

AWARD CENTRE MANAGEMENT MANUAL

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FOREWORD

The Duke of Edinburgh's International Award (referred to as the 'Award' throughout this publication) defines what good non-formal education looks like. It provides a tried and tested framework for delivery of experiential learning in any context. It allows achievement to be recognized in a way that is consistent worldwide, giving young people internationally recognized accreditation of their experiences.

When delivered correctly, young people get so much from their Award experiences: the skills to think in different ways, confidence and enthusiasm, interpersonal and practical skills, a set of values that build character and a sense of purpose, resilience and much more. These are exactly what employers and education institutions look for when distinguishing candidates from each other in the worldwide search for talent.

Young people need the support of an effective organization to succeed with their Award. The mission of the Award is to ensure all are aware of the Award, the life skills it brings and have the opportunity to participate via strong delivery partners.

Award Centres are at the heart of our network of delivery partners. This manual sets out to help us all achieve this mission by supporting, guiding and working closely with these varied organizations who want to help their young people become the best version of themselves.



Stephen De-Wint
Chief Executive Officer
The Duke of Edinburgh's International Award - Canada

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This manual provides information on all subjects relevant for an Award Centre to set up and manage an efficient and sustainable Award operation. It should be used alongside the most current edition of the International Award Leader Handbook, Canadian abridged version, that contains information about the Award, time requirements and other general information.

An Award Centre refers to an organization at a single location (such as a school or youth club) authorized to use the name, logo, and materials to operate the Award. A Centre delivers the Award to their students or members. The Centre is run by an Award Coordinator; may have multiple groups; has no powers to sub-franchise and limited powers to approve Awards; and reports directly to the Award Office.

The role of an Award Centre is to:

- Plan how the Award can best be implemented within the organization.
- Manage growth of the Award throughout the organization.
- Support people within the organization to deliver the highest quality Award experience to the greatest number of young people.

This manual provides details of the policies, tools, and processes, as well as examples of good practice to achieve these roles. It provides the framework by which you can meet the requirements of your Award Centre Agreement and provides a sustainable Award management model through which you can help young people develop in the long term.

Award Canada, and specifically your Award Office contact, should be your first point of call if you have any questions arising from reading this manual. We hope you find this manual useful and if you have any comments relating to it, please feel free to let your Award Office contact know.



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CHAPTER 2: STRUCTURE AND ROLES

CHAPTER 2 CONTENTS		
2.1 Introduction	2.2 The Foundation	2.3 The Canadian National Award Operator
2.4 National Operating Partners	2.5 Award Centres	2.6 Your Award Centre Team

2.1 Introduction

This chapter outlines the structure of the Award network and the definitions of the roles and responsibilities for adults involved in the delivery of the Award.

2.2 The Foundation

The Duke of Edinburgh’s International Award Foundation (the Foundation) is a registered charity and the legal owner of the intellectual property of the Award. It is governed by Trustees who are responsible for upholding the principles of the Award internationally and setting the strategic direction for the Award across the globe. The Foundation determines the standards of delivery and management and protects the integrity and the quality of the Award worldwide.

2.3 The Canadian National Award Operator

The Foundation uses a social franchising model to delegate (under licence) rights to deliver the Award and the responsibility for operational delivery, to both national and local organizations. It provides its “franchisees” with advice and support services, in addition to assisting in the coordination of certain national and international activities and maintaining licence standards.

The Duke of Edinburgh’s International Award – Canada is a National Award Operator (NAO) run by a national board of directors and an executive team. NAOs are licensed to operate the Award exclusively within a national territory, with powers to approve Awards and sub-franchise.

