

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

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.

QUALIFYING JOURNEY and ASSESSOR ROLE

PRIOR

Prior to Qualifying Journey –

- You should receive information from each Adventurous Journey team regarding their proposed route and plans for their qualifying journey
- You should check this against these against the 15 conditions in order to suggest any modifications needed
- Contact the team's Adventurous Journey Supervisor or Award Leader to discuss any modifications that you think may be required and confirm any other details needed (e.g. that training has been undertaken)
- Plan your assessment check points

ON

On the Qualifying Journey –

- On the morning of the start of the qualifying journey you need to meet the Adventurous Journey team and their supervisor in the Adventurous Journey area for your pre-checks (this could also be done on the previous day)
 - Use this meeting to agree expectations, discuss the team's plan, aim and route, and talk through equipment and supervision plans
 - The pre-Adventurous Journey checks allows you to verify several of the 15 requirements
- Meet with the team en-route
 - You should make contact with the group at least once a day to ensure the group is working according to plan and is safe
 - You should try to vary these visits so that some are whilst the team are journeying, at the campsite, in the morning, in the evening etc.
 - Use these meetings to confirm the 15 requirements are being fulfilled

AFTER

After the Qualifying Journey –

- De-brief
 - Once the entire journey is completed the Assessor should meet with the team and debrief
 - This will provide you with an opportunity to review the Adventurous Journey with the team and gives participants an opportunity to reflect on their experience and express their feelings and reactions
 - As an assessor you should be asking open and probing questions to help with this process. Below we have provided you with an example list of questions that you could ask

- **The role of the assessor is to confirm that the requirements of the Adventurous Journey have been fulfilled. There is no pass, fail, testing, or marking – either the requirements have been fulfilled or they have not.**
- **Assessors must have the ability to determine competence by oral questioning, and the suitability of equipment by observation. The prime requirement is that the participants should carry out an Adventurous Journey of the required duration, in the allotted time frame, by their own physical effort, without outside help or motorised assistance, and subsequently, provide a presentation on their journey.**

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.

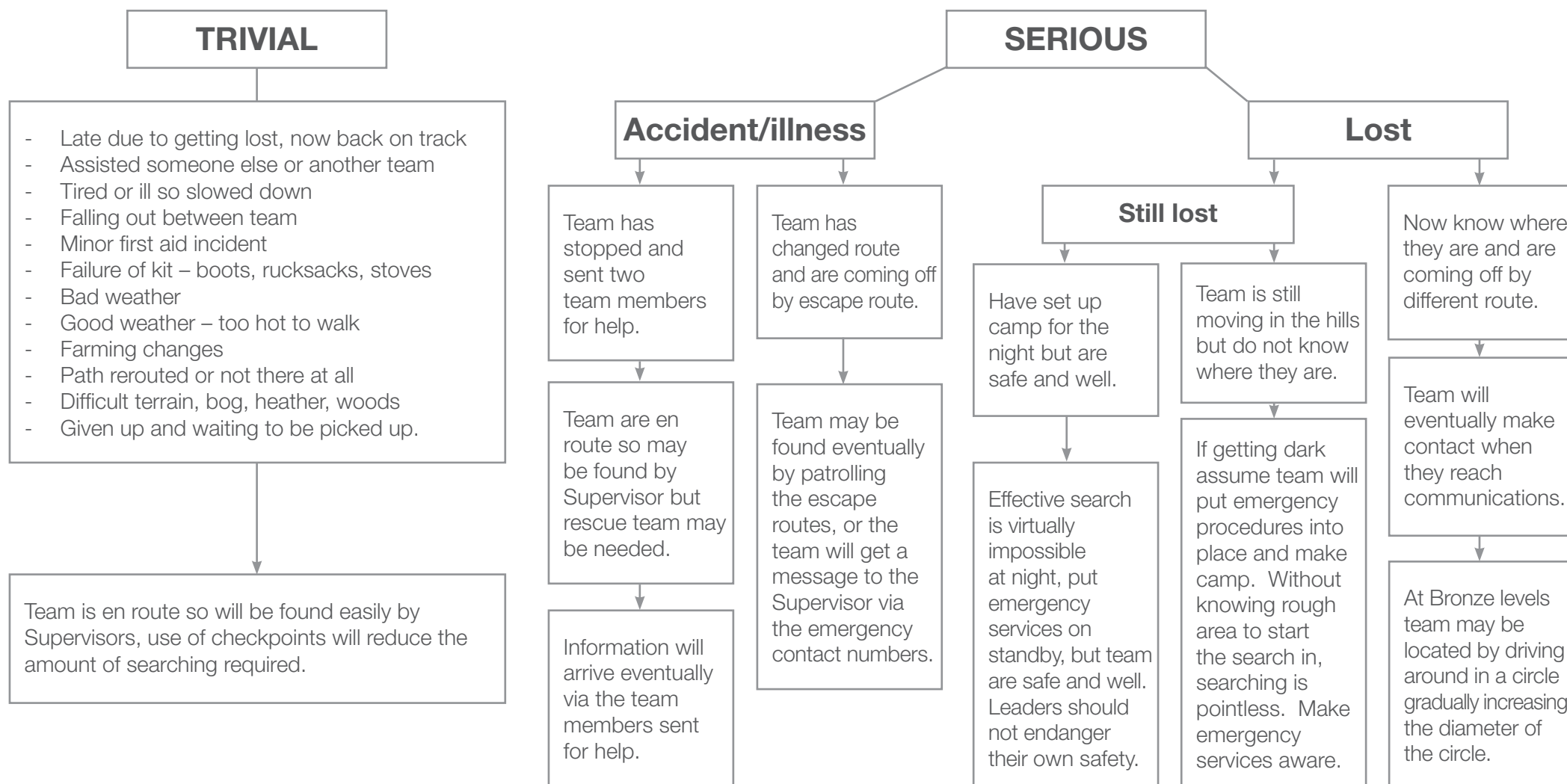
The examples above are to illustrate our general approach to deciding upon a suitable number of groups per Expedition Assessor. Use of other modes of travel will have an impact on the number of assessments that one Assessor can do. Licensed Organisations must err on the side of caution and seek advice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