checking the direction of paths using the set map.
- Identifying features in the countryside by using the map.
- Locating features marked on the map in the countryside.
- Planning a route, preparing a simple route card.
- Following a planned route.

Compass skills

The introduction of the compass at Bronze level should be at a basic level.

- The care of the compass.
- Direction from the compass in terms of the cardinal and the four intercardinal points.
- Setting the map by the compass
- Finding a direction

Campcraft, equipment and hygiene

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it.
- Choosing and caring for camping gear.
- Packing a rucksack or for waterborne expeditions a suitable waterproof container, waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking.
- A rucksack safe lifting technique.
- Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions.
- Pitching and striking tents.

Food and cooking

- Cooking and the use of stoves.
- Safety procedures and precautions which must be observed when using stoves and handling fuels.
- Follow the stove safety instructions.
- Cooking substantial meals under camp conditions.

Countryside, Highway and Water Sports Safety Codes

- Understanding the spirit and content of the Countryside Code.
- The avoidance of noise and disturbance to rural communities.
- A thorough knowledge of the content of the Highway Code with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the expedition.
- If undertaking a water based expedition, a thorough knowledge of the Water Sports Safety Code.

Observation recording and presentations

- Choosing a purpose.
- Developing observation skills and different methods of recording information.
- Skills relevant to the method of presentation.
- Researching relevant information.

Teambuilding

The Expedition section involves participants working together as a team in order to complete the expedition. Teambuilding should permeate all expedition training and can be enhanced through team-building exercises and regular reviews so that when the group sets out on the qualifying expedition, participants are able to work together as an effective and cohesive unit.

continued over...

Proficiency in the mode of travel Cycling

- Training to the three levels of the National Standard for Cycle Training, or an equivalent level of competence to gain the basic skills and cycle maintenance experience, and training programmes appropriate to the environment in which the participant is cycling.
- Understanding the spirit and content of the Responsible cycling and code of behaviour guidance and have a thorough knowledge of the Mountain Bike Code.
- Maintenance and repair of the cycle.
- Loading a cycle with equipment.
- Handling a loaded cycle.
- The skills associated with off-road cycling as appropriate.

Horse riding

The horse riding expedition training syllabus is set out in the DofE Training framework for horseback expeditions.

Expeditions on water

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the expedition will take place, as well as infections or health concerns related to any possible water pollution. Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must:

- Wear appropriate buoyancy aids or lifejackets. Exceptions may be made, with the approval of the Licensed Organisation, for rowing expeditions on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the Cox.
- Wear suitable clothing and footwear.
- Be able to recognise and treat hypothermia/hyperthermia.
- Understand the Water Sports Safety Code.
- Be able to administer resuscitation on and in the water, as well as adjacent to it.

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

Canoeing

All participants must be adequately trained to the requirements for paddle expeditions as set out in the DofE *Expedition Guide*. All participants must undergo training based on the Training framework – core paddling skills.

Rowing

All participants must complete training based on the Training framework for boatwork. Licensed Organisations may direct their participants to undergo training based on the training schemes of the Sea Cadets or Scouts.

Sailing – dinghies and open keelboats

All participants must be adequately trained to the requirements of the Training framework for sailing expeditions. Participants should follow their Licensed Organisation's guidance on any required level of RYA training or equivalent.

Sailing – yachts, multihulls and sail training vessels

All participants must be adequately trained to the requirements of the Training framework for sailing expeditions. Participants should follow their Licensed Organisation's guidance on any required level of RYA training. The DofE recommends that all participants undertaking sailing expeditions complete RYA Seamanship as a minimum. It is common for participants to complete Day Skipper when undertaking expeditions in coastal and open sea environments.

Expedition Training Framework - Silver

First aid and emergency procedures

Training based on the current training philosophies of the Authorized Manuals of St. John Ambulance or The Red Cross.

- Action in an emergency – resuscitation, airway, breathing and circulation.
- Recognition and treatment of hypothermia and heatstroke.
- The treatment of wounds and bleeding.
- Treatment for shock.
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters.
- The recognition of more serious conditions such as sprains, strains, dislocations and broken limbs.
- Knowing what to do in the case of an accident or emergency.
- Summoning help - what people need to know, telephoning for help, written message.
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

An awareness of risk and health and safety issues

- Expedition fitness.
- Telling people where you are going.
- Identifying and avoiding hazards.
- Keeping together.
- Weather forecasts – knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Navigation and route planning

The Series BDA 511 Bermuda Orienteering Map Edition 1 - Bda. 2016. Participants must also be familiar with the 1:17,500 scale Gold Maps - Eastern & Western Ends of the Islands of Bermuda and/or any foreign maps of the area in which the expedition is to take place.

Preparatory map skills

- The nature of maps.
- The 1:17,500 scale Gold Maps - Eastern & Western Ends of the Islands of Bermuda or the relevant maps in and abroad.
- Map direction.
- Scale and distance, measuring distance, distance and time.
- Conventional signs
- Marginal information.
- Grid references.
- A simple introduction to contours and gradient.
- The ability to give a verbal description of a route linking two places from the map.

Practical map skills

- Setting the map.
- Locating position from the map.
- Determining geographical direction and direction of travel from the map.
- Checking the direction of paths using the set map.
- Identifying features in the countryside by using the map.
- Locating features marked on the map in the countryside.
- Relating the map to the ground and estimating speed of travel and arrival times.
- Planning a route, preparing a simple route card.
- Following a planned route.

Compass skills

- The care of the compass.
- Direction from the compass in terms of the cardinal and the four intercardinal points.
- Measuring direction in degrees.
- Setting the map by the compass where magnetic variation may be ignored.
- Determining the direction of footpaths or direction of travel.
- Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate.
- The influence of ferrous objects and electromagnetic fields.
- Magnetic variation and the relationship between True, Magnetic and Grid Norths.

Campcraft, equipment and hygiene

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it.
- Choosing and caring for camping gear.
- Packing a rucksack or for waterborne expeditions a suitable waterproof container, waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking.
- A rucksack safe lifting technique.
- Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions.
- Pitching and striking tents.

Food and cooking

- Cooking and the use of stoves.
- Safety procedures and precautions which must be observed when using stoves and handling fuels.
- Follow the stove safety instructions.
- Cooking substantial meals under camp conditions.

Countryside, Highway and Water Sports Safety Codes

- Understanding the spirit and content of the Countryside Code.
- The avoidance of noise and disturbance to rural communities.
- A thorough knowledge of the content of the Highway Code with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the expedition.
- If undertaking a water based expedition, a thorough knowledge of the Water Sports Safety Code.

Observation recording and presentations

- Choosing an aim.
- Developing observation skills and different methods of recording information.
- Skills relevant to the method of presentation.
- Researching relevant information.

Teambuilding

The Expedition section involves participants working together as a team in order to complete the expedition. Teambuilding should permeate all expedition training and can be enhanced through team-building exercises and regular reviews so that when the group sets out on the qualifying expedition, participants are able to work together as an effective and cohesive unit.

continued over...

Proficiency in the mode of travel

Cycling

- Training to the three levels of the National Standard for Cycle Training, or an equivalent level of competence to gain the basic skills and cycle maintenance experience, and training programmes appropriate to the environment in which the participant is cycling.
- Understanding the spirit and content of the Responsible cycling and code of behaviour guidance and have a thorough knowledge of the Mountain Bike Code.
- Maintenance and repair of the cycle.
- Loading a cycle with equipment.
- Handling a loaded cycle.
- The skills associated with off-road cycling as appropriate.

Horse riding

The horse riding expedition training syllabus is set out in the DofE Training framework for horseback expeditions.

Expeditions on water

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the expedition will take place, as well as infections or health concerns related to any possible water pollution. Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must:

- Wear appropriate buoyancy aids or lifejackets. Exceptions may be made, with the approval of the Licensed Organisation, for rowing expeditions on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the Cox.
- Wear suitable clothing and footwear.
- Be able to recognise and treat hypothermia/hyperthermia.
- Understand the Water Sports Safety Code.
- Be able to administer resuscitation on and in the water, as well as adjacent to it.

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

Canoeing

All participants must be adequately trained to the requirements for paddle expeditions as set out in the DofE *Expedition Guide*. All participants must undergo training based on the Training framework – core paddling skills.

Rowing

All participants must complete training based on the Training framework for boatwork. Licensed Organisations may direct their participants to undergo training based on the training schemes of the Sea Cadets, Scouts or Girlguiding UK.