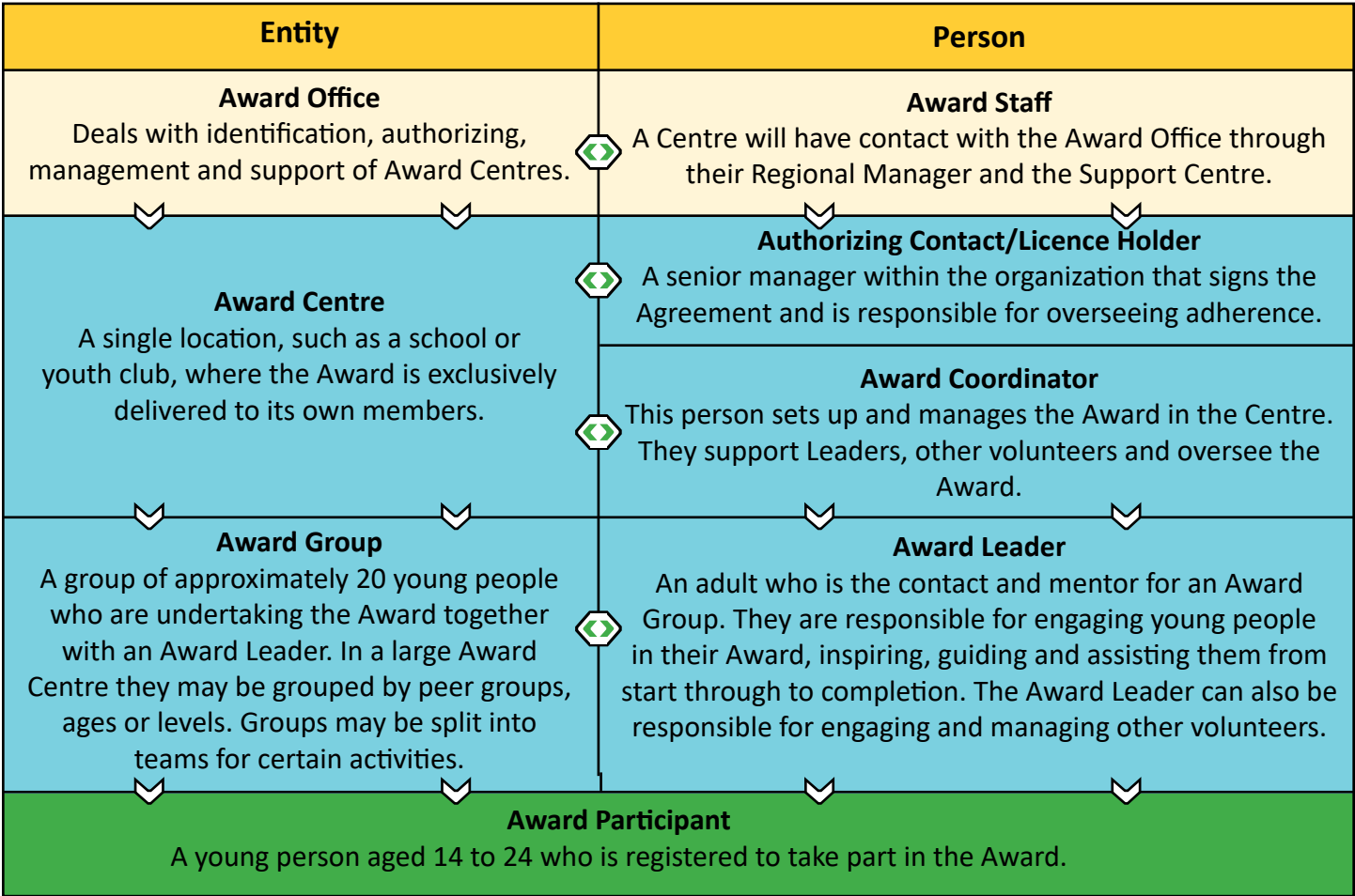
2.4 Operating Partners

Operating Partners are organizations directly authorized by Award Canada to deliver the Award exclusively for their students/members located in various places in Canada. Organizations that operate in more than one province in Canada may become an Operating Partner with Award Canada to offer the Award in all your locations. Each Operating Partner is allocated a dedicated Award Staff upon completion of the agreement process.

Operating Partners are as follows:	
Tier 1	<ul style="list-style-type: none"> All OPs start at this tier and remain for a minimum of 2 years. Highest price point and more direct support from Award Canada. Award Canada verifies all participant Awards (Bronze, Silver, Gold).
Tier 2	<ul style="list-style-type: none"> After 2 years in Tier 1, OP will be reviewed to determine eligibility to move to Tier 2. Once approved, OP must remain in Tier 2 for a minimum of 2 years. Medium price point and less direct support from Award Canada. OP verifies Bronze and Silver Awards.
Tier 3	<ul style="list-style-type: none"> After 2 years in Tier 2, OP will be reviewed to determine eligibility to move to Tier 3. Lowest price point and minimal direct support from Award Canada. OP verifies Bronze, Silver and Gold Awards.

