

International Handbook for Award Leaders



About The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is a global framework for non-formal education, which challenges young people aged 14-24 to dream big, celebrate their achievements and make a difference in their world.

Since its launch in 1956 it has inspired millions of young people to transform their lives. Participants design their own Award programme, set their own goals and record their own progress. By creating opportunities for young people to develop skills, get physically active, give service and experience adventure, the Award can play a critical role in their development outside the classroom. The Award allows young people's achievements to be consistently recognised worldwide, giving them unique international accreditation of their experiences.

The Award helps to inspire, change and improve individuals, communities and societies around the world. Young people who take part in the Award become more confident and resilient, and develop skills in areas such as communication, problem solving and leadership. This in turn impacts on their communities, who see improvements in areas including employability, health and well-being, and educational attainment.

Through the Award, young people can be empowered with not just the confidence but the desire to create meaningful change; to find their purpose, passion and place in the world.



The Duke of Edinburgh's International Award Foundation

The Duke of Edinburgh's International Award Foundation drives and supports the Award's global growth. The Award's long-term ambition and vision is as follows:

Our long-term ambition is that every eligible young person will have the opportunity to participate in the Award.

Our vision is to reach more young people from diverse backgrounds and equip them as individuals to succeed in life.

The International Award's global strategic priorities for 2018 – 2023 are as follows:

- **Access** – increasing the number of new Award entrants, particularly those who are at risk or marginalised.
- **Reach** – increasing the number of organisations and people involved in delivering the Award by improving the social infrastructure of the Award.
- **Impact** – increasing Award completion rates by assisting, supporting and training providers – volunteers and Leaders – to enable more young people to achieve their Award.



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

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

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

His Royal Highness The Duke of Edinburgh, KG, KT, OM, GBE

Introduction from John May, Secretary General

Thank you for getting involved with The Duke of Edinburgh's International Award. In today's rapidly changing world, young people need to develop the qualities of perseverance, grit, curiosity, optimism and self-control. Economists might describe these qualities as non-cognitive. Psychologists might call them 'personality traits'. To the rest of us, they're just known as 'character' and the development of character is the purpose of the Award.



Imagine what an impact it would have on our society if every young person had the opportunity to do the Award. Globally, we're working to increase and broaden access, so that many more young people can benefit from good non-formal education. It is therefore our duty (an old-fashioned term perhaps, but one that I believe in) to bring the Award within the reach of as many young people as we possibly can – and to do that with rigour, with skill and with urgency. This can't happen without the generosity of volunteers and supporting organisations. Ultimately, this can't happen without you.

Like the young people with whom you work, you too are about to embark on an adventure that will fill you with unique experiences, memories and a genuine sense of achievement. Thank you again for volunteering your time and enjoy the journey.

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CHAPTER 1

Introduction, philosophy and principles

- 1.1 Introduction to the Handbook
- 1.2 History, philosophy and guiding principles
- 1.3 Codes for Award Operators

1.1 Introduction to the Handbook

This chapter introduces the purpose of the Handbook and briefly summarises the history, philosophy and principles that underpin the Award today. It concludes by setting out the Codes for Award Operators: Operational Principles; Code of Practice; and Reciprocal Participation.





1.1 Introduction to the Handbook

This Handbook provides Award Leaders, and other adults involved in delivering the Award, with the core information required to deliver the Award in any location. It is as an overarching guide that gives Award Leaders the practical advice and guidelines to help young people to design, plan and achieve their Award.

It is designed to help you to provide the best support and guidance possible to Award participants. Whilst the Award has enduring principles and defined requirements – which are set out in this Handbook – its unique strength is its ability to be used flexibly with any group of young people, whatever their needs and backgrounds.

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

The Award is delivered internationally through a global and diverse network of licensed Operators, varying in scale from large National Award Operators (NAOs) with hundreds of thousands of participants to directly licensed Independent Award Centres (IACs) – typically international schools or youth clubs – with just a few young people taking part.

The Handbook is principally for Award Leaders, but it can be used by anyone who is supporting a young person through their Award experience. This may include but is not limited to: Award Coordinators; Award Verifiers; **Adventurous Journey** Supervisors and Assessors and other adult volunteers involved in supporting sectional activities.

In addition to this Handbook, there is a wealth of information and online training and development available to support you in delivering the Award.

Whether you require additional guidance about how to deliver a relevant section, are looking at specific areas around the Award's impact measures, require participant case studies or want information about Award merchandise there is a huge amount of additional information available.

The principal resource is awardcommunity.org. This includes interactive learning modules covering everything from the history and philosophy of the Award to specific guidance for each Award section and a glossary of key terms. The Award Community is a great place to share best practice, new approaches and learn more about how the Award is delivered in each country. This online training and forum is complemented by face-to-face training delivered across the world by the Foundation, National Award Operators and Operating Partners. The Foundation's website provides additional information, including a glossary of key terms and support at www.intaward.org.

If you have any questions regarding the delivery of the Award that cannot be answered by the Handbook, **awardcommunity.org** or our website, please do not hesitate to contact your direct licensor – for example your NAO or, in the case of an IAC, the Foundation.

1.2 History, philosophy and guiding principles

The original inspiration for the Award came from Dr Kurt Hahn, who also thought up Outward Bound, United World Colleges and Round Square. Kurt Hahn had been a Rhodes Scholar and Private Secretary to the last Imperial German Chancellor before becoming a schoolmaster. He founded a boarding school at Salem in Germany and then, having fled Germany in the early 1930s, founded a school named Gordonstoun in Scotland. The Duke of Edinburgh was one of the first pupils at the school.

Kurt Hahn, amongst other educationists, helped to develop the philosophy of ‘experiential learning’, or ‘learning by doing’, a process of making meaning from direct experience. For further information and background reading about Hahn’s philosophy of education and experiential learning in general, please visit www.awardcommunity.org.

“The aim of education is to impel people into value forming experiences... to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit... and above all, compassion... It is culpable neglect not to impel young people into experiences.”

KURT HAHN

It was at Gordonstoun that The Duke of Edinburgh completed the Moray Badge, a precursor of the Award and something that Kurt Hahn felt could be used in many more places than just his school. However, the Second World War prevented further development and it wasn’t until the early 1950s that Kurt Hahn approached The Duke of Edinburgh to establish a national badge scheme based on the idea of the Moray Badge. By 1954, The Duke of Edinburgh agreed that, if Kurt Hahn could form a representative committee to give approval to the general idea, he would be prepared to take the position of Chair. The Duke was joined by Brigadier Sir John (later Lord) Hunt, the leader of the first expedition to reach the summit of Mount Everest. A first draft of what became the Award was composed in 1955 and sent to voluntary and other youth organisations. Subsequently, the Award scheme was launched, in 1956, initially for an experimental three years.

The original aim was to motivate boys aged between 15 and 18 to become involved in

a balanced programme of voluntary self-development activities to take them through the potentially difficult period between adolescence and adulthood.

Within the first year of its establishment, the lower age limit was reduced to 14. A girls’ scheme was launched in 1958, and the two separate schemes were amalgamated in 1969. In 1957 the upper age limit was increased to 19, increased again in 1965 to 20, further increased to 21 in 1969 and increased once more to 24 in 1980.

By 1971 the Award operated in 31 countries; this had increased to 48 countries by 1989 as it spread beyond the boundaries of the Commonwealth.

From its roots in the UK in 1956, the Award expanded to its current level of operation rapidly with interest from overseas. This expansion led to the formation of The Duke of Edinburgh’s Award International Association in 1988. Today the Award reaches more than 1.3 million young

people per year in more than 130 countries and territories. Full details of the Award’s presence in any particular country can be found online at www.intaward.org.

The Award is about individual challenge and developing a sense of commitment. As every individual is different, so too are the challenges that young people undertake to achieve their Award. With guidance from their Award Leader, Assessors or other Award volunteers, each young person should be encouraged to examine themselves, their interests, abilities and ambitions, then set themselves challenges in the four different sections of the Award. These challenges should be overcome through persistence and determination.

Along the way participants may feel daunted or want to give up, but at the end they will have the satisfaction of knowing they overcame the challenges and succeeded. In the process of completing each section, they will have learned more about themselves and the hidden depths to their character.

It is important that these challenges are pitched at the right level for the individual participant – if they are too easy, there will be no sense of real achievement; if they are too difficult then the young person may give up.

Young people do not need to excel to achieve an Award. They simply need to set personally challenging goals for improvement and then strive to reach those goals. A demonstration of commitment will help a young person get out of the Award what they put in: essentially, there are no short cuts to a real sense of achievement.

To help young people overcome their challenges, the Award provides them with opportunities to learn from experience. So it isn’t just undertaking Award activities that is important. It’s reflecting on what one has learned from each activity that really makes a difference.

Guiding Principles

There are ten guiding principles that underpin the philosophy of the Award.

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



1. Individual

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



2. Non-competitive

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



3. Achievable

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



4. Voluntary

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



5. Developmental

Participating in their Award programme fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults.



6. Balanced

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



7. Progressive

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



8. Inspirational

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



9. Persistence

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



10. Enjoyable

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



1.3 Codes for Award Operators

In addition to the ten guiding principles, there are three criteria to which all Award licence holders must adhere. These criteria relate to the Award's Operational Principles, Code of Practice and reciprocal participation.

1.3.1 The Operational Principles

- Participants must be between 14 and 24 years of age.
- The basic structure of the Award consists of the four mandatory sections: **Voluntary Service**, **Skills**, **Physical Recreation** and **Adventurous Journey**.
- There are three levels of Award: **Bronze** (for those aged 14 or over), **Silver** (for those aged 15 or over) and **Gold** (for those aged 16 or over)*.
- The minimum period of participation for direct entrants to qualify for an Award is six months for **Bronze**, 12 months for **Silver**, and 18 months for a **Gold** Award.
- At **Gold** level, participants must undertake a **Gold Residential Project** away from home.

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

1.3.2 The Code of Practice

All operators and deliverers of the Award must:

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

1.3.3 Reciprocal participation

- All Award Operators agree, in so far as it is possible under individual national laws, to allow participants from any other licensed Operators to transfer their participation to them and to recognise the validity of achievements recorded by other Award Operators or Partners.

The impact of the Award: Ahmed, Bronze participant.

Bronze participant Ahmed Afiq, 14, from Qatar, says taking part in the Award has helped to improve his fitness, but the best part about it is the teamwork.

“My life before taking part in the Award was very unhealthy. The Award has changed the way I feel about my life because of the stuff that it has taught me. I used to be lazy and shy but after doing the Award it changed me into a different person. I am more confident and much fitter. I also know how to face difficulties with a team; the best part of the Award is that it teaches you the importance of teamwork.

“The Award is amazing, as it teaches you skills that you might need in the future. I have lots of positive things to say about my experience so far, but one of the best moments of the Award experience for me is when you reach the campsite together with a big smile, after all day of walking.”