Sailing – dinghies and open keelboats

For Silver level, all participants must attain proficiency to the standard of the RYA National Sailing Scheme Seamanship and Day Sailing.

Sailing – yachts, multihulls and sail training vessels

All participants must attain the RYA Day Skipper Shore Based and Practical Certificates or have an equivalent level of competence.

Expedition Training Framework - Gold

First aid and emergency procedures

Training based on the current training philosophies of the Authorized Manuals of St. John Ambulance or The Red Cross.

- Action in an emergency – resuscitation, airway, breathing and circulation.
- Recognition and treatment of hypothermia and heatstroke.
- The treatment of wounds and bleeding.
- Treatment for shock.
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters.
- The recognition of more serious conditions such as sprains, strains, dislocations and broken limbs.
- Knowing what to do in the case of an accident or emergency.
- Summoning help - what people need to know, telephoning for help, written message.
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

An awareness of risk and health and safety issues

- Expedition fitness.
- Telling people where you are going.
- Identifying and avoiding hazards.
- Keeping together.
- Weather forecasts – knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Navigation and route planning

The Series BDA 511 Bermuda Orienteering Map Edition 1 - Bda. 2016. Participants must also be familiar with the 1:17,500 scale Gold Maps - Eastern & Western Ends of the Islands of Bermuda and/or any foreign maps of the area in which the expedition is to take place.

Preparatory map skills

- The nature of maps.
- Map direction.
- Scale and distance, measuring distance, distance and time.
- Conventional signs.
- Marginal information.
- Grid references.
- Understanding contours, recognition of major land forms such as hills, valleys, ridges, spurs.
- Interpretation of contours into mountain land forms and relief, slope and gradients and the determination of height.
- The ability to give a verbal description of a route linking two places from the map.

continued over...

Practical map skills

- Setting the map.
- Relating the map to the ground.
- Locating position using the map.
- Determining geographical direction, and direction of travel from the map.
- Checking the direction of paths using the set map.
- Identifying and locating features in the country by using the map.
- Locating features marked on the map in the countryside.
- Relating the map and contours to the ground. Estimating journey times in wild country.
- Planning a route, preparing a route card. Estimating speed of travel and arrival times. (ETA estimated time of arrival.)
- Following a planned route.
- Navigation in restricted visibility. Action to be taken in the event of being lost

Compass skills

- The care of the compass.
- The influence of ferrous objects and electromagnetic fields.
- Magnetic variation and the relationship between True, Magnetic and Grid Norths.
- Direction from the compass in terms of the cardinal and inter-cardinal points. Measuring direction in degrees.
- Setting the map by the compass.
- Determining the direction of footpaths or direction of travel.
- Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate.
- Practically all the understanding and techniques listed above are equally important for expeditions on land or on water, but instruction should be modified as necessary for water expeditions and charts substituted.

Campcraft, equipment and hygiene

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it.
- Choosing and caring for camping gear.
- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking.
- Choosing a camp site, arrangements for water, cooking and sanitation, refuse disposal, fire precautions.
- Pitching and striking tents.

Food and cooking

- Cooking and the use of stoves.
- Safety procedures and precautions which must be observed when using stoves and handling fuels.
- Follow the stove safety instructions.
- Cooking substantial meals under camp conditions.

Countryside, Highway and Water Sports Safety Codes

- Understanding the spirit and content of the Countryside Code.
- The avoidance of noise and disturbance to rural communities.
- A thorough knowledge of the content of the Highway Code with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the expedition.
- If undertaking a water based expedition, a thorough knowledge of the Water Sports Safety Code.

Observation recording and presentations

- Choosing an aim.
- Developing observation skills and different methods of recording information.
- Skills relevant to the method of presentation.
- Researching relevant information.

Teambuilding

The Expedition section involves participants working together as a team in order to complete the expedition. Teambuilding should permeate all expedition training and can be enhanced through team-building exercises and regular reviews so that when the group sets out on the qualifying expedition, participants are able to work together as an effective and cohesive unit.

continued over...

Proficiency in the mode of travel

Cycling

- Training to the three levels of the National Standard for Cycle Training, or an equivalent level of competence to gain the basic skills and cycle maintenance experience, and training programmes appropriate to the environment in which the participant is cycling.
- Understanding the spirit and content of the Responsible cycling and code of behaviour guidance and have a thorough knowledge of the Mountain Bike Code.
- Maintenance and repair of the cycle.
- Loading a cycle with equipment.
- Handling a loaded cycle.
- The skills associated with off-road cycling as appropriate.

Horse riding

The horse riding expedition training syllabus is set out in the DofE Training framework for horseback expeditions.

Expeditions on water

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the expedition will take place, as well as infections or health concerns related to any possible water pollution. Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must:

- Wear appropriate buoyancy aids or lifejackets. Exceptions may be made, with the approval of the Licensed Organisation, for rowing expeditions on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the Cox.
- Wear suitable clothing and footwear.
- Be able to recognise and treat hypothermia/hyperthermia.
- Understand the Water Sports Safety Code.
- Be able to administer resuscitation on and in the water, as well as adjacent to it.

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

Canoeing

All participants must be adequately trained to the requirements for paddle expeditions as set out in the DofE *Expedition Guide*. All participants must undergo training based on the Training framework – core paddling skills.

Rowing

All participants must complete training based on the Training framework for boatwork. Licensed Organisations may direct their participants to undergo training based on the training schemes of the Sea Cadets or Scouts.

Sailing – dinghies and open keelboats

At Gold level, all participants must attain proficiency to the standard of the RYA National Sailing Scheme - Seamanship and Day Sailing as a base level minimum.

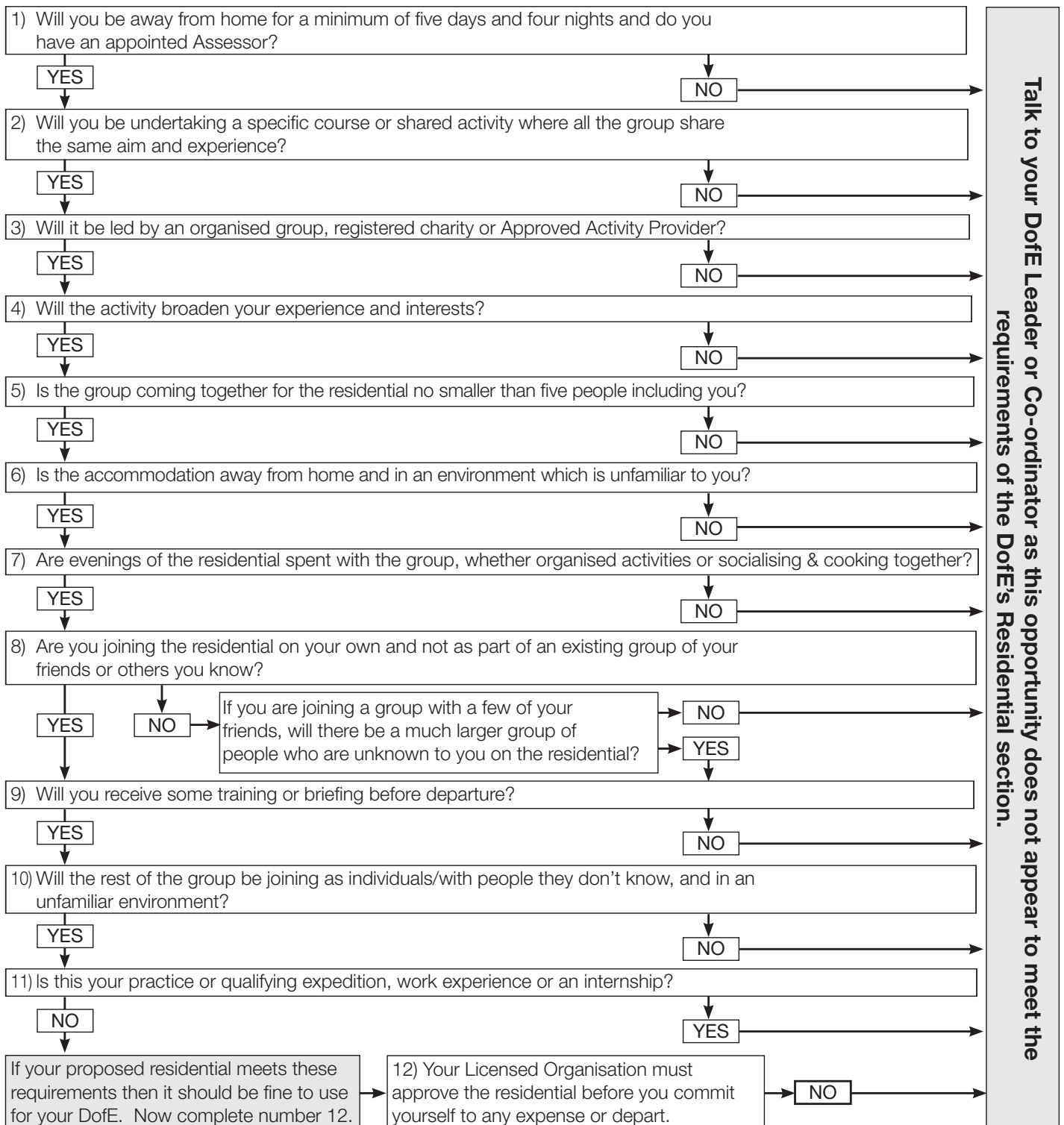
Sailing – yachts, multihulls and sail training vessels

All participants must attain the RYA Day Skipper Shore Based and Practical Certificates or have an equivalent level of competence. For offshore expeditions it is mandatory to hold the appropriate award. For expeditions in vessels making overnight passages in open sea areas, at least one crew member must hold the RYA/DTp Coastal Skipper Certificate of Competence.