2.5 Award Centres

Award Centres are identified, authorized, managed and supported by the Award Office and staff from Award Canada. Each Centre is allocated a dedicated Award contact upon completion of the agreement process. Below is a diagram demonstrating, from a Centre perspective, the relationship between Award Canada and the Centre and the individuals responsible for Award operations within them.



2.6 Your Award Centre Team

Successful delivery of the Award relies on teamwork. Since the Award is usually only one of several programs on an organization's non-formal education agenda, the team needs to ensure its effectiveness and sustainability through continuous recruitment and development of new team members.

2.6.1 Adults in the Award

The Award team is the group of people who support the management and the delivery of the Award within your organization. You need several different people with a wide range of skills to deliver the Award effectively.

- **Authorizing Contact/Licence Holder** – the person who has decided the Award should be offered by the organization and who has the authority to sign the Agreement. This person is likely to be the head teacher, principal or director of the organization and holds the responsibility for ensuring adherence to the terms of the Agreement. This person may also fulfil another role such as Award Coordinator or Leader.
- **Award Coordinator** – An adult volunteer or paid staff member who is the key contact at an 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 authorization of Awards. The Coordinator may also be an Award Leader or may take on other volunteer roles within the Award program.
- **Award Leaders** – An adult appointed by an Award Centre, who is the contact and mentor for an Award Group. The Award Leader is responsible for engaging young people in their Award program, 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 may also take on other volunteer roles within the Award program.
- **Adventurous Journey Supervisors** – the people who are responsible for organizing and carrying out the Adventurous Journey section with the participants. They take responsibility for the health and safety of groups while out on journeys.
- **Adventurous Journey Assessors** – the people who certify that the participants in their group have met the criteria for the section and have successfully completed their stated goal.
- **Adventurous Journey Instructors/Subject Matter Experts** – the individuals who train the participants in the range of necessary skills for their outdoor adventure or advise on their exploration topic.
- **Activity Coach/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 Assessor or Award Leader.
- **Assessors** – An adult who mentors participants in any section of the Award and signs off completion. Sometimes known as an Award Assessor or Section Assessor, they may also undertake the role of Activity Coach.

- **Other volunteers** – all aspects of the Award can benefit from additional helpers, whether administrative help, or people willing to go out to assist on Adventurous Journeys.

You can find expanded role descriptions of Adults in the Award in [Appendix 2](#).

2.6.2 Size

Your Award Centre Agreement requires you to have at least two adults in place that have completed Level One Training and at least one person who has completed Level Two Training, as provided by Award Canada. You should consider this as a minimum requirement for small Award operations. More information about training requirements can be found in [Chapter 6](#).

Before you increase the number of participants, you must also expand your Award team and ensure appropriate training for new team members. A larger team not only spreads the workload, it also benefits from the input and ideas from a wider range of people. This improves quality and sustainability, which in turn strengthens the Award's reputation and recognition within your organization and facilitates its delivery. If the workload remains manageable and the quality of program delivery is not affected, team members can serve multiple roles. Each Award Centre should decide carefully what is appropriate for their Award program.

2.6.3 Composition

The following groups of people may be part of an Award team:

- Staff members of the organization
- Silver and Gold participants (as mentors)
- Parents/guardians
- Volunteers/helpers from organizations in your network
- Award Holders
- Other external individuals

These groups of people can take on different roles within the Award team depending on their interests, skills and experience.

2.6.4 Adventurous Journey Team

If you are going to deliver the Adventurous Journey “in-house”, you will greatly benefit from establishing an Adventurous Journey team from the start. The team members can serve as Instructors, Supervisors or Assessors. They can also maintain the equipment and support the Award management throughout the Adventurous Journey.

In some cases, Award Centres outsource delivery of the Adventurous Journey to a third-party provider/ external agency. In these circumstances the Award Coordinator will need to ensure that the third-party organization's policies, procedures, credentials and insurance are suitable for the Award Centre needs.



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CHAPTER 3: AGREEMENT AND QUALITY ASSURANCE

CHAPTER 2 CONTENTS

[3.1 Introduction](#)

[3.2 Award Centre Agreement](#)

[3.3 Quality Assurance](#)

3.1 Introduction

This chapter provides details of the Agreement that Award Canada provides to organizations to deliver the Award, and the process of quality assurance to properly monitor the Agreement.