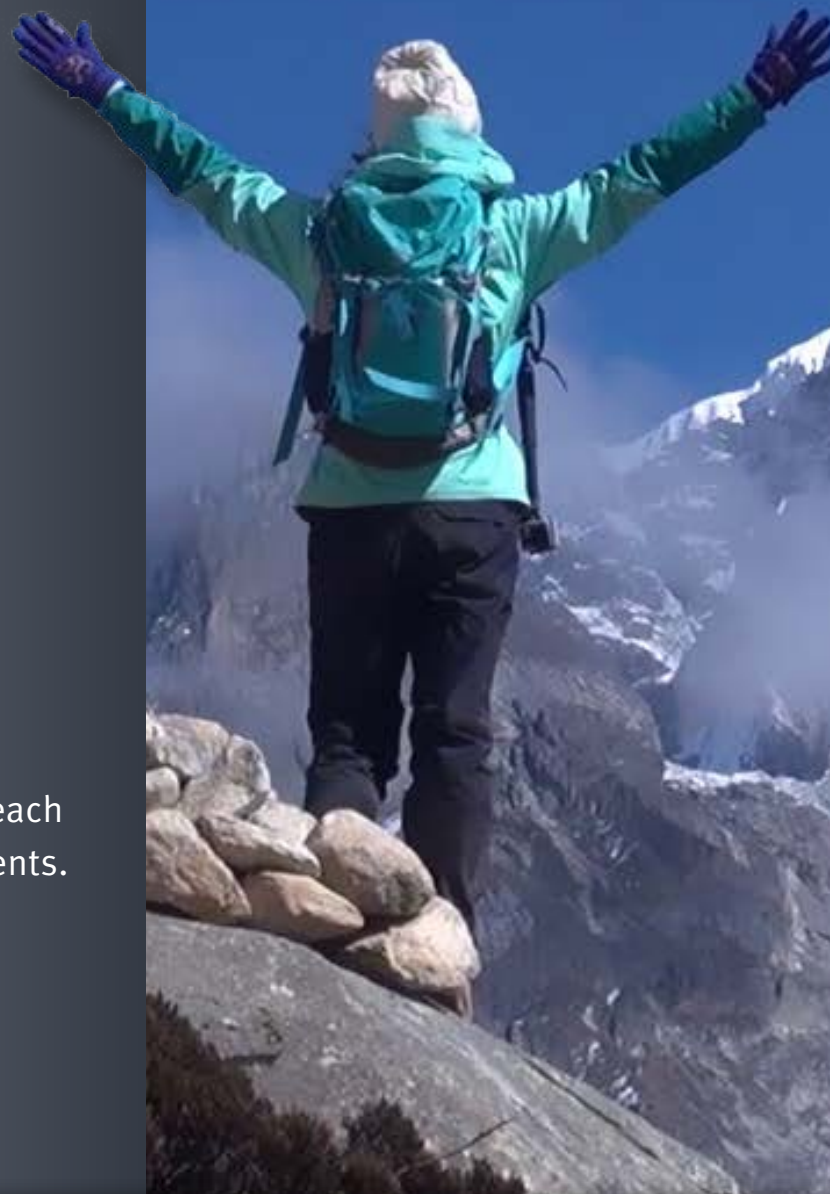
CHAPTER 2

Award framework and requirements

- 2.1 Introduction
- 2.2 Levels of achievement
- 2.3 Setting section goals
- 2.4 Participant registration
- 2.5 Participant age requirements
- 2.6 Starting another Award level
- 2.7 Participant time requirements
- 2.8 Useful definitions

2.1 Introduction

This chapter sets out the Award Framework, including the sections, aims, requirements of each level and the participant registration requirements.





2.2 Levels of achievement

The Award has four sections designed to provide a balanced programme of personal development and challenge. These sections are as follows:

Voluntary Service – to learn how to give useful voluntary service to others in their community.

Skills - to encourage the development of personal interests, creativity or practical skills.

Physical Recreation - to encourage participation in physical recreation and improvement of performance.

Adventurous Journey - to encourage a spirit of adventure and discovery whilst planning and undertaking a journey in a group.

There is also an additional requirement to complete a **Gold Residential Project** in order to achieve the **Gold** level. The aim of this section is to broaden experience through living and working with others in a residential setting.

The Award Framework

The Award Framework is the enduring structure of the Award that has changed little since its inception in 1956. A summary of the Award Framework’s levels and sections is shown below:



Bronze

For those over 14 years.
6 months minimum participation.



Silver

For those over 15 years.
12 months minimum participation.



Gold

For those over 16 years.
18 months minimum participation.

Voluntary Service	Physical Recreation	Skills	Adventurous Journey	Gold Residential Project
Participants volunteer in their communities, make a positive contribution to society and demonstrate social responsibility.	Encourages young people to improve their fitness and performance, and enjoy healthy lifestyles for good mental and physical well-being.	Enables participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability.	Young people discover a spirit of adventure and gain a deeper understanding of the environment and the great outdoors.	Participants broaden their experience by staying in an unfamiliar environment with other young people, taking part in a worthwhile project and building new relationships.

At **Gold** level only.

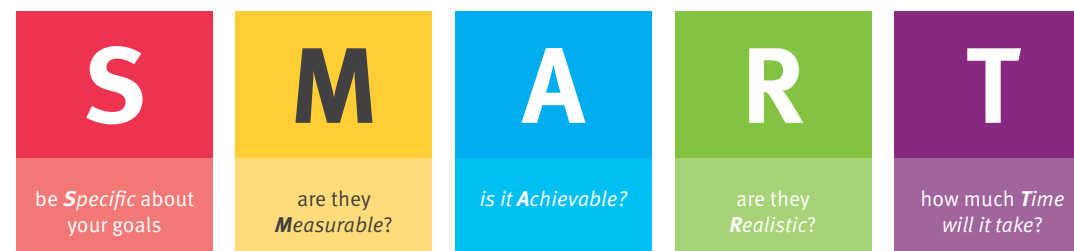


2.3 Setting section 'SMART' goals

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

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 the Activity Coach / Assessor. It is important that a realistic goal is established and remains so. It should be subject to revision if necessary. The goal should also motivate a participant to finish their activity rather than cause them to give up because the task is too difficult.



2.4 Participant registration

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

In many countries this agreement is usually marked by the payment of a fee – details about any fee arrangements are available either via the national office if you are working within a licensed NAO, or via the Foundation if you are working within an IAC. The registration process also involves the issuing of a username and password for an online database. All IACs use the Online Record Book (ORB). The database varies between different NAOs, however more and more are now using the ORB.

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

2.5 Participant age requirements

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

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

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

At Bronze level – discretion is allowed if a young person, who is younger than 14, is part of a peer group where the majority are 14 or older and wishes to start their **Bronze** with their peers. Under such circumstances the participant must have reached their 13th birthday.

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

At Gold level – no activities can be counted before a participant's 16th birthday to ensure it is more of an adult challenge.



2.6 Starting another Award level

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

- have completed that section in their current level;
- have reached the minimum age of entry for the new level, and;
- are not working on all three levels at the same time.

2.7 Participant time requirements

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

In the **Voluntary Service**, **Skills** and **Physical Recreation** sections, participants are required to participate regularly in their chosen activity. The Award cannot be achieved in a shorter time span by working more intensely – the activities undertaken should be habit-forming and allow the young person to prove to themselves what they can achieve through persistence and commitment. There is no absolute rule as to what is considered regular participation,

as the amount of time dedicated to an activity will depend on many things, including the activity itself and the participant's own circumstances.

However, on average, participants must spend at least one hour, in a single period, per week on their chosen activity. One hour per week is also the amount of time that is required to be logged on the Online Record Book (or equivalent). In reality, one hour per week or two hours per fortnight is usual; less frequent participation should be discussed and approved by the participant's Award Leader. If a participant has a break for an extended period of time due to illness, studies or another important reason, then they will need to extend the minimum overall time taken to complete their Award. The Online Record Book assists in determining what the remaining period will be; as a guide, a break of greater than four weeks will require an extension to the overall period for the section.

Participants must persist for at least these minimum periods:

Level	Minimum period of participation by	
	Direct entrants	Award holders
Bronze	6 months / 26 weeks	Not applicable
Silver	12 months / 52 weeks	6 months / 26 weeks (if Bronze holder)
Gold	18 months / 78 weeks	12 months / 52 weeks (if Silver holder)

Participants must persist for at least these minimum periods:

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

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

2.8 Useful definitions

National Award Operator (NAO)

An organisation licensed by the Foundation to promote, manage and deliver the Award throughout a specific country or territory. An NAO has the powers to sub-license and approve Awards. It is run by a National Director who reports to a board of directors or trustees.

Independent Award Centre (IAC)

Refers to a single location, such as a school or youth club directly licensed by the Foundation to deliver the Award exclusively to its own students / members and run by a Coordinator.

If a centre wishes to deliver the Award to any young person willing and able to attend it is licensed and classified as an Open Independent Award Centre. The IAC is run by a Coordinator, may have multiple units, has no powers to sub-license and reports directly to the Foundation.

Normally, IACs only exist where there is no National Award Operator.

Award Centre or Open Award Centre

Usually a single entity in a single location, sub-licensed by a National Award Operator or Operating Partner, to operate the Award, run by a Coordinator. An Award Centre has an exclusive access policy while an Open Award Centre has an open access policy. Both can run multiple Award Groups/Units.

In previous editions of the Handbook and Glossary, an Award Centre has been referred to as an Award Unit.

Award Group or Unit

A group of participants undertaking the Award within an IAC or Award Centre. The adult contact is the Award Leader.

Award Leader

An adult appointed by an Award Centre, who is the contact and mentor for an Award Centre. The Award Leader is responsible for engaging young people in their Award programme, inspiring, guiding and assisting them from start through to completion. The Award Leader can also be responsible for engaging and managing other volunteers. An Award Leader can undertake the roles of Activity Coach, Adventurous Journey Supervisor or Adventurous Journey Assessor if properly qualified.

Award Coordinator

An adult volunteer or paid staff member who is the key contact at an Award Centre and Open Award Centre. The Coordinator is responsible for setting up and running the Award within the Award Centre, supporting Award Leaders, overseeing Award Groups and processing the authorisation of Awards. The Coordinator is often also an Award Leader or may take on the role of another adult Award volunteer.

Assessor

An adult who conducts specific training for participants in any section of the Award and signs off completion. Sometimes known as an Award Assessor or Section Assessor, the role can also undertake the role of Activity Coach.

Activity Coach or Instructor

An adult who conducts specific training for participants in any section of the Award. The role of an Activity Coach or Instructor can be carried out by an Award Assessor or Award Leader.

Operating Partner (OP)

An organisation or agency sub-licensed by an NAO or the Foundation to operate the Award and approve Awards within the organisation or agency's remit. It can register multiple Award Centres.

CHAPTER 3

Safeguarding and Code of Conduct

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

3.1 Introduction

The Duke of Edinburgh's International Award Operators have zero tolerance for harassment or exploitation of Award participants, their communities, Award operators, our partner organisations, staff, or volunteers. We must expect to be held to the highest possible standards of safeguarding.