RESIDENTIAL

Does the residential count for your Gold programme?

This flow chart can be used by young people alone or in conversation with their DofE Leader, to help decide if their choice of residential activity can count for their Gold DofE programme. If they are using a Residential section Approved Activity Provider then their trip will meet these requirements.



Mountain Bike Code

Respect rights-of-way:

- Bridleways – open to cyclists, but you must give way to walkers and horse riders.
- Byways – usually un-surfaced tracks open to cyclists. As well as walkers and horse riders, you may meet occasional vehicles which also have right of access.
- Public footpaths – no right to cycle exists. Look out for finger posts from the highway or way-marking arrows: blue for bridleways, red for byways, yellow for footpaths.
- Please note that these rights-of-way do not apply in Scotland, please refer to The Scottish Outdoor Access Code.

Respect other access:

- Open land – on most upland, moorland and farmland cyclists normally have no right of access without express permission from the landowner.
- Towpaths – a British Waterways permit is required for cyclists wishing to use their canal towpaths.
- Pavements – cycling is not permitted on pavements.
- Designated cycle paths – look out for designated cycle paths or bicycle routes which may be found in urban areas, on Forestry Commission land, on disused railway lines and other open spaces.
- Private land – get permission from private landowners before setting out.
- Do not block any access points, tracks or paths and leave gates as you find them.

Respect the track:

- Cyclists must adhere to the Highway Code and the Countryside Code.

- Keep to the track, don't cut corners or make new lanes as this creates new water channels and increases erosion.
- Ride with control and at a speed you can safely stop at to avoid skidding and damaging surfaces.
- Don't ride over lumps and bumps along the side of the track as these are often burial mounds or other historic sites.

Be safe:

- DoFE policy is that participants must always wear helmets while cycling. Ensure they are comfortable (so they get used), secure, the right size and conform to safety standards.
- Ensure that the bike is safe to ride and be prepared for all emergencies.
- You are required by law to carry working lights after dark.
- Always carry some form of identification.
- Always tell someone where you are going.
- Learn how to apply the basic principles of first aid.
- Wear reflective materials on your clothes or bike, they can save a rider's life.
- For safety on mountains refer to the British Mountaineering Council's publication Safety on Mountains.
- Take care to ride under control downhill, this is when serious accidents can often occur.
- Particular care should be taken on unstable or wet surfaces.
- Participants should wear gloves which are both wind and waterproof with cushioning or padding.
- Carry a repair kit to be able to carry out running repairs to maintain your bike while on expedition.

Responsible cycling and code of behaviour

Cycling, particularly off-road cycling, can conflict with other countryside users and all DoFE participants have a responsibility to maintain the good reputation of the DoFE, always being courteous and considerate by:

- Approaching other users carefully and letting them know riders are approaching. Slow down and give audible warning while still some distance away. If necessary, stop and dismount.
- Riding slowly on crowded trails.

- Passing others with care and courtesy.
 - Sharing the track with others; bikers should give way to walkers and horses.
 - Changing the route if the trail is closed or heavily muddy.
 - Staying on the route and trying not to create extra width.
 - Never having a confrontation with other users or doing any stunts and tricks while cycling. All of these are strictly against DoFE safety conditions.
-

Training Framework – boatwork

All participants must:

- Be water confident and gain experience so that the craft becomes an extension of the user, or until they are at home in the environment.
- Wear a life-jacket or buoyancy aid following the Licensed Organisation/AAP policy. When participants are on or near the water during rowing expeditions the DofE strongly recommends the use of modern buoyancy aids, similar to those used by canoeists, at all times. They do not restrict movement to the same extent as traditional life-jackets and are not as uncomfortable.
- Be proficient in capsizing and recovery drills, including a 'man overboard' drill for vessels in open water.
- Have a practised and predictable response to sudden immersion.
- Be able to assist each other when in difficulty.
- Ensure that the boat is properly equipped, including the minimum of essential spares.
- Use a craft with adequate buoyancy.
- Use a boat fitted with adequate buoyancy which is firmly secured.
- Be able to tie a range of knots. Knots such as clove hitch, round turn and two half hitches, bowline, reef knot, figure of eight and a quick release knot are useful. It is far more important to be able to tie half a dozen knots well, than to know ten or 20 and not be sure which one to use or how to tie them. Participants must be able to tie knots quickly, without thinking, without looking and from any position.
- Be able to make fast to cleats, posts, pins and rings and to anchor.
- Be able to throw a line accurately and reliably.
- Know how to use locks, if appropriate for the expedition.
- Be able to carry out maintenance and simple emergency repairs.
- Be able to stow the gear and trim the boat.
- Waterproof food and clothing and other equipment which may suffer from immersion or rain.
- Be able to fulfil the role of cox, stroke, bow and crew member as appropriate.
- Be able to give and respond to orders in a seaman-like fashion, to work together to handle a boat under oars – getting away from quay, jetty, bank,

- moorings, and beach; pulling and backing; coming alongside; picking up moorings; manoeuvring the boat without use of the rudder; recovering man overboard and beaching; handling a boat under tow; taking a boat in tow, and allowing for wind and current when carrying out these manoeuvres.
- Be able to carry out a ferry-glide where pulling boats are to be used on rivers with strong currents or estuaries with strong tidal flows (2-3 knots or more).
- The proper names and function of all the parts of a pulling boat.
- The basic boating, sailing and sea terms.
- The basic rules of the road and priorities.
- The sound and distress signals used on water.
- The courtesies, customs and etiquette associated with boating and sailing.

For a pulling boat, there must be a series of commands such as: 'back oars', 'hold water', 'starboard hold water', 'give way together', 'ship oars' and 'bow oar' so that the boat can be manoeuvred efficiently to operate safely and in a seaman-like manner. During training, practices and the qualifying expedition, there should be a regular rotation of positions and roles to develop an all-round competence and to provide a refreshing change of task.

Expeditions in tidal waters

Participants who carry out their expedition in tidal estuaries and sheltered coastal waters must be competent in the following:

- Navigation, using the relevant charts and navigational information.
- Tidal processes, ebbs and flows, streams, rise and fall, range, springs and neaps.
- The use of publications providing tidal information.
- The relevant buoyage system.
- Handling a boat competently in tidal waters, including mooring and beaching.
- Have an understanding of COLREGS (rules of the road) as appropriate.

The framework outlined above should form the basis of a training programme for rowing expeditions and should be used in conjunction with the DofE *Expedition Guide*.

Expedition Training Framework for horseback expeditions

Aim

- To ensure that DofE participants are capable of riding and caring for a horse or pony on a mounted expedition without direct adult supervision or intervention.
- To ensure that DofE participants have been trained to an appropriate level of riding for their chosen expedition.
- To ensure that DofE participants have an evidenced knowledge of the care and workings of a horse.
- To ensure that DofE participants have a proper regard for the environment and will be in control of the horse on the roads and in the countryside.

This training syllabus is approved by the BHS.

General training

All participants must complete the DofE Common Training Syllabus for the appropriate level of expedition.

Riders must know and adhere to the Countryside Code.

Supported by an appropriately qualified or experienced person, participants must understand how to prepare the horse for the expedition, including developing a fitness programme and ensuring appropriate feeding.

A training competence certificate signed by an appropriately qualified or experienced person is recommended.