3.2 Award Centre Agreement

An organization holding an Award Centre Agreement can offer the Award to the young people they work with in a designated location.

Agreements are subject to review and all Award Centres must ensure that the organization is able to uphold the aims and standards of the Award, has established the necessary administrative framework to enable Award delivery according to the standards and can ensure its continuity in the organization.

3.2.1 Benefits of Obtaining an Agreement

Organizations that hold an Award Centre Agreement offer an internationally recognized program of experiential learning that holds a high public reputation and provides young people with the recognition they deserve for their achievements. Award Centres have the use of:

- An established framework that is easy to understand and straightforward to run.
- Effective programming that enhances personal development and experiential learning for young people.
- Online tools allowing participants to manage their Award effectively and enabling your Award team to quickly access information and monitor performance.
- A network and international brand, recognized by educational institutions and employers worldwide, with all the benefits of the Award's influential global network.
- Opportunities for adults at your organization to grow personally and professionally; attend professional development sessions, refining leadership, communication and problem-solving skills.
- Support from an Award representative who can offer advice and assistance for promoting and developing the Award in your institution.
- Access to a Support Centre, staffed with Award Specialists who are available regularly to answer your questions.

3.2.2 Authorized Award Centre Agreement

An Award Centre Agreement is issued to those organizations that have completed a successful application process. This Agreement is made to:

- Professionalize and solidify the relationship between Award Canada and Award Centres.
- Outline clear roles and expectations.
- Enable consistent delivery of the Award framework nationally and internationally.
- Uphold International Award standards and requirements.

There are a few pre-conditions for obtaining an Agreement.

1. The application form has been completed fully and any requested supporting documents are submitted for review.
2. Your organization must be an established and reputable legal entity and agree to safeguard the standards of the Award.
3. Your organization must have risk management, aligned youth protection policies and procedures and appropriate insurance in place.
4. The Award is a logical fit within the scope of the work of the organization.

As a holder of an Award Centre Agreement, you must comply with the fundamental and basic standards of the Agreement and should put in place an Award Portfolio of information specific to your organization to run the Award successfully. More information about Award Portfolios can be found in [Chapter 4](#).

Periodically throughout the year, Award staff will be in contact with your Award Coordinator to undertake a Quality Assurance Check-In. These check-ins are intended to provide support to your Award Team and to help ensure that all aspects of the Award delivery comply with the Licence Agreement. The timing of these check-ins are intended to coincide with the basic milestones of the Award process: registering participants and getting them started; planning for an Adventurous Journey; and supporting participants as they complete their Award by preparing for a recognition ceremony. (See Paragraph 3.3)

3.2.3 Award Centre Fees

Award Canada is a registered charity and Award Centres are required to pay the appropriate annual licence fee. This helps the charity to recover some of the costs of making the Award available and accessible. It also allows us to offer an extensive range of support services available to Award Centres; the list of support services are outlined in [chapter 9](#).

Award Centres pay an annual licence fee to offer the Award and are invoiced based on the expected number of participant registrations in the current year. In subsequent years the invoice will be based on actual registrations of the previous year. The fees are payable to the Award Canada within 28 days of the date of the invoice issued by the Award Office.

One of the benefits of this approach is that Award Centres can charge participants a fee that feels right. It may be that you charge a fee that allows for the opportunity to develop bursaries to reach even more young people or the ability to build an investment pot to support their Adventurous Journey costs.

More information about the fees can be found on the Award Leader Resource Portal. Please note, the annual licence fee can be increased at any time by Award Canada on 60 days' notice from the Foundation.

3.2.4 Termination of Agreement

Award Canada may terminate your licence under such circumstances described in clause 13 of the licence. You may terminate your licence at any time by giving one month's written notice to Award Canada. Effect of termination is explained in clause 14 of your licence.

3.3 Quality Assurance

Licence and quality assurance reviews enable Award Canada to get a clear understanding of how the Award operates in your organization. While your enquiries, participant activity and training course participation reflect activity; it is the regular meeting with staff, the response to surveys and research studies, and activity on your Online Record Book that represent results. All these processes feed into the overall quality assurance of Award delivery in your organization.