3.2 Safeguarding policy

The Award is committed to:

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

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

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

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

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

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

3.3 Code of Conduct

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

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

All adults involved with the Award, as a minimum, must:

1. Keep to this Code of Conduct at all times.
2. Treat everyone with dignity and respect.
3. Set an example for others to follow.
4. Avoid favouritism.
5. Plan for Award activities to involve more than one other person being present, or at least within sight and hearing of others. This is relevant in all sections of an Award participant's programme.
6. Follow any supervisory ratios stipulated by their own organisations (and those responsible for a specific Award activity).
7. Respect a person's right to personal privacy.
8. Avoid unacceptable situations within a relationship of trust. For instance, a sexual relationship between an Award Leader or assessor and any Award participant, even one who is over the legal age of consent, would be unacceptable.
9. Have separate sleeping accommodation for young people and adults and adhere to any further rules on this matter stipulated by their own organisation and/or the organisation responsible for the Award activity.
10. Allow young people to talk about any concerns they may have.
11. Encourage others to challenge attitudes or behaviours they do not like.
12. Avoid being drawn into inappropriate attention-seeking behaviour, e.g. tantrums and crushes.
13. Make everyone (young people, parents and carers, Award Leaders, Adventurous Journey Supervisors, and Award Assessors) aware of their own organisation's safeguarding arrangements.
14. Remember this Code of Conduct at sensitive moments, e.g. when helping someone who has been bullied, bereaved or abused.
15. Tell other adults where they are and what they are doing.
16. Remember someone else might misinterpret actions, even if they are carried out with good intention.
17. Take any allegations or concerns of abuse seriously and immediately follow the reporting processes in use within their organisation and, where relevant, the organisation responsible for the Award activity.
18. Never trivialise abuse.
19. Never form a relationship with a young person or vulnerable adult that is an abuse of their position of power or influence over the other.
20. Never allow abusive activities, e.g. initiation ceremonies or bullying.
21. Never take part in inappropriate behaviour or contact, whether physical, verbal or sexual.
22. Never take part in physical contact games with children, young people or vulnerable adults.
23. Never make suggestive remarks or threats to a child, young person or vulnerable adult, even in fun.
24. Never use inappropriate language when writing, phoning, emailing or using the internet.
25. Never let allegations, suspicions, or concerns about abuse go unreported.
26. Remember this Code of Conduct when online or using digital methods of communication.
27. Never rely just on their good name, the name of their organisation or the name of the Award to protect them.

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

CHAPTER 4

Getting started

- 4.1 Introduction
- 4.2 Getting started
- 4.3 Planning and preparing for an activity
- 4.4 Completing a section activity
- 4.5 Logging activities
- 4.6 Changing activities
- 4.7 Activities within a group
- 4.8 Reviewing activities
- 4.9 Recording completion of an activity
- 4.10 Authorisation of an Award
- 4.11 Award Outcomes
- 4.12 Award Impacts

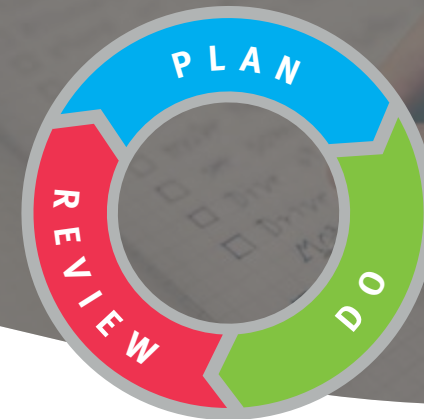
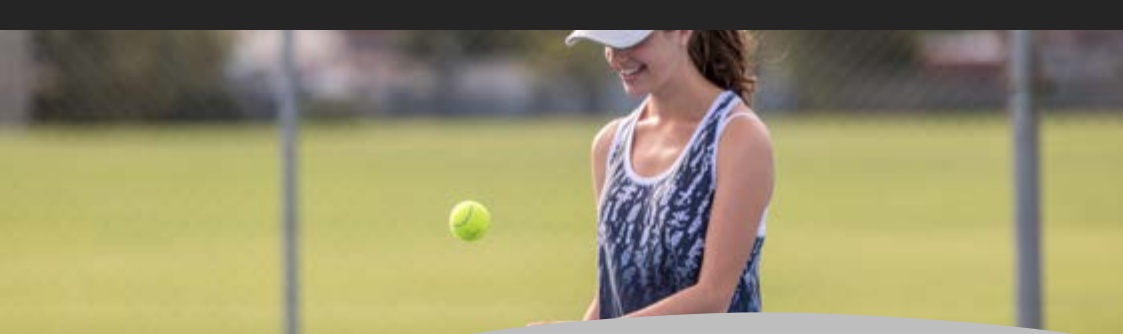
4.1 Introduction

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

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

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





4.2 Getting started

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

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

The Award Leader must stay in touch with their participants throughout their Award or, if the participant is moving on to another level or Award Centre, try to ensure that they are connected to another Award Leader. As a guide, many Award Leaders meet their Award Group or Unit participants once a week, usually for no more than one hour, however this can be less if communication is online. As well as guiding and mentoring their participants, Award Leaders should support participants to find challenging activities and suitable Assessors (see section below).

The process that the Award Leader and participant go through when undertaking each section is a cycle of planning, doing and then reviewing the activity. The participant is engaged throughout this process, with their Award Leader and Assessor guiding and mentoring them from start to finish. Their roles are especially important in ensuring that the participant sets achievable goals from the start and

reflects on the impact of their activity at the end. These goals should be achievable in the timeframe of the Award and should take into account the starting ability of the participant.

4.3 Planning and preparing for an activity

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

As far as possible, the ideas should come from the participant, with the Award Leader acting as a facilitator. Some Award Centres may, however, have preferred activities for participants to undertake, such as

volunteering in a sports club to support sports events. This requires prior agreement between the Award Centre and the relevant licensing authority. It is important to recognise that the Award Centre has the authority to confer final approval of all activities and activity Assessors.

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

In the **Skills**, **Voluntary Service** and **Physical Recreation** sections, participants, helped by their Award Leader, should find an adult who is knowledgeable and experienced in that activity and can help them to set individually challenging and realistic goals. Such an adult is called an Assessor or Activity Coach.

Please refer to the definition of these roles in the glossary available online. The Assessor will often be known by the participant, but they must not be an immediate relative, such as a parent or sibling. The suitability of the Assessor as a subject matter expert for the relevant activity must be approved by the Award Leader prior to commencing any activity. It is the responsibility of the parent or guardian (if the participant is under the age of 18) to ensure they meet any risk or child protection requirements (refer to **Chapter 3 Safeguarding and Codes of Conduct**) applicable to their Centre or country.

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

The Assessor, Activity Coach or Instructor does not need to be fully familiar with the

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

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

In the **Adventurous Journey** section, the purpose and nature of the journey needs to be agreed by the journey group and their Adventurous Journey Supervisor, and the Adventurous Journey Assessor who also verifies that the Qualifying Journey has been successfully carried out.

Please see **Chapter 8** of this Handbook for more information about the **Adventurous Journey** section.

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

4.4 Completing a section activity

Participants carry out their activity and should strive to achieve their goal. Once they have pursued their activity for at least the minimum period (please refer to the 'Requirements' paragraph within the **Voluntary Service**, **Skills** and **Physical Recreation** chapters), and shown commitment and improvement, they then get their Record Book signed by their Assessor. An Assessor, in addition to being knowledgeable, experienced and, where appropriate, qualified in the activity,

will also provide opportunities to:

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

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

4.5 Logging activities

Whether using the Online Record Book or equivalent offline record book, the participant, with advice from their Award Leader, records their section goal or goals, logs each weekly activity and uploads any supporting evidence. Only then will the Assessor authorise the completion of the section, providing a summary of training completed, time undertaken, any qualifications gained and general performance.

4.6 Changing activities

If the initial choice of activity proves to be unsuitable, participants may choose another activity and count the time spent towards their overall minimum time requirement. This needs to be done in consultation with their Award Leader who should use judgement on how often this can happen. No purpose is served by forcing participants to continue with an activity that they dislike, but consideration should also be given to the fact that allowing several changes of activity detracts from the aim of fostering commitment.

The ideal situation is that the participant picks one suitable activity in each section, sticks with it for at least the required minimum amount of time, shows improvement, and ends up with a lifelong interest and a sense of achievement. Participants should be encouraged to strive for this ideal.

4.7 Activities within a group

Except for the **Gold Residential Project** and the **Adventurous Journey** section, which must be undertaken along with

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

4.8 Reviewing activities

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

Participants should also, if possible, be encouraged to look forward to see how they can apply what they have learned in their activity to their life circumstances, and therefore how to benefit from their experience.

The Award Leader or Assessor can specifically refer to the outcome and impact measures of the Award and discuss with the participant how their experience relates to these. For example, a participant's **Adventurous Journey** may directly relate to *Impact 5: The environment*, in that their journey increased the participant's awareness of environmental issues.

4.9 Recording completion of an activity

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

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



4.10 Authorisation of an Award

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

Independent Award Centres which deliver the Award and have met the requirements to verify their own Awards can authorise **Bronze** and **Silver** Awards, therefore only referring to the Foundation for the authorisation of **Gold** Awards. In many cases this is also true for Award Centres that are accountable to a National Award Operator; reference should be made to your own national arrangements. Usually, **Bronze** and **Silver** Awards are presented at a local event, with **Gold** Awards usually presented at an event in the presence of a head of state, ambassador or other high-level patron.

“I grew up in a society where young people are usually relegated to the background due to cultural and traditional beliefs... The Award introduced me to a set of civic values and attributes that has impacted on me. It has taken me to the edge and exposed me to best practice in youth development at national and international levels.”

PETER, GOLD AWARD HOLDER



4.11 Award outcomes

The Award can play a vital role in providing opportunities for young people to develop essential universal life skills, complementing their formal education or things they are learning in the workplace. This enables them to grow in confidence and in their ability to contribute positively to their communities. The Award's success and flexibility is evidenced by the fact that it has spread to more than 130 countries and territories.

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



Award Outcomes



1. Confidence

Self-reliance, self-esteem, self-efficacy, capacity to act in one's own interest and need, self-belief and ability to shape your own life and the world around you.



2. Resilience and determination

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



3. Relationships and leadership

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



4. Creativity and adaptability

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



5. Planning and problem solving

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



6. Managing feelings

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



7. Communication

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



8. Personal and social well-being

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



9. Civic competence

The ability and willingness to engage in active participation, based on an attitude of trust in other people, in all the contexts of social life: school, local community, working place, recreational activities.



10. Intercultural competence

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

4.12 Award Impacts

The Award has developed a number of impact measures by examining existing research and evidence on its effectiveness as a youth development programme. Much of this evidence is based on young people's own reports of how doing their Award has transformed their outlook. It also takes into account the views of employers, educational institutions, parents and youth leaders.

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

The Award's seven impact measures are:

- 

1. Improved employability and earning potential

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

2. Improved physical health and fitness

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

3. Improved mental health and emotional wellbeing

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

4. Increased engagement with charitable and community causes

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

5. Improved environmental impact

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

6. Increased social cohesion

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

7. Reduced offending

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

The role of an Award Leader: Irene, Award Leader and teacher.

“We have girls who are brought up knowing that they are just there to be seen and not to be heard, that their voice does not count, that they have no say at whatever decision that is taken about them. Because of this their self-esteem is really affected.

I realised that the girls needed the Award to help build their confidence so I volunteered to be an Award Leader.

The Award helps the young people in different ways. I've seen leaders emerge because of the Award, giving them the chance to be able to make their own schedule, to be able to set their own goals and go out to do that within their own time, without being followed, without being forced.

I've seen those girls now believing in themselves knowing that they have a say, knowing that they can make important decisions for themselves, knowing that they don't just have to take what is being told to them, and they can stand for their own right.

In our school it is now a slogan that the best leaders are Award participants or people who are Award holders, because they've proven that they can. The Award helps build character, it moulds character. It gives space for a young person to have a dream and achieve their dream.”