Riding

The participant must be properly dressed for the expedition. They must wear a hard hat with a safety strap at all times when riding, approved to the current BSI safety standard, and appropriate footwear. Footwear must be appropriate to ride in; this should be checked with the team's Supervisor.

In addition participants must be able to undertake the following, when wearing a daysack:

- Mount and dismount correctly on either side.
- Hold the reins correctly.
- Alter stirrups correctly when mounted.
- Tighten and loosen girth correctly when mounted.
- Be secure and in control at a walk, trot and canter when outside of an enclosed area.
- Execute turns and circles at a walk, trot and canter.
- Ride up and down hill.
- Open and close a gate when mounted.
- Independently work in the open.
- Ride in the countryside, across farmland and bridle paths with due regard to the Countryside Code.
- Be able to recognise dangerous ground.

Road sense and safety

- Participants must maintain the correct behaviour when riding in teams and in pairs on the road and have a plan in place for enabling traffic to pass safely.
- Participants must be prepared/equipped/able to deal with an accident. First aid training must include treating unconscious casualties and head injuries.

Note:

Most serious riding accidents involve vehicles and occur on roads. It is essential that DofE participants are trained in riding and road safety to a standard that the supervisor is satisfied with. The DofE recommends participants complete the BHS Riding and Road Safety Test or the Pony Club Road Rider test or training to these standards.

Horsemanship and horse care

the participant must be capable of looking after their mount, without direct adult supervision or intervention, for the duration of the expedition. They must be fully able to manage the horse or pony either at grass, corralled, or stabled, as appropriate for the expedition.

Tethering is not recommended for DofE expeditions and should only be considered by those who tether their horses on a regular basis and who have the specialist equipment required. Participants will need to be trained in tethering and should adhere to the BHS Code of Conduct.

Participants must therefore be able to:

- Care for and lead a horse off grass or from a stable as required.
- Feed, water and groom the horse.
- Use the essential grooming kit correctly.
- Pick up and pick out the feet correctly.
- Know when a horse needs to be re-shod.
- Tack up the horse (including the correct fitting of anything being used).
- Lead a horse in hand walking, trotting and turning.
- Care for and clean saddlery, including numnahs and girths, and check for safety.
- Load and fit saddlebags.
- Tie up during rest breaks on the expedition.

If required they must also be able to:

- Know how to take a horse in and out of a horse-box or trailer.
- Understand the importance and the means of protecting the legs whilst travelling.
- Put on a rug, roller and tail bandage, and a New Zealand rug.

Equine first aid

Participants should be able to:

- Know the main indications for health in the pony or horse.
- Treat minor wounds, and manage major injuries until help arrives.
- Recognise when a horse is lame.
- Recognise and deal with colic and azoturia until help arrives.
- Know the importance of daily checking/inspections of the horse's back, mouth and girth area for injury – and be able to undertake this.

Important:

All training requirements should be read in conjunction with *The Handbook for DofE Leaders* (7th edition), the *DofE Expedition Guide* 13th edition and the *DofE Expedition Training Framework*.



THE AWARD FOR YOUNG PEOPLE WITH ADDITIONAL NEEDS

Developing young people for life and work

By following our ten guiding principles, we aim to give every young person the opportunity to do their DofE, regardless of any barriers.

The value of a DofE Award to a young person cannot be underestimated. The personal and non-competitive nature of a DofE programme enables participants from different and diverse starting points to be equally proud of achieving their Award based on their personal challenge and journey.

Every section of a DofE programme gives young people an opportunity to be independent, to grow in confidence and to be challenged as an individual.

Individual programmes for individual people

A DofE programme is a personal challenge which is tailor-made to suit personal circumstances. This will reflect a young person's individual starting point, abilities and interests. Young people design their programme to suit their personal circumstances, choices and local provision.



Principles of all DofE programmes

- Non-competitive
- Achievable by all
- Voluntary
- Personal development
- Personalised
- Balanced
- Progressive
- Achievement focussed
- Demand commitment
- Enjoyable

Time

Whilst DofE timescales are expressed in months, participants need to give a regular commitment averaging at least an hour a week during this time. This hour can be broken down throughout the week, for example in two half-hour sessions if it is better suited to the individual participant.

When and how?

Participants can do their DofE activities during their personal time or during school hours if permitted. The self-development nature of DofE can fit in perfectly with an alternative curriculum or education programme.



"The DofE has given some of our students a focus in life and for the past couple of months they have been doing their volunteering work after school at different places. The dedication our type of students has shown is a credit to them."

Andy Butler,
DofE Manager,
The Tutorial Foundation



“Melrose School is a special school for students with social, emotional and behavioural difficulties. Participation in the DofE has been an invaluable experience for all involved. The students worked cohesively, demonstrating leadership qualities, endurance, independence, teamwork and co-operation. They have gained life skills which have impacted positively on their outlook and behaviour at school. The DofE has become an integral part of our school curriculum and it is essential that the students are offered the same opportunities as others.”

Kevin Blythen,
DofE Co-ordinator, Melrose School

DofE programmes

There are four sections at Bronze and Silver level and five at Gold.

Bronze **Silver** **Gold**

With assistance from adult Leaders, participants select and set objectives in each of the following areas:

Volunteering

Undertaking Voluntary Service to individuals or the community.

Physical

Improving in an area of sport, dance or fitness activities.

Skills

Developing practical and social skills and personal interests.

Expedition

Planning, training for and completing an adventurous journey in the UK or abroad.

Gold programme participants must also do an additional fifth **Residential** section which involves staying and working away from home doing a shared activity.



The benefits

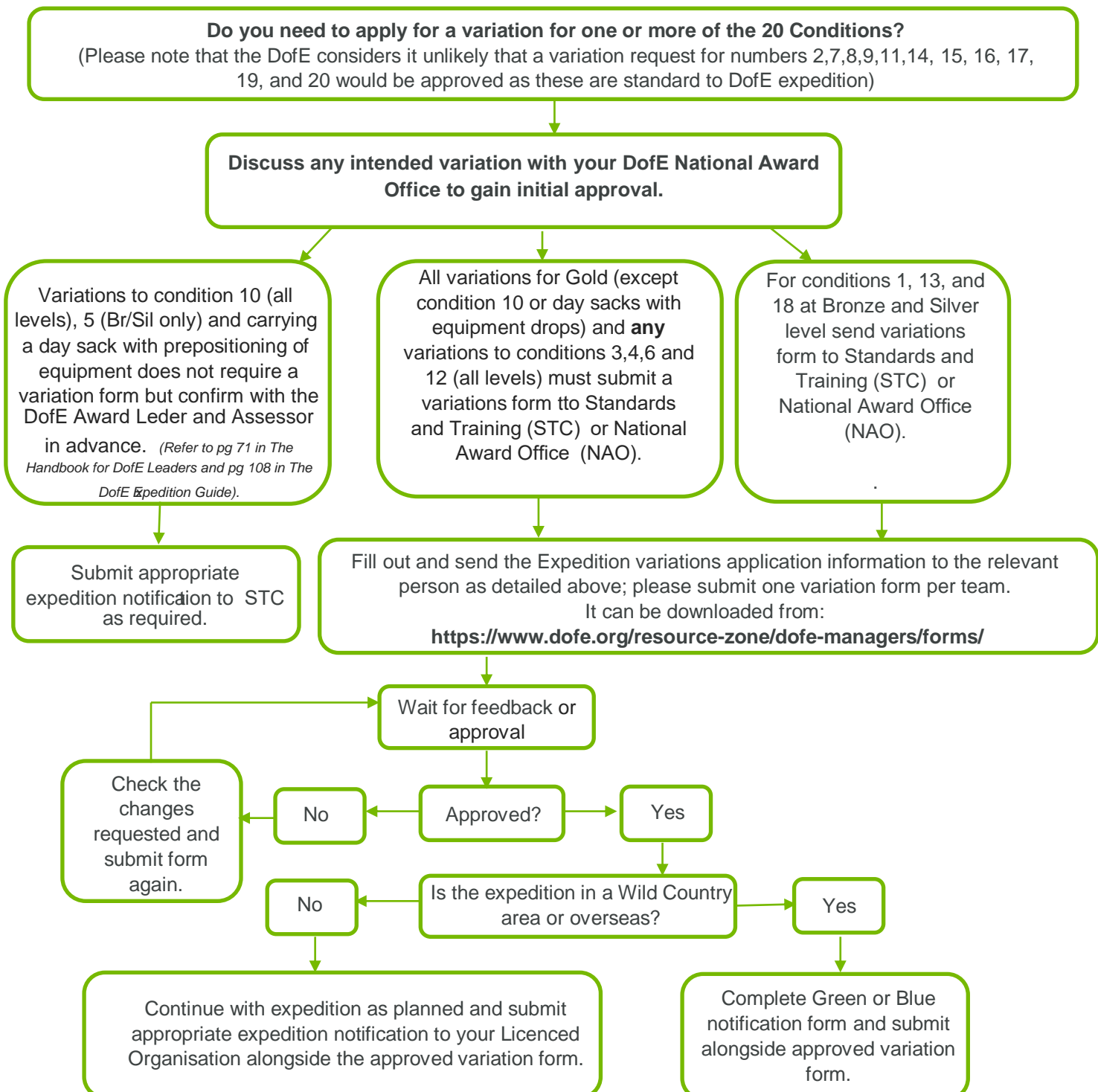
When a young person does their DofE programme they'll develop the skills and attitudes they need to become more rounded, confident adults.