Summary of the Quality Assurance Cycle

1. Apply to become an Award Centre.
2. Sign Award Centre Agreement.
3. Undergo preparation and training with Award staff.
4. Follow up calls/meetings with Award staff approximately every 3, 6 & 12 months.
5. Implement annual surveys regarding customer satisfaction (participants and adults in the Award).
6. Support other surveys designed to measure the personal outcomes developed by young people and the social value of the Award.

3.3.1 The Award and Continuous Improvement

The Award provides a framework for young people to excel and be the best version of themselves. We want to help our delivery partners do the same thing. The intent behind our regular review meetings is to instill the beginnings of a continuous improvement cycle. The concept of continuous improvement for organizations and individuals is as follows:

- Step 1: Clearly establish what you are trying to achieve.
- Step 2: Establish what causes success.
- Step 3: Identify and measure your current situation.
- Step 4: Take actions to continually improve toward achievement of your goals.
- Step 5: Go back to step one and repeat this process.

Continuous improvement involves a passion for improvement and the following pre-suppositions:

- Our organization and its people need to improve continuously.
- It is always possible to improve.
- The need to improve is neither a criticism, a weakness, a problem nor somebody's fault.
- People and organizations can regularly identify areas for improvement in objective, honest and positive ways.
- Learning from others is vital if you are to improve.

All organizations have strengths and areas where improvement is necessary. The acceptance that opportunities for improvement always exist, without fear of failure, is vital for every organization. Award Canada works closely with our partners to ensure we maintain a continuous improvement culture and provide support to our network.

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CHAPTER 4: MANAGING AWARD DELIVERY

CHAPTER 4 CONTENTS

[4.1 Introduction](#)

[4.2 Organizational Requirements of Award Delivery](#)

[4.3 Planning and Analyzing Award Operations](#)

4.1 Introduction

This chapter explains what your organization will need to have in place to ensure sustainability of Award delivery, and the tools and processes to help plan and analyze the Award operations in your organization.

4.2 Organizational Requirements of Award Delivery

In the previous chapter, Quality Assurance was introduced as a framework to help you assess how you deliver the Award. The organizational requirements introduced in this section explain what must be in place to ensure that your Award Centre has a sustainable delivery mechanism in compliance with your agreement standards. These are comprised of:

1. Continued support and involvement of the senior management of your organization.
2. Effective use of online tools.
3. Infrastructure (internal or external) in place for the delivery of the Adventurous Journey section.
4. A support network of partner organizations.
5. Development and retention of people.
6. Recognition of achievements.
7. Effective and inclusive management processes.
8. Effective monitoring and evaluation.

Implementation, maintenance and development of these areas alongside good promotion of the Award are the most important elements of sustainable Award delivery.

4.2.1 Continued Support and Involvement of the Senior Management

Agreements for Award Centres are issued to the organization and not to an individual Award Coordinator or the person motivated to start the Award. Senior management needs to be willing to support delivery of the Award from day one and be committed to its ongoing success. Your organization must be prepared to back the Award with three key resources:

- **Staff and Volunteers** – Every Award Centre must always have at least two trained adults. This is a minimum requirement and depends entirely on the number of participants and the individual circumstances at your Award Centre. For example, if you have adults involved who are brand new to the Award then it would be better to keep the participant to Award Leader ratio lower.
- **Finances** – The operation of the Award requires funding including licence fees, management costs, activity costs. Financial support from the Award Centre may also be required to help those young people who may most benefit from access to the Award, but do not have the personal resources to properly engage.
- **Flexibility** – It is essential that the organization provides the Award Coordinator and Leaders with some time away from other responsibilities to manage the Award. Flexibility for those involved in the Adventurous Journey when it comes to scheduling is often crucial. It is difficult to fit Adventurous Journeys into the academic calendar, especially at the Silver and Gold levels, without a lot of careful planning. Support from senior management and understanding from all staff of the benefit of Award activities and young people’s time commitments is essential for facilitating the Award.

4.2.2 Effective Use of Online Tools

[The Online Record Book \(ORB\)](#) and [Award Community](#) are the central platforms built by the International Award Foundation to support delivery. These platforms are supported in Canada by an [Award Leader Resource Portal](#), which provides access to Award Canada specific resources.