“The Award helps build character, it moulds character. It gives space for a young person to have a dream and achieve their dream.”

CHAPTER 5

Voluntary Service section

- 5.1 Introduction
- 5.2 Aim
- 5.3 Ethos
- 5.4 Outcomes and benefits
- 5.5 Requirements
- 5.6 The process
- 5.7 Types of activities
- 5.8 Resources

5.1 Introduction

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

Providing service to others also develops a young person's humanity and character, both of which will enable them to continue to develop positively.





5.2 Aim

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



5.3 Ethos

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

The focus of the activity is to provide service to contribute to caring and compassionate communities as well as developing the participant's character.

As with all sections of the Award, participants learn by doing, in keeping with the Award methodology of experiential learning. By undertaking service regularly over a period of time, rather than in a short, concentrated time period, it is hoped that the young person will develop a lifelong commitment to voluntary service and community involvement as well as make a personal connection with the environment, people or animals with which they are doing their service.

5.4 Outcomes and benefits

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

General benefits of the Voluntary Service section

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

Specific Outcomes



Confidence



Managing feelings



Resilience and determination



Relationships and leadership



Civic competence



Intercultural competence



Personal and social well-being



Communication



5.5 Requirements

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

5.5.1 Time requirements

The time requirements for this section are the same as the **Physical Recreation** and **Skills** sections. **Bronze** participants and direct entrants at **Silver** or **Gold** level will have to devote some extra time to one section of their Award, and they may choose to make up this time in the **Voluntary Service** section. For further explanation of how this works see the overall time requirements in **Chapter 2**.

	Minimum Time	If service is chosen as the longest section
Bronze	3 months / 13 weeks	6 months / 26 weeks
Silver	6 months / 26 weeks	12 months / 52 weeks (non Bronze holders only or direct entrants)
Gold	12 months / 52 weeks	18 months / 78 weeks (non Silver holders only)

In common with the **Skills** and **Physical Recreation** sections, the average minimum time to be spent on the **Voluntary Service** section over this time period is one hour per week. In a structured environment, such as being a voluntary youth leader, the weekly sessions may be much longer than one hour and participants would be expected to be involved for the entire session, so as to contribute in a meaningful way.

5.6 The process

5.6.1 Plan

The Award Leader and/or the Assessor discuss expectations, set a goal and complete any necessary training, such as a First Aid course prior to carrying out First Aid service - this training would ordinarily not be for more than one third of the period of the section. Also make sure that the **Voluntary Service** activity differs from the other section activities to ensure a balanced programme (a guiding principle – please refer to **paragraph 1.2** of this Handbook).

5.6.2 Do

Carry out the **Voluntary Service** activity according to the time requirements and ensure that the participant uploads evidence onto the Online Record Book (or equivalent). Also carry out periodic liaison with the Assessor to ensure there is continued support for the participant.

5.6.3 Review

Review the activity and record as ‘completed’ on the Online Record Book (or equivalent). With regards to **Voluntary Service**, increased participation in civic life is a recognised impact of the Award and helps to develop a participant’s sense of self-worth, awareness of social issues and encourages empathy and responsibility towards others.

5.7 Types of activities

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



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

- Supporting people in the community
- Youth work
- Community education and health education

- Environmental service
- Charity work
- Supporting a local emergency service

If your participants are struggling to come up with an idea direct them towards the **Voluntary Service** section of the Foundation's website for examples from across the world at: www.intaward.org/voluntary-service

5.8 Resources

There are a number of other resources available to you to further understand the **Voluntary Service** section of the Award.

You can complete the relevant **Voluntary Service** modules at www.awardcommunity.org.

The Award's international website also has some information about **Voluntary Service** at www.intaward.org/service

Voluntary Service: Regina, Gold Award participant

“The Award gives you a great opportunity to do things you never thought you could.”

“On the first day I visited a hospital, I was assigned to be at the maternity ward to help another nurse. I remember when a baby was delivered the nurse handed the baby over to me. My posture and attitude towards the baby stirred up a lot of laughter among the other nurses and doctors because I felt the baby was too fragile and I could harm it easily. But then after that incident I was told how to handle babies properly and also how to bathe them.

I can bath at least 10 to 15 babies any time I go to the hospital for my Voluntary Service.

I would say that the Award gives you a great opportunity to do things you never thought you could and it's also very flexible because you choose whatever you want to do. And you find out that doing it adds some kind of interest and another experience to your life. And it also helps to improve your life because you find out a lot of things that you've not tapped, and it also brings out all the best in you.”



CHAPTER 6

Skills section

- 6.1 Introduction
- 6.2 Aim
- 6.3 Ethos
- 6.4 Outcomes and benefits
- 6.5 Requirements
- 6.6 The process
- 6.7 Types of activities
- 6.8 Resources

6.1 Introduction

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



6.2 Aim

To encourage the development of personal interests and practical skills.



6.3 Ethos

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

6.4 Outcomes and benefits

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

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

Specific Outcomes



Confidence



Resilience and determination



Relationships and leadership



Creativity and adaptability



Personal and social well-being

6.5 Requirements

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

6.5.1 Time requirements

The time requirements for this section are the same as the **Physical Recreation** and **Voluntary Service** sections. **Bronze** participants and direct entrants at **Silver** or **Gold** level will have to devote some extra time to one section, and they may choose to do this in the **Skills** section. For an explanation of how this works, see the overall time requirements in **Chapter 2**.

	Minimum Time	If skill is chosen as the longest section
Bronze	3 months / 13 weeks	6 months / 26 weeks
Silver	6 months / 26 weeks	12 months / 52 weeks (non Bronze holders only or direct entrants)
Gold	12 months / 52 weeks	18 months / 78 weeks (non Silver holders only)



6.6 The process

6.6.1 Plan

Discuss expectations, set a goal and ensure that there is suitable cooperation between the Leader and Assessor, for example in the case of a musical teacher where the skill is playing an instrument. Also make sure that the **Skills** activity differs from the other section activities to ensure a balanced programme.

6.6.2 Do

Carry out the **Skills** activity according to the time requirements and ensure that the participant uploads evidence onto the Online Record Book (or equivalent). Also ensure that the participant is progressing with their skill to help them gain in confidence and knowledge. If the participant is not progressing, consider changing their activity to something that they will progress with (please refer to paragraph 4.6 'Changing activities').

6.6.3 Review

Review how the participant has progressed during their **Skills** section and record their completion as necessary. It is also helpful to consider in the review of the participant's activity helps with, for example, with their employability.

6.7 Types of activities

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

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

- Music
- Sports-related e.g. leadership, coaching and officiating
- Arts and crafts
- Nature and the environment
- Animals
- Media and communications
- Games
- Life, technical and vocational skills
- Performance skills

If the participant is struggling to come up with an idea, direct them towards the **Skills** section of the Foundation's website for examples from across the world at: www.intaward.org/skills. What is important is to remember and reinforce that there is no definitive list and that the choice should match the overall philosophy and guiding principles of the Award. The choice should also reflect their individual and location specific circumstances.





Skill or Physical Recreation?

You and your participant may be unsure as to whether an activity is a **Skill** or **Physical Recreation**. For instance, doing what is the very technical activity of scuba diving or umpiring a football match may be seen as both a **Skill** and **Physical Activity**. Umpiring or coaching can also be undertaken as a **Voluntary Service** so in such circumstances, there should be a discussion between the participant and Award Leader to determine whether the activity that they wish to pursue as a **Skill** works well alongside the activity they are undertaking for their **Physical Recreation** (and **Voluntary Service**) section. For **Physical Recreation**, we talk about breaking a sweat and engaging in physical activity, whereas for **Skill** we talk about broadening your personal interests and skill set in a non-physical manner. In the end, it comes down to ensuring that the participant undertakes a balanced programme that matches the overall philosophy of the Award and that activities are not double counted across different sections.

6.8 Resources

There are a number of other resources available to you to further understand the **Skills** section of the Award.

Firstly, you can complete the **Skills** modules at www.awardcommunity.org.

Secondly, the Award's international website has some information about the **Skills** section which can be found at www.intaward.org/skills

Skills: Peniel, Gold Award participant

“It is through the Award that I discovered my passion for architecture. When I was younger I used to bike around my community and drew pictures of buildings which I would then go home to try to model.

After this, I decided to learn draftsmanship as my Skill for the Gold Award, where I learnt about scaling, room dimensions and model making. As well as designing an apartment, I designed and modelled a new office building for the Award which I was proud to have exhibited during HRH The Earl of Wessex's visit.

Doing draftsmanship for my Skill was like a chain reaction because after this I knew I wanted to be an architect. I am now in my second year studying architecture at university and the skills I learnt in draftsmanship have stood me in good stead. In fact, I was one of the few who knew how to read topographical maps in my architectural school during land survey class.

I am now more confident in my future because of the Award and want to carry on being involved so I have just finished training as an Award Assessor.”

“I am now more confident in my future because of the Award.”



CHAPTER 7

Physical Recreation section

- 7.1 Introduction
- 7.2 Aim
- 7.3 Ethos
- 7.4 Outcomes and benefits
- 7.5 Requirements
- 7.6 The process
- 7.7 Types of activities
- 7.8 Resources

7.1 Introduction

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

The chosen activity should also be considered alongside other section activities in line with the Award's Guiding Principles.



7.2 Aim

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



7.3 Ethos

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

This section is based on the belief that 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. Accomplishing a physical challenge also gives a lasting sense of achievement and satisfaction. Participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

7.4 Outcomes and benefits

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

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

Specific Outcomes



Confidence



Resilience and determination



Relationships and leadership



Creativity and adaptability



Personal and social well-being

7.5 Requirements

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

Working with their Award Leader, participants should choose a physical activity that interests them and in which they can show improvement over a sustained period of time, following the goal-setting approach outlined in **Chapter 2.4**. To maintain the essential balance of the Award, participants should be careful not to pick activities that are too similar to the chosen **Voluntary Service** or **Skills** activities.

It is often helpful, where possible, to link in with a club or follow a programme of a sport's national governing body in order to provide structure to the activity. This is not a requirement, but it can be very helpful for

participants and their 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, and 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.

7.5.1 Time requirements

The time requirements for this section are the same as the **Skills** and **Voluntary Service** sections. **Bronze** participants and direct entrants at **Silver** or **Gold** level will have to devote some extra time to one section of the Award, and they may choose to make up this time in the **Physical Recreation** section. For further explanation of how this works see the overall time requirements in **Chapter 2**.

	Minimum Time	If Physical Recreation is chosen as the longest section
Bronze	3 months / 13 weeks	6 months / 26 weeks
Silver	6 months / 26 weeks	12 months / 52 weeks (non Bronze holders only or direct entrants)
Gold	12 months / 52 weeks	18 months / 78 weeks (non Silver holders only)



In common with the **Skills** and **Voluntary Service** sections, the average minimum time to be spent on the **Physical Recreation** over this time period is one hour per week. In a structured environment, such as being part of a sports team, the weekly training and competition sessions may be longer than one hour and the participant would be expected to be involved for the entire session.

7.6 The process

7.6.1 Plan

Discuss expectations, set goals and ensure that there is suitable cooperation between the Leader and Assessor or activity coach, for example a participant's football coach. Also make sure that the **Physical Recreation** activity differs from the other section activities to ensure a balanced programme.