You'll see all kinds of new talents develop in your participants as they progress, including:

- self-belief
- self-confidence
- a sense of identity
- initiative
- a sense of responsibility
- an awareness of their strengths
- new talents and abilities
- the ability to plan and use time effectively
- the ability to learn from and give back to others in the community
- building new friendships
- problem solving, presentation and communication skills
- leadership and team working skills.



How to apply for an Expedition section variation



Expedition variations application form



To be completed by the participant and their DofE Leader or Expedition Supervisor after seeking advice from their National Award Office (OA) or DofE Regional/Country Office.

Variations are for allowing individuals with a specific need to participate in their DofE programme and are not granted based on the difficulties of a proposed expedition environment. If all the individuals in a team have the same specific need then they should apply as a team. An approved application applies to **both** practice and qualifying expeditions so apply prior to the practice expedition.

Type of application:	Individual application <input type="checkbox"/>	or	Team application <input type="checkbox"/>	Date:	/	/
Participant name(s) and gender:						
DofE group/centre name:						
Contact number and email (or postal address):						
National Award Office / name and DofE Manager name and contact email:						
DofE level (tick):	Bronze: <input type="checkbox"/>	Silver: <input type="checkbox"/>	Gold: <input type="checkbox"/>			
Location of expedition:						
Dates of expedition (if not known put likely month):						
Expedition mode of travel:						
Name of AAP if using one:						
Expedition aim and summary description of the expedition:						
Which condition(s) need a variation (list 1-20)? (see overleaf)						
What are the specific needs of the individual or team?						
Why does this mean a variation to the condition(s) is required?						
Exactly what change is needed to allow participation in a DofE programme?						
If the variation(s) are granted how will the team ensure that the expedition meets section conditions for all team members?						
DofE Leader or Expedition Supervisor approval: (name, position, date, contact number and email)						

Expedition variations application form

How to submit this application:

A simple process map is available from the DofE website: www.DofE.org/go/expeditiondownloads

Email (or post) this form **at least 12 weeks** before the expedition:

- All applications from a Award Centre (AC) should be sent directly to their DofE Regional/Country office.
- **Bronze and Silver** expedition variation applications go to the appropriate DofE Manager for the participant's National Award Office (for National Operating Authorities (NOAs) like the Scouts or ATC, this may be a Regional DofE Manager).
- All **Gold** expedition variation applications (except condition 10 where no form is needed) and **any** applications for **conditions 3, 4 & 12** go to the DofE Regional/Country Office appropriate for the participant's OA (DofE Head Office for NOAs like the Scouts or ATC) and a copy sent to the appropriate DofE Manager for the participant's file.
- Note that variations to **conditions 5 and 10 at Bronze and Silver level** do not need to use this form and can be agreed in advance with the accredited Assessor for the expedition. This also applies to carrying a day sack and prepositioning of equipment (refer to p.71 in the Handbook for DofE Leaders and p.108 in The DofE Expedition Guide).

FOR National Award Office / DofE OFFICE USE ONLY:

Application approved / declined:

Indicate the details of the variation which is being approved for the individual or team.

Additional Comments:

(The DofE Manager/ DofE Office may wish to contact the DofE team or DofE Leader)

If a variation is granted for an individual but may have an impact on the rest of the team please indicate any allowances granted to the rest of the team:

Decision made by:

Name:

Position:

NAO / DofE Office:

Date:

Signature:

Expedition variations application form

The 20 conditions of the Expedition section:

1	The team must plan and organise the expedition
2	The expedition must have an aim. The aim can be set by the Leader at Bronze level only.
3	All participants must be within the qualifying age of the programme level and at the same award level (i.e. not have completed the same or higher level of expedition).
4	There must be between four and seven participants in a team (eight for modes of travel which have tandem).
5	The expedition should take place in the recommended environment.
6	Accommodation must be by camping or other simple self-catering accommodation (e.g. camping barns or bunkhouses).
7	The expedition must be of the correct duration and meet the minimum hours of planned activity.
8	All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team.
9	Assessment must be by an accredited Assessor. At Bronze level only, the Assessor may also be the Expedition Supervisor.
10	Expeditions will usually take place between the end of March and the end of October.
11	Participants must be adequately trained to safely undertake a remotely supervised expedition in the environment they will be operating in.
12	All expeditions must be by the participants' own physical effort, without motorised or outside assistance. Mobility aids may be used where appropriate to the needs of the participant.
13	All expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely.
14	Teams must possess the necessary physical fitness, first aid and expedition skills required to complete their expedition safely.
15	Groups must adhere to a mobile phone use policy as agreed with their Expedition Supervisor and Assessor. This agreement should also include use of other electronic equipment.
16	Participants must behave responsibly with respect for their team members, leaders, the public and animals.
17	Groups must understand and adhere to the Countryside /Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).
18	Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal on each day. This is optional on the final day.
19	Participants must actively participate in a debrief with their Assessor at the end of the expedition.
20	At Silver and Gold level, a presentation must be prepared and delivered after the expedition.



Developing young people
for life and work

A young person with short dark hair is seen from the side, sitting in a specialized wheelchair on a sandy beach. The wheelchair has large, treaded wheels and a smaller front wheel. The person is wearing a light-colored t-shirt and shorts. In the background, the ocean and a rocky coastline are visible under a cloudy sky. The entire image has a purple tint.

A guide for parents and carers

of young people with
additional needs

A life-long adventure...

The Duke of Edinburgh's Award (DofE) develops young people for life and work. It helps them to fulfil their potential and have a brighter future. For many young people, the impact can be life-changing.

What is the DofE?

Anyone aged 14 to 24 can take part in three progressive levels of programmes leading to a Bronze, Silver or Gold DofE Award.

Whatever they choose to do for their DofE, they'll make friends for life, have amazing experiences and enhance their CV and college or university applications.

■ **Bronze** start in year 9 (13/14yrs)

■ **Silver** start in year 10 (14/15yrs)

■ **Gold** start at 16+ years old

Participants keep track of their progress and get their Awards approved by their Leaders through our online record keeping system, ORB.

For young people with more complex needs they can be supported by their centre to use ORB.

To achieve their Bronze DofE Award, young people need to complete their own programme of activities in these four sections:



Volunteering

From helping at an after-school kids' club or running an awareness campaign to raising money for a charity or working on a recycling project, young people can get out and help others.

Physical

From wheelchair sports to swimming, football or yoga, participants take part in a sport, dance or fitness activity, showing improvement over time.

Skills

Participants learn a new skill or develop existing talents. From DJ'ing and science to drama and zoology, the sky's the limit!

Expedition

Young people are supported with planning, training for and completing an adventurous journey. They get to choose how to travel – it can be by bike, boat, wheelchair, walking or horse riding. The DofE Leader will assess how young people can be supported to complete their expedition.

Gold Residential (Gold level only)

Participants take part in a shared activity away from home with people they don't know. E.g: a residential summer camp, joining a conservation project or a week away learning a new interest.

Why should they do their DofE?

The flexible nature of the DofE means that every young person, regardless of any additional needs, can face their personal challenges to achieve their DofE Award.

It is important to remember that no young person is pushed beyond their limits and every programme is designed to reflect their individual starting point, abilities and interests. By participating in the DofE, core skills such as self-esteem, independence and the ability to adapt to new environments can be developed outside of the classroom. This is because every section of the DofE gives young people the opportunity to be independent, grow in confidence and be challenged as an individual.

