

Award Leader Roles and Responsibilities

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

An Award Leader must:

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

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

Assessor Roles and Responsibilities

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

An assessor must:

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

Award Leader

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

Key tasks include:

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

Instructor

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

Key tasks:

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

Be familiar with Award

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

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

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

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

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

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

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

Supervisor

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

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

Assessor

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

Key tasks:

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

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

QUALIFYING JOURNEY and ASSESSOR ROLE

PRIOR

Prior to Qualifying Journey –

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

ON

On the Qualifying Journey –

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

AFTER

After the Qualifying Journey –

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

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

ROUTE CARD CHECKLIST

Award Centre:MSA Group Name: Bermy 7's Date:_____

| Section | ID | Comments | Completed |
|--------------------|----|----------|-----------|
| ORB Registered | | | |
| Admin Details | | | |
| Nutrition | | | |
| Purpose | | | |
| Route | | | |
| Activity Plan | | | |
| Emergency Location | | | |
| Equipment List | | | |
| Grid References | | | |
| Bearings | | | |
| Mileage | | | |
| Timing | | | |

All route cards will be sent back to the Group Leader and cc'ed to the Supervisor when it has been approved by the Standards & Training Committee. If route cards are incomplete, they will be sent back for amendments. Please resubmit your route card.

HOW TO USE THIS FORM

| Section | Details |
|---------------------------|--|
| ORB Registered | Make sure all participants have registered on the ORB (Online Record Book). Groups cannot go out if participants are not registered. |
| Admin Details | Check to make sure day, date, time, journey, members, name of group, award centre, group leader and supervisor name and number is filled in. |
| Nutrition | All required meals are to be included. Calorie breakdown would be nice. |
| Purpose | The purpose can be an exploration or an expedition but must be a challenge. Make sure all purposes are measurable. |
| Route | (Column K) – The route must follow the purpose. Confirm stops are at meaningful locations for the purpose of the journey. |
| Activity Plan | The activity plan must also follow the purpose. |
| Emergency Location | (Column L) – Validate the meeting location in case of an emergency. |
| Equipment List | All equipment needs to be listed and who is responsible for carrying each item. |
| Grid References | (Column C) – Four digit grid reference for Bronze, six digits for silver. All numbers will be validated for accuracy. |
| Bearings | (Column D) – Using the compass rose to validate the general direction of each leg. |
| Mileage | (Column E) – Distance traveled in kilometers or miles will be validated. |
| Timing | (Column F-J) – Each leg will be validated and total times will be calculated. |

| ID | STC Member |
|-----|----------------------|
| AI | Alison Ince |
| JD | Jovanna Douglas |
| NM | Nancy McCombs |
| KS | Karen Simmons |
| FH | Fiona Holmes |
| ISB | Ingrid Straume-Brown |
| LB | Lisa Brewster |

| Other Information |
|--|
| <ul style="list-style-type: none"> ▪ The ID column is for the STC member that has reviewed that portion of the route card. ▪ Any issues with the route card will be stated under Comments column. ▪ The Completed column is used to confirm that portion of the route has been completed. Use Completed or Incomplete. |

Any questions or concerns, please email the Standards & Training Committee at stc@theaward.bm

ASSESSOR'S REPORT



Name of Adventurous Journey Assessor: _____

Name of Adventurous Journey Supervisor: _____

Level: _____ Adventurous Journey Team Name: _____

Date: _____ Location: _____

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

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

ASSESSOR'S REPORT



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

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

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

Overall Assessment: COMPLETED / NOT COMPLETED

Reasoning:

Date: _____

Assessor's signature: _____

Pre Expedition Questions

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

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

Guidance on Assessing Multiple Expedition Teams

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

Suitable Number of Assessments:

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

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

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

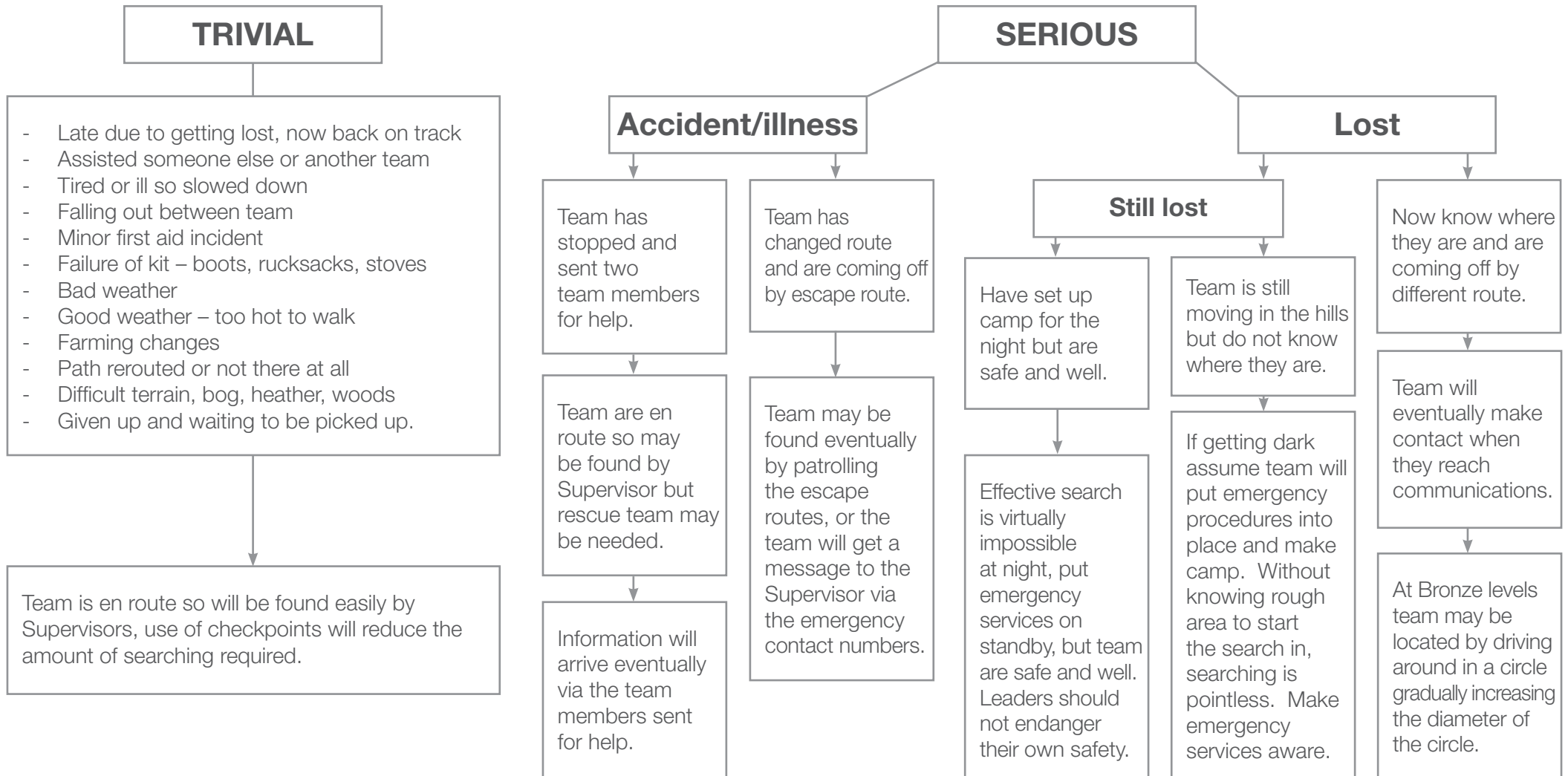
Expedition Assessor Role:

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

Assessors will:

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

We have a team overdue...



Example Assessor Debrief Questions

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

Self-Awareness

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

Relationship Building

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

Teamwork

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

Taking Responsibility

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

Decision Making

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

Communication Skills

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

Environmental Awareness

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

Physical Awareness

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

Personal Reflection

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