7.6.2 Do

Carry out the **Physical Recreation** activity subject to the time requirements and ensure that the participant uploads evidence onto the Online Record Book (or equivalent).

Also carry out periodic liaison with the Assessor to ensure continued support to the participant.

7.6.3 Review

Review how the participant has progressed during their activity, especially the extent to which it has improved their health and well-being.

7.7 Types of activities

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

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

- Ball and racket sports
- Athletics
- Cycling
- Water sports
- Winter sports
- Martial arts
- Animal sports
- Fitness activities
- Adventure sports
- Street sports

If your participant is struggling to come up with an idea, direct them towards the **Physical Recreation** section of the Foundation's website for examples from across the world at: www.intaward.org/physical-recreation. What is important to remember and to reinforce when discussing with a participant is that there is no definitive list and the choice should match the overall philosophy and guiding principles of the Award. The choice should also reflect their individual and location specific circumstances.



Skill or Physical Recreation?

You and your participant may be unsure as to whether an activity is a **Skill** or **Physical Recreation**. For instance, doing what is the very technical activity of scuba diving or refereeing a soccer match may be seen as both a **Skill** and **Physical Recreation**. Umpiring or coaching can also be undertaken as a Service, so in such circumstances, there should be a discussion between the participant and Award Leader to determine whether the activity that they wish to pursue as a **Skill** works well alongside the activity they are undertaking for their **Physical Recreation** (and **Voluntary Service**) section. In the end, it comes down to ensuring that the participant undertakes a balanced programme that matches the overall philosophy of the Award.

7.8 Resources

There are a number of other resources available to you as a Leader to further understand the **Physical Recreation** section of the Award.

Firstly, you can complete the **Physical Recreation** modules at www.awardcommunity.org.

Secondly, the Award's international website has some information about **Physical Recreation** at www.intaward.org/physical-recreation

Physical Recreation: Florentina

“When I was 20, due to different circumstances, I was forced to quit playing professional tennis and this lowered my mental resistance during matches.

By choosing tennis for my Physical Recreation, my goal was to participate in as many competitions as possible, to win more matches, to pass more rounds during tournaments, and to enjoy playing tennis whatever the outcome.

After achieving my goals and completing the section, I was more relaxed playing tennis and enjoyed it more and even if I lost a match I stopped being so hard with myself.

By achieving my goals in each section of the Award, I felt a change for the better. I trust myself a lot more than before. I learnt not to be afraid, and that I can face danger with a smile on my face and the outcomes are better in the end.”



“I trust myself a lot more than before. I learnt not to be afraid, and that I can face danger with a smile.”

CHAPTER 8

Adventurous Journey section

- 8.1 Introduction
- 8.2 Purpose of the Adventurous Journey
- 8.3 Ethos
- 8.4 Outcomes and benefits
- 8.5 Types of Adventurous Journey
- 8.6 Adventurous Journey aims
- 8.7 The 12 steps
- 8.8 The Adventurous Journey 15 requirements
- 8.9 Supervision and assessment
- 8.10 Preparation and training
- 8.11 Mobile devices
- 8.12 Practice Journeys
- 8.13 Qualifying Journey and assessment
- 8.14 Risk assessment
- 8.15 Emergency procedures
- 8.16 Insurance
- 8.17 International Adventurous Journeys
- 8.18 Working with external activity providers
- 8.19 Resources

“When the mind is stretched by new experiences it can never return to its former dimensions”

DR KURT HAHN



8.1 Introduction

The **Adventurous Journey** section encourages a sense of adventure and self-discovery whilst undertaking a journey within a group. Working in a small group, all participants plan, train for and undertake a journey with a purpose, in an unfamiliar environment.

The opportunity to engage in adventurous and challenging activities in a new environment provides participants with the chance to learn more about their wider environment, including the impact that their and others' activities can have. The opportunity also helps develop their self-confidence, health and fitness, teamwork, and leadership. With suitable training and supervision, the **Adventurous Journey** section aims to take young people out of their comfort zone within a safe and secure setting.

8.2 Purpose of the Adventurous Journey



To encourage a spirit of adventure and discovery as well as develop leadership, team skills and decision making, whilst undertaking a self-sufficient journey in a small team. This is the only section of the Award that must be undertaken in a team – developing group work skills and team building are a key component to completing this section.

8.3 Ethos

The Adventurous Journey provides participants with a unique, challenging and memorable experience. The journey, with a clear and agreed aim (refer to **paragraph 8.6** for an explanation of an '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.

8.4 Outcomes and benefits

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

Specific Outcomes



Confidence



Managing feelings



Resilience and determination



Relationships and leadership



Planning and problem solving



Intercultural competence



Personal and social well-being



Communication



8.5 Types of Adventurous Journey

There are two types of journey which qualify under this section:

8.5.1 Expedition

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

8.5.2 Exploration

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

broadly one third of the purposeful effort being spent on journeying, depending on local circumstances and the medical or physical restrictions that the participant(s) are living with.

Previous versions of the Handbook included a separate category of 'Other **Adventurous Journey**'. This referred to a significant Expedition or Exploration, requiring all participants to be aged over 18 years. As 'significant' is an objective term with varied meanings, licensed operators are required to discuss with their national office (in the case of a centre licenced by a National Award Operator) or the Foundation (in the case of Independent Award Centres) if they wish to organise a significant **Adventurous Journey**. There are numerous examples, however they might include:

- Climbing a major alpine or Himalayan peak.
- A demanding sailing expedition across an ocean.

Such journeys do go beyond the requirements of a typical Expedition or Exploration and are often very costly to organise. Licenced operators should be sure that a significant Expedition or Exploration is suitable and the right approach for the participants. All of the 15 **Adventurous Journey** requirements (please refer to **paragraph 8.8**) are to be adhered to throughout a significant Expedition or Exploration.

8.6 Adventurous Journey aims

The first thing that needs to be completed before an Expedition or Exploration happens is that the group needs to decide on an aim. Both an Expedition and an Exploration aim must include a purpose and a journey, however the difference between them is one of emphasis.

All aims must include:

1. A description of the environment or destination of the adventure.
2. Confirmation of the mode of travel during the adventure and
3. A brief description of the adventure's activity.

Some examples of Expedition and Exploration aims are:

8.6.1 Examples of Expedition aims

- To undertake a journey by foot in the Atlas Mountains whilst exploring the affects of the terrain on team morale.
- Studying the effects of tourism on the rural environment in the Sequoia National Park whilst undertaking an expedition on foot.
- Kayaking the upper reaches of the Danube River whilst measuring the human impact.

8.6.2 Examples of Exploration aims

- Comparing the differences between the urban and rural environment whilst undertaking an exploration in the Hardangervidda National Park.
- Investigating, by canoe, the impact of mahogany logging along the Rio Envira River in Brazil.
- Studying, by foot, the visitor impact within the Serengeti National Park.

8.7 The 12 steps

The table below outlines the 12 steps required from a group, their training, preparation, and completion of practice and qualifying journeys:

- 1** Participants form a group of 4-7 young people. (max. 8 for tandem activities).
- 2** The group decides on their aim and type of journey (Expedition or Exploration), appropriate area and mode of travel.
- 3** The group undertakes necessary training.
- 4** The group plans and prepares the paperwork for their Practice Journey including tracings/outlines/route cards etc.
- 5** The group goes on a Practice Journey to show their **Adventurous Journey** Supervisor that they have all the necessary skills to proceed on a Qualifying Journey.
- 6** The group plans and prepares for the Qualifying Journey with feedback from the **Adventurous Journey** Supervisor after the Practice Journey.
- 7** **Adventurous Journey** Supervisor's check of final plans (focusing on risk) including final discussions with the **Adventurous Journey** Assessor.
- 8** **Adventurous Journey** Assessor's check focusing on the 15 requirements.
- 9** The group goes on their Qualifying Journey with their **Adventurous Journey** Supervisor & **Adventurous Journey** Assessor present.
- 10** **Adventurous Journey** Assessor's debrief and confirmation of when & how the presentation and report will be done.
- 11** Group presentation focusing on the aim of their Qualifying Journey.
- 12** Assessment of group report and **Adventurous Journey** section sign off.

8.8 Adventurous Journey 15 requirements

All practice and qualifying **Adventurous Journeys** must comply with all of the following 15 requirements:

1. All journeys must have a clearly defined aim.	An aim is to describe a purpose that has a desired outcome (please refer to paragraph 8.6).
2. The group, for all journeys, must be no fewer than four and no more than seven members (eight for modes of travel which require tandem pairs).	A group must be unaccompanied and work independently of other groups. Group members must be peer group equals i.e. must be undertaking the same Award level. Groups can also include members who are not Award participants, however Award participants must constitute at least half of the group and non-Award participants should be of the appropriate Award age range for the level in question and be of similar experience.
3. All participants must have undergone suitable training to have the appropriate skills confidently to undertake their journeys.	See paragraph 8.10 for a full explanation of the minimum training to be completed by all participants before the commencement of the Practice Journey.
4. All members of the group must be involved with the planning and preparation of their Practice and Qualifying Journeys.	This must, as a minimum, include suitable training in route planning and consideration of the risks; it is important that the participants take ownership of their journey. Non-Award participants within the group must also be involved with all training and planning.
5. All participants must undertake a minimum of one Practice Journey per level.	All Practice Journeys must include, as a minimum, at least one day and one night in the chosen environment, using the same mode of travel, but not over the same route as the Qualifying Journey; a longer period may be required if the Adventurous Journey Assessor or Supervisor thinks that it is advisable to do so. The number of Practice Journeys required will depend upon the ability of the group; this, again, is a decision for the Adventurous Journey Assessor or Supervisor.

6. All journeys must take place on land or water; all team members must use a mode of travel that requires their own effort.	'Own effort' includes, for example, by foot, cycle, paddle/ oar etc, by animal (such as horse or mule) or by other non-motorised means e.g. sail. 'Own effort' includes individual effort or combined effort as a tandem pair. Exceptions exist for young people with health conditions or impairments e.g. motorised wheelchair.
7. The environment chosen must be unfamiliar to all participants.	For most participants living in an urban environment this means a natural and remote environment, which provides the appropriate conditions for the group to be self-sufficient and independent. There will be exceptions where the group actually live in a natural and remote area; such groups should consult with their Operator to decide on a suitable environment to journey in, such as an urban based journey.
8. The distance covered on all journeys will depend on the terrain, weather conditions and ability of the group members. All group members must however undertake a minimum of 6 hours (for Bronze), 7 hours (for Silver) and 8 hours (for Gold) per day of purposeful effort.	Distances are deliberately not stipulated at any Award level. What is important is that the number of hours of purposeful effort are met. This is because of the huge variety of types of adventurous journey, modes of travel and type of terrain and/ or climate. To assist in determining purposeful effort, NAOs sometimes stipulate distances that reflect the particular terrain within that country. Please note that purposeful effort is time spent journeying (or working towards the aim in an exploration). Setting up a camp site, sleeping, cooking and eating should not be included.
9. On an Expedition, at least two thirds of the purposeful effort requirement must be spent journeying with the remainder working towards the overall aim.	An Expedition is a journey with a purpose. Please refer to the table immediately below for Expedition time requirements.
10. On an Exploration, at least one third of the purposeful effort requirement must be spent journeying with the remainder working towards the overall aim.	An Exploration is a purpose with a journey. Please refer to the table immediately below for Exploration time requirements.
11. All journeys must be supervised and assessed by suitable and experienced adults.	Adventurous Journey Supervisors and Adventurous Journey Assessors must have completed the required training as stipulated by the licensing body (the Foundation or National Award Operator). Adventurous Journey Assessors, who are appointed at the initial stage of the preparations for this section and retain oversight for the section, are responsible for assessing whether the group meets all of the 15 requirements outlined in this table. Both need to be appointed by the participant's Award Centre or Leader.