One of the most exciting things about the DofE is that young people can achieve at the same level as their mainstream peers – an award which is recognised by potential employers across the country. So, when you support your child's pursuit of their Duke of Edinburgh's Award, you're investing in their development and future. You can expect to see them develop in the following areas as they work through their DofE programme:

- Initiative
- Organisation Skills
- New friendships
- Self-belief and self-confidence
- Leadership and teamworking skills
- A real awareness of their strengths
- A sense of identity and responsibility
- Problem solving, presentation and communication skills
- The ability to learn from and give to others in the community

How long does it take?

Each section must be done for a minimum period of time. Whilst timescales are given in months, participants need to give a regular commitment averaging at least an hour a week during this time. To achieve an Award young people must show persistence, commitment and personal development.

They may easily fit their DofE activities around their school, college or work commitments, carrying them out in their own personal time.

They may choose to use an activity they are already doing as a DofE activity – or go for something new.

- Bronze usually takes around 6-9 months to complete.
- Silver usually takes around 6-12 months to complete.
- Gold usually takes 12-18 months to complete.

Times are reduced if young people have achieved the previous level of Award.



Growing up with Down's Syndrome and diabetes meant that Jeremy wasn't always able to do the same exciting things as his three siblings. So when Jeremy was offered the chance to do his DofE, he jumped at the chance and achieved his Bronze Silver and Gold Awards.

Can you help?

Whatever activities your child has chosen to pursue for their DofE programme, they will need your support and guidance to help them through. You may also need to encourage them to keep their ORB pages up-to-date.

Supervision

DofE Leaders and Expedition Supervisors undergo safeguarding and other checks and training through their Licensed Organisation to ensure young people have access to a high quality programme. For some young people it is recognised they may need variations and increased adult supervision when needed is permissible or a 'buddy' within the group.

Volunteer

You may feel that you have other skills to offer. In which case, why not volunteer with your local DofE group?

- Talk to your local DofE Leader/ Co-ordinator
- Contact a Licensed

“

I love seeing participants' smiles when they achieve something new. Small steps are huge achievements for our young people. DofE is accessible to all!”

Hannah, DofE leader

DofE Bermuda Adventurous Journey Equipment List

Please note that this list will vary depending on the season and weather. Your Award Leader will review and provide a more detailed list in preparation for your Adventurous Journey.

Navigation and Emergency Equipment:

- Whistle
- Flashlight
- NAO Standardized Map
- Route Card & Map Tracings
- Compass
- Pocket Knife (or Swiss Army Knife / multi-function tool)
- Pencil and Notebook

Personal Camping Equipment:

- Rucksack (can be rented from the NAO)
- Rucksack Liner & Rain Cover (plastic trash bag)
- Tent (can sleep more than one person)
- Sleeping Bag (or tarp / sheets / blanket)
- Foam Sleeping Pad (optional)
- Cooking Stove (gas burner - one per group)
- Small Gas Cylinder for Cooking Stove (one per group)
- Small Cooking Pot / Pan (or all-in-one kit / one per group)
- Cooking Utensils (spatula/spoon)
- Tall Stick Matches or Long Lighter
- Plate / Bowl / Utensils (or all-in-one kit)
- Sponge / Dish Soap (one per group)
- Refillable Water Bottle (one per person)
- Hiking Boots / Appropriate Footwear (should be broken in)
- Appropriate (Layered / Breathable) Clothing / Rain Gear
- Personal Toiletries / Hygiene Items

How to pack your DofE rucksack

Liner

Use a dry bag or rubble sack to line your rucksack to keep everything dry.
Lifeventure Dry Bags



Sun protection

Store in a sealable bag to avoid leakage and keep near the top or in a pocket to regularly reapply.

Lifesystems Mountain Factor Sun Protection



Fuel

Double-bag fuel canisters in a sealable bag and store vertically to avoid spillage.

Trangia Fuel



Waterproof jacket and trousers

Pack your bag in the order you will want your kit. Remember last in first out.

Craghoppers Horizon Jacket and Ascent Overtrousers



Head torch

Pack evening essentials such as batteries or chargers together so you can find them easier in the dark.

Lifesystems Intensity 155 Head Torch

Survival bag

Use up any gaps to help keep kit stable in the bag.

Lifesystems Survival Bag



Stove

Clean and dry thoroughly, then place close to your back to maintain your centre of gravity.

Trangia 25-1UL Stove

Mid layers

Fleeces are lightweight and dry quickly. Keep near the top as temperatures can change quickly.

Craghoppers Strata Hooded Jacket



Tent

Ensure the heaviest kit is close to your back and balanced on each side.

Vango Banshee 300 Tent



Sleeping mat

Try to get all your kit inside your bag. If you have a large roll mat, you can tie it securely to the outside.

Vango Trek Sleeping Mat



Spare clothing

Push spare clothes to the bottom of the rucksack to fill the space available.

Craghoppers Fusion Base T-Shirt

Sleeping bag

Keep your sleeping bag dry by placing inside a waterproof bag inside your rucksack.

Vango Latitude Sleeping Bag



Socks

Always take at least two pairs of socks and ideally one set for each day. Pack to keep dry.

Bridgedale Hike Midweight Performance Boot Socks



DofE Buff

BUFF® Original headwear



First Aid

Keep your first aid kit in the same place and easy to hand. Store small items you might need during the day in the top.

Lifesystems Trek First Aid Kit

Rucksack

Make sure your rucksack transfers the weight of your kit to your hips and not on your shoulders.

Vango Sherpa 60:70 Rucksack



Wash kit

Lifeventure Wash Bag



Lunch/food

Bag each meal separately to help ration your food. Pack your lunch at the top and have snacks to hand for extra energy boosts.

Wayfayrer Expedition Food

Eating/drinking

Plastic or titanium camping gear are lightweight, won't break and easy to clean.

Lifeventure Ellipse Mug and Plate



Towel

Lifeventure Travel Towel



Stove safety instructions

Location

- Take some time to pick the cooking location. A firm level surface at ground level where the stove will not be knocked over is ideal and it must be at least two metres away from flammable items/tents.
- Consider the weather conditions and wind direction.
- Make it clear to other people that stoves are lit/hot and get everything needed together before starting to cook. Have somewhere safe nearby to put hot pans.

General safety

- Always be familiar with the stove & fuel before setting out.
- Be confident in how to use the stove and what dangers are associated with it and the fuel, for example gas canisters.
- Have water and a wet tea towel nearby, ready to use as a fire blanket. Always be careful to check if there is a flame or not, especially in bright sunlight.
- Never leave a lit stove unattended or unwatched.
- DofE participants and adults need to follow their Licensed Organisation's policies and the instruction and safety guidance given by the manufacturer of the stove they have chosen to use.

Gas stoves

- DofE teams must never use a gas stove that does not use self-sealing cylinders or cartridges.
- Remove cartridges from the stove for journeying and replace part used cartridges for full ones before the start of the expedition.
- It is best to use a gas stove that is low, stable and easy to shield from the wind.
- For exposed areas participants can use wind shields made of aluminium foil which can be bent into shape.

Gel fuels (Bio-ethanol)

- Do not fill gel burner over two thirds full.
- Never refill a lit or hot stove – the flame can be hard to see. Always check for heat – bubbling and a crackling noise indicates the gel is alight.
- Always refill from a small gel container, not a bulk container.
- Always keep unused fuel at least three metres away from the stove or any source of ignition and do not store in direct sunlight.

Spirit stove safety instructions

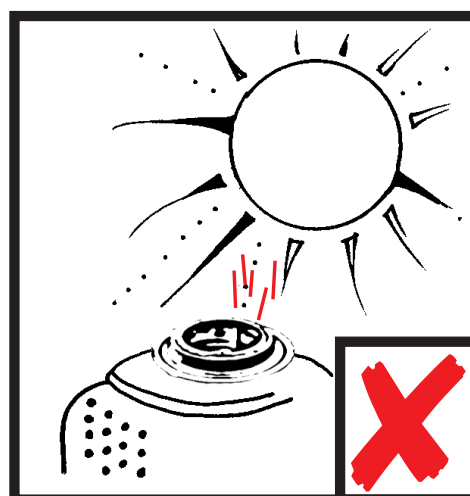
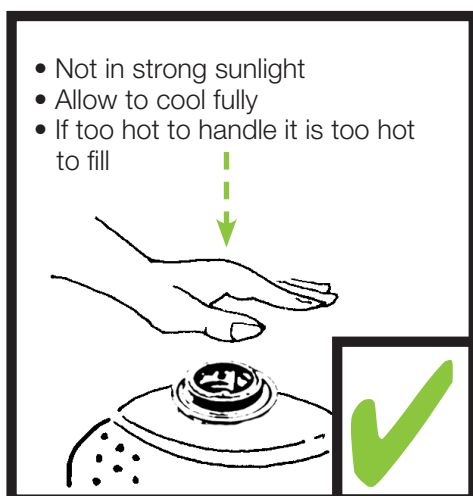
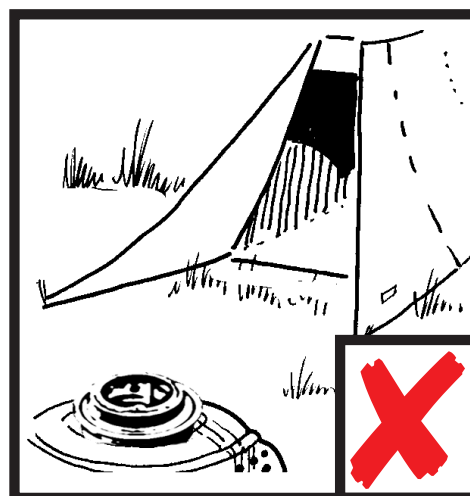
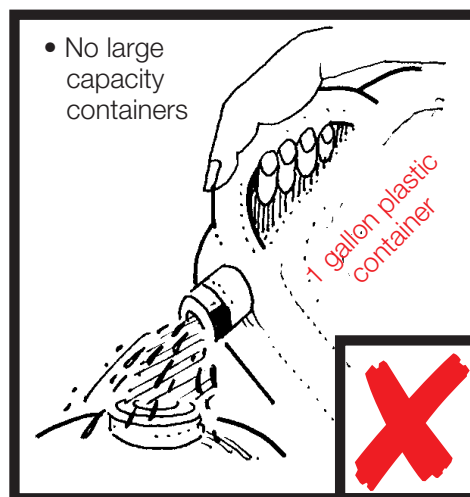
- The stove must be placed on a firm level surface, at least two metres away from flammable items/tents, in a place where it cannot be knocked over.
- Fill the stove from a small container, never from a bulk container such as a one gallon can or plastic container. (It is permissible to sell methylated spirits in a plastic container).
- The spirit must be carried in bottles specifically designed for the purpose which have a screw top and a safety valve. These should normally be around half a litre in capacity and the stoves should be filled from these bottles. Trangia fuel bottles with safety valves are good to use as these will prevent a full bottle fire. Note – it is not immediately obvious when the bottle is in the locked closed position, any pressure on the plunger in the open position can lead to leakage.
- Fuel should not be handled near tents or any naked flames; it is good practice to have a 're-fuelling' area where fuel is handled away from the designated cooking area.
- One person should carry the stove or the spirit cup downwind, away from the tents and it should be

fuelled, or refuelled, in a place where there are no naked flames in the vicinity.

- Take great care when re-fuelling the stove, make sure that the flame is completely extinguished (the flame can be invisible, especially in sunlight) and the stove/burner has cooled before removing the burner to re-fill it (take the burner to the fuel, not the fuel to the burner). Remove the pan and carefully place a hand over the spirit cup or hold the corner of a sheet of paper just above the burner. This will indicate if the burner is still lit. The burner should be taken to the fuel, not the fuel to the burner (if the burner is cool enough to pick up it won't still be alight).
- If it is necessary to refill a burner, assume it is still burning. Go through the normal procedure of putting the burner lid over the flame to extinguish. Wait until the burner has gone cold before refilling.



The safe way to fuel and refuel spirit stoves



Eating on a DofE expedition

Stove

Find a good cooking location for your stove. A firm level surface at ground level where the stove will not be knocked over is ideal. It must be at least two metres away from flammable items/tents.

Trangia Gas Stove and Vango Folding Gas Stove



Fuel

All fuel should be kept away from matches. Different people should carry fuel, stove and matches.
Trangia Fuel



Water

Set out each day with enough water for that day – this means carrying a minimum of two litres of water with you.

Lifeventure Tritan Flask 1L



Cutlery

Don't use the same utensils or containers for raw and cooked food.

Lifeventure Ellipse Knife, Fork and Spoon



Mug

Convert your drinking mug into a handy measuring cup by scratching a few lines in the right place on the outside.
Lifeventure Ellipse Mug



Pots and pans

Clean and rinse after cooking, as pots and pans will be harder to clean if food is left to dry.

Trangia 25-1 UL



Matches

Windproof matches are ideal if you need to get a fire going in wet or windy weather.

Lifesystems Windproof Matches



Trangia 25-1UL Stove

Plate/bowl

Plastic, titanium or stainless steel camping gear are lightweight, won't break and easy to clean.

Lifeventure Ellipse Plate and Bowl



Packing

Try and pack each meal together in a bag for each day, so it's easy to take out when needed.

Lifeventure Dry Bags



Ready to eat food

Lightweight, high energy expedition food pouches are ideal for breakfast or a snack whilst travelling. They are nutritious, easy to carry and ready to eat hot or cold.

Wayfayrer Expedition Food



Calories

Pack as much energy (calories) into the least weight and volume as possible. We suggest between 3,000-5,000 calories per day.

Food

Take food that will keep for the duration of the expedition, even in hot weather. Dried, cured, smoked or vegetarian foods will usually last well.

Breakfast

Start the day with a substantial breakfast. This can include cereals, muesli, porridge, noodles or even expedition ready food such as All Day Breakfast.

Lunch

Picnic or larder style foods are the usual choice for lunch. Pitta bread, wraps or other ready to eat foods go well with other high energy items such as flapjacks, cereal bars and nuts.

Snacks

Mars bars, boiled sweets, jelly cubes or Kendal mint cake are ideal for an extra energy hit.

Dinner

Soup, curry, stews, pasta or stir fry are all great options that are easy to cook on a camping stove.

How to look after your feet for your expedition

Before your expedition

Protect your ankles

Boots with ankle support help protect you while walking with a heavy rucksack. Look for high ankle support and high grip soles.

Invest in good walking socks

Socks perform three functions; they cushion your feet, absorb sweat and provide insulation from the cold.

Wear the socks you will use on expedition when trying on boots to buy.

Get the right boot for you

Finding the right boot is an essential part of preparing for your expedition. Feet are different shapes and sizes. Go in store for a free boot fitting and to try out and test your new boots on the slopes and dips.

Break in your boots

Buy your walking boots early so you have lots of time to break them in and for best comfort on your expedition. Wear them training and walking.

During your expedition

Campsite footwear

Bring a pair of flip flips or lightweight sandals/trainers to wear around the campsite. It will let you air and dry your feet, socks and boots once in camp.

How many pairs of socks?

You should carry at least one spare pair, preferably several, and ideally one set for each day.

Double up

Liner socks are a thin sock layer. Wearing two pairs of socks (one pair of liners, one pair of outer socks) can significantly reduce friction in the boot and help prevent blisters.



Walking boots

Leather boots are soft, durable and waterproof and highly abrasion resistant, making them long lasting. Fabric boots are lighter, cheaper and a good option if your feet are still growing.

Vango Velan Walking Boots

After your expedition

Clean up

After your expedition, remember to clean your boots well and let them dry naturally ready for your next walk or adventure.

Storing your boots

Store your boots in a dry, well aired place. Wet boots left in damp rooms or in the car will make them go mouldy. If your boots are still damp, stuff them lightly with newspaper to absorb moisture.

Wash your socks inside out

The water reinvigorates the underfoot cushioning.



Walking socks

Walking socks are designed to minimise blisters with padding and moisture protection fabric.

Bridgedale Hike Midweight Performance Boot Socks



Kit care

Improve the water resistance of your boots by using waterproofing products regularly. This will keep your boots strong and feet dry.

Nikwax Footwear Cleaning Gel and Fabric & Leather Proof



Blister kit

Prevention is better than cure so put some blister plasters on where you have had blisters before or at the first sign of a hot spot.

Lifesystems Blister First Aid Kit

Waterproofing and weather protection

Rain and wind



Waterproof jacket

A lightweight but waterproof jacket will keep out the rain and wind with waterproof zips and coatings.

Craghoppers Horizon Jacket

Spare socks

Change into dry socks when arriving at camp. This will help prevent blisters.

Bridgedale HIKE Midweight Merino Performance Boot Socks



Rucksack cover

Look for a rucksack with a detachable rain cover included in the base of the pack to keep your rucksack dry and aid visibility in low light. If your rucksack doesn't have a rain cover you will need to buy one.

Waterproof overtrousers

Overtrousers with long zips and adjustable ankles can be put on quickly at the first sign of rain.