12. Accommodation must be in portable tents or simple self-catering accommodation such as hostels or huts.	This is to ensure that young people are taken out of their comfort zone, are self-sufficient and develop their team skills. Use of hostels or huts must involve participants carrying all of their own essentials i.e. they are properly self-sufficient.
13. All members of the group must carry sufficient equipment, food and water to be completely self-sufficient throughout their journey.	It is usual practice that when accommodated in tents, that the tents are carried by the participants. Participants also need to carry the equipment which they will use for cooking. This requirement needs to be adjusted in environments and climates where total self-sufficiency will be difficult e.g. the carrying of sufficient water in a jungle or desert. Similarly, adjustments for medical purposes is also warranted.
14. All participants must ensure that they prepare and consume a substantial meal each day.	This requirement supports the need to be self-sufficient as well as ensuring that participants remain healthy and able to continue their journey.
15. On completion of the Qualifying Journey, the team is required to deliver a report to their Assessor.	This report can be written, photographic, verbal or digital as agreed by the group and their Assessor prior to the commencement of their Qualifying Journey. The presentation is to include the involvement of all group members and must explain how they have achieved their aim.

To reinforce requirements 9 and 10, the accumulated minimum periods of purposeful effort required during Qualifying **Adventurous Journeys** are shown in the table below:

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



8.8.1 Additional notes (accommodation and self-sufficiency)

With reference to requirement 12 (accommodation) and requirement 13 (self-sufficiency), there are many different scenarios that a group will experience, from carrying and staying in tents during an Expedition in a mountainous area to staying in hostels during an Exploration. Rather than go through all of the different scenarios, it should be emphasised that it is the **Adventurous Journey** Assessor's and Supervisor's responsibility to ensure that the spirit of the requirements is met, in that all of the participants should be challenged and carry as much of their equipment as possible. Some further considerations are:

- That alternative accommodation options are considered as a result of unforeseen circumstances e.g. having tents available if the group is not able to reach its hostel in time as a result of poor weather or injury.

- Hostel accommodation may be on a 'first come first served' basis and so consideration needs to be given to booking accommodation, especially during busy periods or periods of good weather.

8.8.2 Variations to the 15 requirements

Where participants have individual needs that mean one or more of the 15 requirements cannot be met, then they may apply for a variation to these conditions to enable them to participate. Variations can only be agreed by the National Award Operator or the International Award Foundation.

8.9 Supervision and assessment

All journeys must be supervised by a suitably qualified and/or experienced **Adventurous Journey** Supervisor. 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 all group members are properly trained and equipped to undertake any journey. The group will also be trained by suitable instructors, for instance for First Aid and navigation.

The **Adventurous Journey** Assessor usually assesses the group during their Qualifying Journey, however please note that the regime of supervision and assessment of **Adventurous Journeys** may vary in your country subject to your own national laws and regulations. A further explanation of responsibilities is provided below.

8.9.1 Award Leader

- Plays a key role in introducing the participants to the requirements of the **Adventurous Journey**.
- Assists the **Adventurous Journey** Supervisor in organising the training and identifies the necessary instructors and **Adventurous Journey** Assessor.
- The Award Leader must appoint the roles of **Adventurous Journey** Supervisor, Assessor and Instructor (and any other roles)
- The Award Leader is sometimes also an instructor and/or the **Adventurous Journey** Supervisor, however they should ideally not be the **Adventurous Journey** Assessor to prevent a conflict of interest. This division of responsibilities also allows the group to feel that they are being objectively assessed. Independent Award Centres are requested to consult with the Foundation if there are difficulties in having a separate **Adventurous Journey** Assessor.



8.9.2 Instructor

- i. Is responsible for teaching the participants the specific skills required for the chosen journeys.
- ii. Should be suitably qualified and experienced to deliver those skills, subject to any relevant national requirements e.g. a First Aid instructor requiring a First Aid instructor certificate.
- iii. Could also be the group's Award Leader and/or their **Adventurous Journey** Supervisor but should ideally not be their **Adventurous Journey** Assessor to avoid a conflict of interest.
- iv. There could be several instructors depending on the nature of the chosen journey e.g. First Aid, map reading, canoe or cycling instructor or even someone like a historian.

8.9.3 Adventurous Journey Supervisor

- i. Must be suitably trained and experienced to undertake the role.
- ii. Must have expertise (or qualification, as per the country's legislation) in the mode of journey being used and familiarity in the terrain that the journey is taking place.
- iii. Must work closely with the Award Leader and Assessor prior, during and following the Qualifying **Adventurous Journey**.
- iv. Must be available throughout all journeys (both Practice and Qualifying).
- v. Must be familiar with all of the 15 requirements (see **paragraph 8.8**).
- vi. Is responsible and competent to ensure the safety of all participants through all of their journeys.
- vii. Must make sure that all group members have completed all necessary training and have contributed to the team effort.

- viii. Must make contact with the group at least once a day during all journeys to ensure the group's safety and welfare. Note: the Award Centre's supervision policy will dictate the required level of supervision to apply.
- ix. Must provide feedback to the group about their strengths and areas to develop during their Practice Journey(s).
- x. Could also be the group's Award Leader and/or their instructor but should ideally not be their **Adventurous Journey** Assessor to avoid a conflict of interest.
- xi. Permission to combine roles must be sought from your NAO or the Foundation.

8.9.4 Adventurous Journey Assessor

- i. Must be suitably trained and experienced to undertake the role.
- ii. Must have expertise (or qualification, as per the country's legislation) in the mode of journey being used and familiarity in the terrain that the journey is taking place.
- iii. Must be authorised by the licensed Award Operator to undertake the role.
- iv. Must work closely with the Award Leader and **Adventurous Journey** Supervisor (this may be the same person) prior, during and following the Qualifying **Adventurous Journey**.
- v. Must be available throughout the Qualifying Journey.
- vi. Must be familiar with all of the **Adventurous Journey** 15 requirements (see **paragraph 8.8**).
- vii. Must ensure that all group members have contributed to a team effort.
- viii. Must ensure that the journey's aim has been achieved.
- ix. Should meet the group before the start of the Qualifying Journey and assess whether the group is prepared.

- ix. Should make contact with the group at least once daily during their journey so that they can be effectively assessed.
- x. Must meet with and de-brief the team at the end of the Qualifying Journey.
- xi. Permission to combine roles must be sought from your NAO or the Foundation.
- xii. Must sign off the completion of the Qualifying **Adventurous Journey** in each of the participant's Online Record Book (or equivalent) after assessing their final report.

8.10 Preparation and training

The safety of all participants throughout their training, Practice and Qualifying Journeys is the Award's top priority. Training is required to enable all group members to undertake their journeys safely. All training must be delivered by a suitably qualified and/or experienced adult (instructor). After training, the **Adventurous Journey** Supervisor should be satisfied that the group is technically able to carry out their Practice and Qualifying Journeys in a safe and self-sufficient manner.

It is worth emphasising that the **Adventurous Journey**, by its nature, contains an element of risk. It is therefore important that this risk is properly managed to reduce the likelihood of an accident occurring and decrease the consequences if an accident does occur. The key to this is the proper preparation and training of the participants so that they are well prepared for their independent Practice and Qualifying Journeys. The safety of the participants is the top priority. Please refer to **paragraphs 8.14** (risk assessment), **8.15** (emergency procedures) and **8.16** (insurance) for further explanation.

Preparation and training requirements

The following table is a guide to the subjects that should, as a minimum, be covered prior to participants embarking on a Practice Journey, pending the type of environment and mode of journey chosen and approved. The table is not exhaustive; the exact training requirements will be determined by the nature of the chosen **Adventurous Journey** as well as any national, legal or other requirements in a particular jurisdiction.

SUBJECT

Understanding the aim of their Adventurous Journey

For example, depending on local circumstances, it can include:

It is usual practice that when accommodated in tents, that the tents are carried by the participants. Participants also need to carry the equipment which they will use for cooking. This requirement needs to be adjusted in environments and climates where total self-sufficiency will be difficult e.g. the carrying of sufficient water in a jungle or desert. Similarly, adjustments for medical purposes are also warranted.

First Aid and emergency procedures

- Blisters.
- Relevant weather injuries.
- Emergency procedures/evacuation.
- What's in a basic First Aid kit.
- Collect information about participants, including any medical conditions, to assess that the journey is suitable for everyone involved.
- Check the availability of local medical services and support for each journey.
- Produce a written 'incident and emergency response' plan for each journey, detailing what should happen if things go wrong.
- Ensure that all adults, volunteers and participants are aware of the emergency plan; have access to medical advice and support; and know what to do and who to contact in the event of illness, accident or emergency.

Necessary equipment and how to use it

- How to pitch a tent/hammock or use hostel accommodation.
- How to pack a rucksack or cycle packs.
- What clothes to wear, and when.
- Use of mobile phones and GPS; for what and when to use them e.g. emergency use only (see **paragraph 8.11**).

Route planning

- Plan and research all aspects of the route including the location, transport and safe and suitable accommodation.
- Prepare an itinerary (often referred to as a route card) and budget for each journey.
- Take into account participants with additional needs.



SUBJECT

For example, depending on local circumstances, it can include:

Navigation

- Basic map reading skills.
 - o How to use a compass.
 - o Understanding different types of terrain.
 - o Safety on major features i.e. roads/rivers.
- Use of GPS (to only be used as a secondary rather than primary method of navigation – see [paragraph 8.11](#)).
- Weather considerations.

Camp craft, including food and cooking

- Personal hygiene.
- Food preparation.
- Cooking.
- Management of waste /litter.
- Be aware of any animals that group members may encounter.

Team building and leadership training

- All group members to know each other and to work together.
- Understanding the relative strengths and weaknesses of each group member.
- Giving all group members the opportunity to lead.

Mode of travel

- Relevant maintenance skills.
- Relevant animal husbandry care.
- Specialist clothing/equipment.
- Safety.
- Rights of way.

SUBJECT

For example, depending on local circumstances, it can include:

Observation and recording skills

- Providing time within the itinerary to observe.
- Criteria of what to observe and record.

Managing risk

- A basic understanding of the risks that they may encounter and how to react e.g. having sufficient water, emergency routes in the case of poor weather etc.

Understanding the impact of the journey on the environment

- Managing litter.
- Understanding the journey's specific environment.
- Using natural resources wisely e.g. water and wood.

Appreciating the culture within the journey's environment

- Behave as ambassadors of the Award.
- Be aware of local customs and rules.
- Preferably learn a few new words (if a foreign language).
- Be aware of local food provision (if different from usual diets).

The various topics mentioned above can be delivered by the Award Leader or **Adventurous Journey** Supervisor, but also by an external instructor. If the Award Leader and Supervisor are short of time and want to share the workload, external instructors such as geography teachers, local Scout leaders, experienced **Gold** Award holders or participants, can 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 or before a youth club meeting. Since some topics require more time for training than others, they might also be combined or done during full training days or weekends as considered necessary by the **Adventurous Journey** Supervisor, in conjunction with the instructor(s).