Craghoppers Ascent Overtrousers



Sleeping bag

Pack your sleeping bag inside a waterproof bag in your rucksack to protect it from rain.

Vango Latitude Sleeping Bag



Cleaning

Use a specially designed waterproof cleaner for wet weather clothing. Machine or hand wash.

Nikwax Tech Wash



Proofing

Treat your tent, rucksack and other equipment with proofing to add water repellency, increase fabric strength and protect against UV deterioration.

Nikwax Tent & Gear Solarproof

Hot and cold

Fleece

A full zip fleece is easy to put on and take off when the weather changes.

Craghoppers Strata Hooded Jacket



Head/neckwear

Wick away moisture when it's hot and protect your neck from sunburn. When cold, headwear can protect your head and face from the wind and rain.

BUFF® Original Headwear



Technical t-shirt

Look for fabrics that wick moisture away from your body, ideal for when you are hot and sweaty.

Craghoppers Fusion Base T-Shirt



Water bottle

Ensure you drink plenty of fluids frequently throughout the day, especially in hot weather. Take at least two litres with you per day.

Vango Hydration Pack 2L
Lifeventure Tritan Flask 1L

Sun cream

A sweat resistant high SPF sun cream will help protect you from UV rays. Reapply regularly throughout the day even in overcast conditions.

Lifesystems Mountain Formula SPF50



Survival



Storm shelter

Enjoy lunch in a warm, dry place on a rainy day. For more extreme situations, the bright colour and reflective tape will make you more visible.

Vango Storm Shelter

Survival Whistle

Attract attention and let others know your location in heavy fog, rain, or if you are in distress.

Lifesystems Safety Whistle



Torch

Head torches leave both hands free to put boots on, tie tent strings and find kit in your bag.

Lifesystems Intensity 155 Head Torch



Insect repellent

Protect against biting insects in all environments – especially ankles and lower legs.

Lifesystems Expedition 50+ Insect Repellent



Award Centre Evaluation and Statistical Return Form

1. Award Unit Information

Name Of School/Organization	
Name Of Principal/Director	
Physical Address	
Telephone/Cell Numbers	
Date Of Evaluation	
Conducted By	

2. Organizational Sub-Licence Compliance

Description	Evidence Provided	
Current Public Liability Insurance Policy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Current Workers Compensation Or Employer's Liability Insurance Policy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Proper Use Of The DoFE Logo	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Proper Use Of The DoFE Brand Guidelines	Yes <input type="checkbox"/>	No <input type="checkbox"/>

3. Participation Figures

Please state how many young people actively participated in the Award during the last calendar year. A young person 'actively participating' is defined as one who is currently pursuing their Award by undertaking regular activities for at least one section of the Award. This includes all new entrants and those who previously joined the Award, even if they have not yet achieved the Level of Award they are currently pursuing. It should not be assumed that once a young person joins the Award they remain a participant up until their 25th birthday.

Award Level	Male	Female	Total
Bronze			
Silver			
Gold			
Total			

4. Resources

Number Of Active Participants	
Number Of Award Leaders	
Number Of Other Award Volunteers	
Award Leader/Participant Ratio	

5. New Entrants

Please state how many young people started their Award at the Bronze, Silver or Gold Level last calendar year. This should be split between:

- Direct Entrants– Young people, who are new to the Award, have not achieved any previous Award level and have started the programme during the last calendar year.
- Continuing Participants – Young people who have achieved their Bronze Award level and have started the Silver or Gold Award level during the last calendar year.

Award Level	Male	Female	Total
Bronze			
Silver - <i>Direct</i>			
Silver			
Gold - <i>Direct</i>			
Gold			
Total			

6. Awards Gained

Please state how many young people completed their Award during the last calendar year. This is the number of young people who have completed their Award not the number of Awards presented, as there is sometimes a delay between authorization and presentation of an Award. This should be split between:

- Direct Entrants– Young people, who are new to the Award, have not achieved any previous Award level and have started the programme during the last calendar year.
- Continuing Participants – Young people who have achieved their Bronze Award level and have started the Silver or Gold Award level during the last calendar year.

Award Level	Male	Female	Total
Bronze			
Silver - <i>Direct</i>			
Silver			
Gold - <i>Direct</i>			
Gold			
Total			

7. New Entrants

Please state how many young people started their Award at the Bronze or Silver Level last calendar year. This should be split between:

- Direct Entrants– Young people, who are new to the Award, have not achieved any previous Award level and have started the programme during the last calendar year.
- Continuing Participants – Young people who have achieved their Bronze Award level and have started the Silver or Gold Award level during the last calendar year.

Award Level	Male	Female	Total
Bronze			
Silver - <i>Direct</i>			
Silver			
Gold - <i>Direct</i>			
Gold			
Total			

8. Awards Gained

Please state how many young people completed their Award during the last calendar year. This is the number of young people who have completed their Award not the number of Awards presented, as there is sometimes a delay between authorization and presentation of an Award. This should be split between:

- Direct Entrants– Young people, who are new to the Award, have not achieved any previous Award level and have started the programme during the last calendar year.
- Continuing Participants – Young people who have achieved their Bronze Award level and have started the Silver or Gold Award level during the last calendar year.

Award Level	Male	Female	Total
Bronze			
Silver - <i>Direct</i>			
Silver			
Gold - <i>Direct</i>			
Gold			
Total			

9. Volunteers

Please provide the number of volunteers by type who worked with your Award Unit during the previous calendar year.

Award Leader (including voluntary Award Leaders and youth workers)	Other adult volunteers (including assessors, but not Award Leaders)

10. Reaching Young People From Diverse Backgrounds

Please state whether you have targeted any of the following groups of young people for participation in the Award during the last calendar year and approximately how many young people you had from these groups participating in the Award:

Group	Targeted			Number of active participants last calendar year
Young people who are considered disadvantaged or at risk through ill health, addiction, conflict, unemployment or marginalization	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
18-24 age group	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
Teenage parents	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
Young people from immigrant communities or with ethnic minority background	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
Young people who are considered to have a physical, learning or other disability	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	

11. Award Leader Self-Reflection

Award Leader Name		
Award Level		
Description	Award Leader Input	
Participant Enrolment Forms Submitted By Requested Deadline Date	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Participates In Award Leader Training & NAO Information Meetings	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Maintains Open Communication With The NAO	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Maintains Accurate Attendance and Training Dates	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Additional Comments: _____

12. Programme Enrolment & Reporting

Description	Award Leader Input	
Signed Participant Enrolment Forms Submitted By Requested Deadline Date	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Participant ORB Profiles Created During Enrolment Process	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Award Unit Annual Statistical Return Submitted By 1 February	Yes <input type="checkbox"/>	No <input type="checkbox"/>

13. Participant Training & Supervision

Description	Award Leader Input	
Participant Meeting Dates/Training Curriculum Is Organized	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Award Unit Training Curriculum/Agenda Follows NAO Guidelines	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Participants Have A Understanding Of Their Programme	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assisting Participants With Selection Of Activities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Participant Activities Are Monitored On A Regular Basis	Yes <input type="checkbox"/>	No <input type="checkbox"/>
ORB Activities & Logs Are Recorded & Updated On A Regular Basis	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Award Leader Makes Good Use Of NAO Shared Resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Award Leader Incorporates Team-Building Into Regular Training Sessions	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Award Leader Uses Encouraging Language When Working With Participants	Yes <input type="checkbox"/>	No <input type="checkbox"/>
NAO Advised Of Practice & Qualifying Adventurous Journey Dates & Campsites	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Route Cards For Qualifying AJ Received by Standards & Training 6 Weeks Prior	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Final Group Presentations Delivered & Signed Off In A Timely Manner	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Complete Award Sign-Off & Completion Rates Meet NAO Expectations	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Additional Comments: _____

14. NAO Support & Appreciation

Description	Award Leader Input	
Do you feel supported by the NAO in your role as an Award Leader?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you feel appreciated by the NAO for your volunteer service to the Award?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

15. Award Leader Feedback, Suggestions & Comments

We are always on the lookout for stories from Award participants, Leaders and volunteers on how the Award has made a difference to individuals and our local community. If you have a story to share on a particular individual or project, please email karen@theaward.bm or fiona@theaward.bm

We have read and understand the content of this Award Centre Evaluation/Statistical Return and are in agreement to execute plans for improvements, if any, with input and support from the NAO.

Signed on behalf of the Award Unit
Date

Date

Signed on behalf of the National Award Office

Printed Name & Title

Printed Name & Title