8.11 Mobile devices

8.11.1 Mobile phones

Mobile phones today play such a major role in many people's lives that it is necessary to spend some time considering when it is and is not sensible to use them on an **Adventurous Journey**. Mobile phones can negatively impact on the ability of participants to effectively engage with each other during their journey. It is also the case that an **Adventurous Journey** must consider the needs of the whole team, rather than just one individual. It is therefore essential that participants, the Award Leader, **Adventurous Journey** Supervisor and **Adventurous Journey** Assessor agree about the use of mobile phones before any journey. Some considerations are:

- The need for mobile phones in case of emergency only i.e. ensuring that they are packed away and not used when it is not necessary.
- The need for communications between the participants and adult roles.
- Use of mobile phones as a navigation device.
- Limitations of coverage and battery life/re-charging.
- Use of mobile phones to take pictures and gather evidence for the Online Record Book.
- Using mobiles to record evidence for the journey log.

8.11.2 Global Positioning System (GPS)

Participants or volunteers may well have access to, or use handheld navigation devices such as GPS. Again, like mobile phones, the use of GPS should be discussed and agreed by the **Adventurous Journey** Supervisor, **Adventurous Journey** Assessor and participants before they embark on a journey. Satellites ensure that there is now extensive data to support GPS devices, however like mobile phones, they are sometimes restricted by weather conditions and power. Therefore, although GPS may offer a solution when weather conditions or darkness result in traditional map reading being difficult, it is Award policy that GPS supports and does not replace the use of a map and compass.

8.12 Practice Journeys

- i. All group members must undertake sufficient Practice Journeys (please refer to **Adventurous Journey** requirement number 5 for the correct definition) to ensure that they can complete their Qualifying Journey safely.
- ii. Even a highly skilled group of individuals must take part in at least one Practice Journey to become familiar with their group and each other's ways of working as well as to have the opportunity to develop as a team.
- iii. The **Adventurous Journey** Supervisor must be present in the area of the journey throughout.
- iv. All Practice Journeys must take place in a similar environment to the Qualifying Journey, must use the same mode of travel, must, as a minimum, include at least one day and one night and must reflect the purpose of the Qualifying Journey; a longer period may be required if the **Adventurous Journey** Supervisor thinks that it is advisable to do so.



- v. All conditions on a Practice Journey should be as similar as possible, but must not be over the exact same route as that planned for the Qualifying Journey.
- vi. All of the **Adventurous Journey** 15 requirements must also be adhered to for Practice as well as Qualifying Journeys. The Award Leader, in consultation with the **Adventurous Journey** Supervisor, is to ensure that the Online Record Book (or equivalent) is signed to vouch that all group members are suitably skilled and prepared to undertake their Qualifying Journey.

- i. The group is required to be self-sufficient and independent; in normal circumstances this will mean being unaccompanied on their journey.
- ii. The Qualifying Journey needs to be assessed by a suitably experienced adult (the **Adventurous Journey** Assessor).
- iii. The **Adventurous Journey** Assessor and the **Adventurous Journey** Supervisor should ideally not be the same person as they have distinctly different roles, however they must meet together before the Qualifying Journey to discuss any identified issues or safety concerns. The policy regarding whether the Assessor and Supervisor can be the same person varies between National Award Operators.

- iv. It is better for the group's sense of achievement if the **Adventurous Journey** Assessor is independent of the group. The **Adventurous Journey** Assessor should, as much as possible, assess the group remotely.

The **Adventurous Journey** Assessor must ensure that the minimum time requirements have been met, that all group members have shown determination and effort, and that all group members have worked as a team, taking their share of responsibility for planning, undertaking and completing their journey.

- v. The **Adventurous Journey** Assessor should make contact with the group at least once a day to ensure the group is safe and working according to the journey's aim.

- vi. The **Adventurous Journey** Assessor must be able to contact the **Adventurous Journey** Supervisor (if they are different people) throughout the Qualifying Journey to ensure the safety of the participants and the successful conduct of the journey.
- vii. The **Adventurous Journey** Assessor must ensure that the aim of the group's journey has been achieved.
- viii. Once the entire journey is completed the Assessor must meet with the team and debrief.
- ix. The **Adventurous Journey** Assessor must assess the group's final report and then sign off the completion of the Qualifying **Adventurous Journey** in each of the participants' Online Record Book (or equivalent).
- x. The **Adventurous Journey** Supervisor must be present in the area of the journey throughout.

8.13 Qualifying Journey and Assessment

The following points must be considered for the conduct and assessment of the Qualifying Journey:



8.14 Risk assessment

Award Centres, and specifically their **Adventurous Journey** Supervisor and **Adventurous Journey** Assessor, have the responsibility to ensure that all Award activities are operated in a safe environment. It is a requirement that they carry out thorough risk assessments for any activities that may expose young people to potential risk. Regardless of whether the **Adventurous Journey** is an Expedition or Exploration, journey areas, routes, and campsites should be assessed and documented to minimise harm or injury. Risk assessments should be continually reviewed prior to and during every trip, regardless of whether it is a familiar environment.

8.15 Emergency procedures

To ensure safety and a positive public perception of the Award it is essential that the correct procedures are followed on these

occasions to safeguard the interests of the young people, your organisation, and the Foundation.

Award Centres and Independent Award Centres are obliged to report to their National Award Operator or the Foundation any serious incident or accident that leads to, or could have led to, the death or serious injury of a participant or any adult involved in an **Adventurous Journey**. All National Award Operators have a condition of licence to further report all serious incidents to the Foundation.

Your organisation must have in place emergency procedures and policies and you should ensure that all adults involved in an **Adventurous Journey** are aware of them. Normally these procedures should be in line with the wider emergency procedures and policies of your organisation.

8.16 Insurance

Your organisation must maintain reasonable and appropriate insurance against risk and liability. The level of insurance must be appropriate to the country and the nature of the Award activities undertaken. Where insurance cover is not obtainable or maintainable, the Foundation should be consulted for guidance.

The Foundation does not provide any insurance for National Award Operators, Award Centres or the young people participating in the Award. It is the obligation of the licensed Award Operator to seek qualified advice on the matter and make arrangements accordingly. If the licensed Award Operator's current insurance policy does not accommodate activities of the type undertaken during the **Adventurous Journey** then additional cover must be arranged.

Where specific Award activities such as **Adventurous Journeys** and **Gold Residential**

Projects are out-sourced to activity providers, it is the licensed Award Operator's responsibility to ensure that the activity provider carries sufficient insurance to provide adequate cover. Activity companies or contracted individuals have an obligation to maintain public (third-party) liability insurance but licensed Award Operators have the responsibility to ensure that their insurance cover is appropriate and valid.

8.17 International Adventurous Journeys

An **Adventurous Journey** may involve a group visiting another country which may or may not be operating the Award; this is called an International **Adventurous Journey**. In such circumstances:

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

- The country where the participant is registered with the Award is called their home country.
- The country where the **Adventurous Journey** takes place is called the destination country.

Responsibility for the delivery of the Adventurous journey remains entirely with the home country Award Centre or IAC.

Good practice is that the home country's Award Centre must inform the National Award Operator (if there is one) in the destination country at the planning stage and preferably a minimum of 10 days before the planned journey, as they are best placed and may offer local knowledge and assistance. Informing the destination country is also a matter of courtesy.

When undertaking an International **Adventurous Journey**, you should follow your own National Award Operator's procedures for informing the Award authorities in the destination country of your plans. Delivery of the **Adventurous Journey** must adhere to any Award and legal regulations of the destination country, as well as those of the home country.

There are six scenarios when this situation can occur, as follows:

Scenario	Process
1. AJs involving a licensed Award Centre within an NAO visiting a country that has a NAO.	In such cases, the home country NAO national office informs the destination country national office.
2. AJs involving a licensed Award Centre within an NAO visiting a country that does not have a NAO but has IACs.	In such cases, the centre informs their home country NAO national office which in turn informs the Foundation office.
3. AJs involving an IAC visiting a country that has an NAO.	In such cases, the IAC informs the Foundation which in turn informs the destination country NAO national office.
4. AJs involving an IAC visiting a country that does not have a NAO but has IACs.	In such cases, the IAC informs the Foundation.
5. AJs involving a licensed centre within an NAO visiting a country that does not have a NAO and has no IACs	In such cases, the licensed centre needs to comply with the home country NAO requirements.
6. AJs involving an IAC visiting a country that does not have a NAO and has no IACs.	In such cases, the IAC informs the Foundation.



All organisers of International **Adventurous Journeys** can find out which one of the six categories is relevant to their circumstances by visiting the International Award website at www.intaward.org/near-you and finding out what type of licensed Award Operator (NAO or IAC) exists within the destination country. All notifications should be completed at least two months before commencement of the **Adventurous Journey** to ensure that enough time is available for any necessary dialogue.

8.18 Working with external activity providers

In countries where there is a NAO, the Award is delivered by Award Centres who are licensed and managed by the NAO. Activity provider organisations who wish to work with participants from Award Centres within a country that has a NAO can do so under their guidance and national requirements, which may include specific licensing arrangements. Contact details are given on each country's page in the 'Near You' link on the International Award's website.

In countries where there is no NAO, Independent Award Centres (IACs) may, if required, engage with external organisations to deliver the **Adventurous Journey** and/or **Gold Residential Project** section of the Award. In this situation it is the IACs responsibility to ensure that the organisations they work with have sufficient expertise, meet relevant national and local legislation and appropriate policies and structures to provide safe and appropriate activities for their participants.

The IAC must also ensure that where they engage with external providers to deliver the **Adventurous Journey** section and for external individuals to be the Assessor(s) or Supervisor(s) for the AJ, that these individuals are suitably trained.

To facilitate this, the Foundation provides training opportunities globally and maintains a database of who has undergone the relevant training.



8.19 Resources

Further information about the **Adventurous Journey** can be found in a number of other places, notably:

- www.awardcommunity.org has guidance and information regarding all aspects of the **Adventurous Journey** section.
- On the Award's international website at www.intaward.org/adventurous-journey.

Adventurous Journey: Tori, Gold Award participant.

“My favourite section of the Award was the Adventurous Journey, and without doubt that gave me the skills, the confidence and the ambition to do other things in the outdoors. In 2005 I skied 360 miles to the magnetic North Pole, and then in 2007, I became the first Welsh woman and, at the time, the youngest British female to climb to the summit of Mount Everest.

Doing the Award definitely instilled a sense of ambition, and what I learnt is that to achieve anything you've got to be committed, you've got to be dedicated, and you mustn't give up when the going gets tough.”

Adventurous Journey: Nathan, Gold Award participant

“The Award is an amazing opportunity for self-growth where you can try new things and meet new people.

The most amazing and memorable part of my Gold Award was hiking the Kokoda Track in Papua New Guinea. The trip had many firsts for me including my first time on a plane, first time overseas, and first time leaving my family for a long period of time.

The track was mentally and physically demanding, requiring me to push myself beyond my boundaries.

Before starting the Award I had very little willpower, so when things got hard I'd usually give up. Now I have the mental strength and ability to overcome these challenges to reach my goals. It has increased my desire to give back to the community and also made me feel very lucky for what I have.”

“Now I have the mental strength and ability to overcome these challenges to reach my goals.”



CHAPTER 9

Gold Residential Project

- 9.1 Introduction
- 9.2 Aim
- 9.3 Ethos
- 9.4 Outcomes and benefits
- 9.5 Requirements
- 9.6 The process
- 9.7 Types of activities
- 9.8 Resources

9.1 Introduction

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





9.2 Aim

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



9.3 Ethos

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

9.4 Outcomes and benefits

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

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

Specific Outcomes



Confidence



Managing feelings



Resilience and determination



Relationships and leadership



Planning and problem solving



Intercultural competence



Personal and social well-being



Communication

9.5 Requirements

9.5.1

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



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9.5.2

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

9.5.3

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

9.6 The process

9.6.1 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. A suitable Assessor is to be agreed with the Award Leader. This should usually be the **Gold Residential Project** instructor, leader or facilitator, who can assess the participant throughout the experience and record completion of the section. As with all the sections of the Award, the Assessor needs to be approved by the Award Centre prior to the activity being commenced.

9.6.2 Do

Before starting the **Gold Residential Project**, participants should remind the chosen Assessor that they are undertaking the activity in order to complete their **Gold** Award. Award Leaders are to ensure that the Assessor is aware of the section requirements and their responsibility to assess and record the activity.

9.6.3 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.

The participant should be assessed on:

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

Once this review is completed, the Assessor should record completion of the section, adding positive comments.



9.7 Types of activities

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

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

If your participant is struggling to come up with an idea direct them towards the **Gold Residential Project** of the Foundation website for examples from across the world at: www.intaward.org/gold-residential-project. What is important to remember and to reinforce when discussing with a participant is that there is no definitive list and the choice should match the overall philosophy and guiding principles of the Award. The choice should also reflect their individual and location specific circumstances.

9.8 Resources

There are a number of other resources available to you to further understand the **Gold Residential Project** section of the Award.

Firstly, you can complete the relevant modules at www.awardcommunity.org.

Secondly, the Award's international website has some information about the **Gold Residential Project** at www.intaward.org/gold-residential-project

Gold Residential Project: Melanie, Award holder



“My initial thought when I first heard about the Award is that I wanted to try new things, to explore and to see what I am capable of myself. I wanted to prove to people that even though I have a physical disability I am still capable of achieving goals. I was diagnosed with SMA, which is spinal muscular atrophy, when I was 10 months old, this is a muscular condition that leads to muscle weakness. I try not to let it stop me from living a normal life.

For the residential project I went on a camp ... Camp is a different experience for me ... I've always missed out on school camps and things like that due to my disability.

The best part about it was that I got to do things that I wouldn't have thought I would be able to do. It was the first time I felt like I had control, and I started to see that I had the potential to be who I want to be and not be restricted by my wheelchair.

Since doing the Award, I've become a stronger and more confident person. Confident in a way that I start to believe in myself and believe that I also have something to offer.

And this is something that I've never thought of prior to the Award, everyone told me that because you're in a wheelchair there's not much you can do, and they didn't expect much from me.

So when people say no, you can't do that because of your disability I want to prove them wrong, and show them that there is always a way. It's just a matter of having the confidence to try new things and having the courage to step out of the comfort zone, which is what I've learnt through this Award.

Doing the Award has helped me challenge people's perspectives on those who have a physical disability. I used to think that my wheelchair defines who I am, and I used to think that people would see my wheelchair before they see me, whereas now, ever since doing the Award they start to pay more attention to who I am.

The Award has made me feel part of the community, whereas I used to feel like I was just watching from the outside.”

CHAPTER 10

Award Leader responsibilities and support

- 10.1 Introduction
- 10.2 The responsibilities of an Award Leader
- 10.3 Learning and development
- 10.4 Transfer of a participant between operators, countries and Award Centres
- 10.5 Working with young people with disabilities or unique needs
- 10.6 Complaints procedure
- 10.7 Foundation contacts

10.1 Introduction

The content of other chapters in this Handbook provides you with the background and requirements of the Award. This chapter aims to provide you with the key information that you need to know to effectively fulfil your role as an Award Leader and the support that is available to you.



“It is extremely beneficial to any young person who wants to develop a well-rounded and fulfilling education. Anyone in education for the development of a ‘whole ‘person should take a part in delivering this Award.”

AN AWARD LEADER (FROM AN AWARD SATISFACTION SURVEY)

10.2 The responsibilities of an Award Leader

- i.** Undertake the necessary training to be an effective Award Leader (as stipulated by your Licensed Operator).
- ii.** Ensure that your Award Centre complies with the necessary licence requirements.
- iii.** To advise, guide and assist young people to participate in the Award.
- iv.** To provide participants with access to the Online Record Book (or equivalent) and approve Award programme activity for each participant.
- v.** To maintain the operation of the Award within the group and/or Centre.
- vi.** To liaise and co-ordinate activities with other operators of the Award in their area.
- vii.** To ensure the Awards gained are authorised and presented.
- viii.** To publicise the Award.
- ix.** To ensure the safety and well-being of the participants.
- x.** To appoint with other adult volunteers involved in Award delivery e.g. **Adventurous Journey** Assessor.
- xi.** To ensure the operation of the Award in the Centre meets the requirements of the International Declaration and Principles and that the standards of the Award are upheld at all times.
- xii.** To ensure that the policies of your Award Centre or IAC are being complied with in respect to all Award activities undertaken by your participants.

10.3 Learning and development

Award Leaders and other volunteers and staff are key to helping young people complete their journey through their Award. It is therefore important that they know that there is a network of support available to them to assist them in their role.

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

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. The Foundation has therefore developed a best practice guide that provides the necessary details about the required training that adults involved with the Award need to complete. It explains the Award's approach to learning and identifies key course objectives to ensure all Award staff, volunteers, and Award delivery supporters are competent in their role. You can read the full Award Learning Policy by registering a www.awardcommunity.org

In conclusion, the Foundation's responsibility is to enable learning for IACs and support learning for NAOs. However, NAOs are responsible for sourcing and delivering their own training.

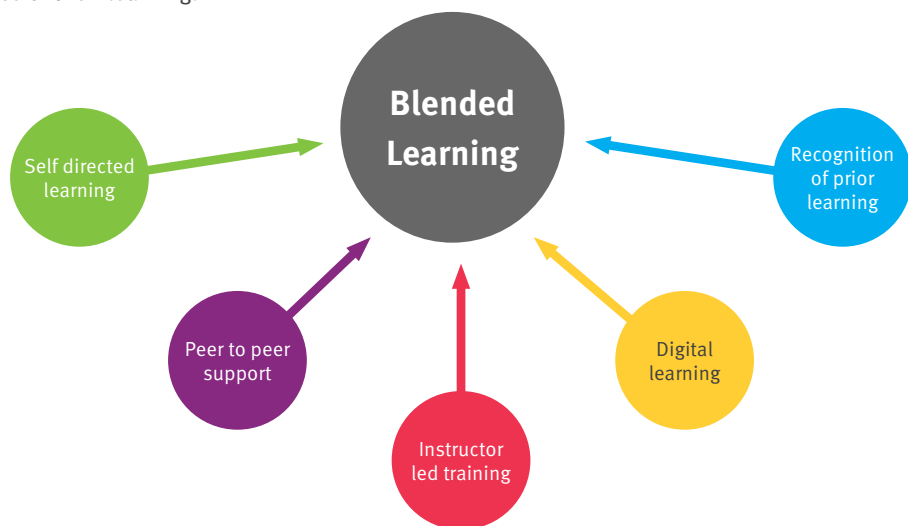


awardcommunity.org

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

Award Blended Learning Methodology

The Foundation has adopted the methodology of ‘blended learning’ to develop Award adults. Learning is enabled by a blend of instructor led, 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.



The key benefits of online Award Leader training are that it provides for:

- A network or ‘learning community’ that enables experienced Award Leaders to guide and mentor new Award Leaders, and for good practice and resources to be shared amongst Award Leaders globally.
- Accreditation internationally, with the benefit that Award Leader skills and experience are transferable between licensed Award Operators, for example for a teacher within an international school who has moved and wishes to carry on supporting the Award in another international school or within a National Award Operator.
- An accessible and cost-effective option for many Award Leaders to directly engage in both their own development, and the sharing of ideas and experience.
- Further opportunities to learn and develop your skills are available via the Award’s learning hub accessed through www.awardcommunity.org.



10.4 Transfer of a participant between operators, countries and Award Centres

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

If such a situation occurs, you as the Award Leader, need to initiate the following five-step process:

1

Initiate transfer

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

2

Verify transfer

The National Office or The Foundation request the Award Leader to complete a participant centre transfer form (available at www.awardcommunity.org).

3

Manage transfer

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

4

Finalise transfer

The completed form is then sent to the receiving centre.

5

Confirm transfer

The final transfer of the participant is then coordinated between the losing and receiving centres.

to a country that delivers the Award. In some cases, an NAO may not have an Award Centre available to which a participant can transfer.

There is a process that is followed, whether the participant is undertaking or moving their Award within a National Award Operator (NAO) or Independent Award Centre (IAC).

10.5 Working with young people with disabilities or unique needs

It is sometimes the case that a participant has particular needs that require specific support. In such cases, the Award Leader can adapt the delivery of the Award to suit the individual's circumstances. The Award's inclusive philosophy and adaptive framework allows for all young people to meet the requirement, irrespective of their circumstances.

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

10.6 Complaints procedure

The Award recognises that there will be occasions when someone wishes to

complain about how activities are managed, how services are delivered or due to the conduct of an Award staff member or volunteer.

In the first instance, the complainant and Award Centre or National Award Operator must try to resolve the issue informally. If this cannot occur, the following process should be followed:

1. The Foundation will designate a suitable member of staff to seek a resolution.
2. The designated member of staff will acknowledge and confirm the complaint within 5 working days.
3. The Foundation will seek to resolve the complaint within one month.
4. Any outcome will be provided in writing to ensure that all are correctly informed and that any review or remedial action is carried out.

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

The power of an Award Leader: Adrija, Award Leader.

“It is unbelievable for me that I found a new world. I started a new beginning of my life.”

“It was a very diverse situation that I was going through in 2006. At that time, I was in very difficult condition. I had no shelter and I lost everything. Even I had to stop my studies, so I lost my confidence and everything.

So from there I thought that yes, maybe it would help my life, maybe it would give me a chance to start a new beginning. I thought if I did computer as my skill maybe I could find a job to doing this, and I help my family and support my family, because it was very necessary at that time. So I chose computer as my skill, and now I am a teacher of computer and support my family teaching computer.

It's a very large difference that I feel now. Then I was only an Awardee, and now I'm leading the entire unit as an Gold Award holder and Award Leader.

I have to go to other villages which are on the outskirts of West Bengal. And there are also girls who come from very remote villages. And now I also go there and involve them and tell them my story. And also they come into the Award and do the Award.

So they are now fighting with the community and tell their parents that no, we won't marry now, we have to complete our Award, we have to complete the Gold. So that is a big achievement.

It is unbelievable for me that I found a new world. I started a new beginning of my life.”



10.7 Foundation contacts

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Award House

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T +44 (0)20 7222 4242

For IAC enquiries please contact the Foundation's Operations Team: operations@intaward.org

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