The ORB is used by participants, Award Leaders and Assessors who are doing, delivering and assessing the Award. The ORB provides a digital platform to register, set up an Award, record activity and complete the Award. The ORB:

- Is accessible via the internet anywhere.
- Has participant and Award Leader apps that allow ease of access through mobile devices.
- Allows Award Leaders to track and support participant progress.
- Stores all records in a secure, cloud environment.
- Provides reporting and search functionality.
- Reduces paperwork.

The Award Community is designed to give staff and volunteers access to a menu of online training courses to fulfil their Award roles. The Award Community:

- Standardizes the delivery of training.
- Improves the access to training by providing an online delivery channel.
- Reduces Award Centre costs by providing online training.
- Increases flexibility by providing asynchronous training options.
- Focuses on increasing capacity and capability within Award operators.

The Award Leader Resource Portal provides a centralized location for the most up to date resources. The Award Leader Resource Portal also provides:

- Resources to specifically support delivery of the Award in Canada.
- Support and promotional materials for Award Centres and Leaders.
- Specific templates, information and promotional materials to distribute to participants.
- Resources to manage and deliver the Adventurous Journey.

4.2.3 Delivery of the Adventurous Journey Section

The Adventurous Journey section is the most work-intensive because participants cannot simply be referred to an existing activity group. It is also the only section of the Award which **MUST** be undertaken in a group of peers.

Many Award Centres organize their own Adventurous Journeys very successfully and some choose to outsource delivery of the Adventurous Journey section to outdoor activity providers. If this is the case, it is the Award Centre's responsibility to ensure that the activity provider is fully informed of the requirements of the Award and that they supply appropriate equipment and other resources for participants. If you wish to organize the Adventurous Journey in-house there are several resources available on the Award Leader Resource Portal to assist.

4.2.4 Building a Support Network of Organizations and Other Award Centres

Developing a support network of organizations that offer various Award related activities will increase the options for your participants. Associations, businesses, charities, community/religious organizations, clubs, education centres, experts, farms, fitness studios, hospitals, camps, newspapers are examples of organizations with which you can build relationships. These relationships may also be useful in the wider context for your organization.

Cooperation with other Award Centres will provide the opportunity to share best practice and enable opportunities for mutual benefit. Joint planning of Adventurous Journeys, assessing of each other's journeys, and hosting of joint ceremonies for the presentation of Awards are among the possible cooperative activities. Joint ceremonies also provide an opportunity for wider community recognition of the efforts of young people.

4.2.5 Development and Retention of People

The first step for setting up any Award Centre is to identify suitable adults to carry out the various roles that are required. Most often these are adults already working directly with young people, but it may be that other individuals such as parents, volunteers, administrative and maintenance staff, or senior management team members are also suitable candidates.

It is essential that the people recruited to the role of Award Coordinator, Award Leader, Adventurous Journey Supervisor and Adventurous Journey Assessor understand the Award and their role in the delivery of the Award. Their role descriptions can be found in [Appendix 2](#), which you can tailor to fit your organization's specific circumstances.

All adults involved in the delivery of the Award will need to undertake the relevant training modules provided by Award Canada and should be provided with a proper induction to the Award Centre's internal processes, policies and procedures. In addition, all Adults in the Award must be aware of and adhere to the General Standards of Behaviour and the Code of Conduct for Adults in the Award attached in [Appendix 1](#), as a bare minimum regarding safe practices in dealing with minors.

The role of an Award Leader is usually a complex one, so it is best to try and retain existing Award Leaders, especially once they have gone through their induction and training. It is therefore important to think of ways to continually improve their professional development and thank them for their work.

Although you will want to retain your Award Leaders for as long as possible, it is inevitable that they will move on. As the Award Leader works with and supports participants directly, it is crucial that the Award Coordinator identifies suitable replacements early on and prepares them for this important role.

4.2.6 Recognizing Achievement

Pins and Certificates - The pin and certificate are a crucial part of celebrating success and inspiring continuity in the current participants and others. On completion of an Award, participants receive a certificate and pin presented by their Award Leader and sent by the Award Office (Bronze and Silver Levels) or, at the Gold Level, receive a certificate and pin in the mail and the opportunity to attend a national Gold Award Ceremony. Award Centres cannot issue a temporary, alternative or replacement certificate on behalf of Award Canada.

Award Ceremonies - Award Centres celebrate the achievement of young people by organizing Bronze and Silver Award ceremonies or use special events within the organization to recognize the Awards gained (Note: Award Canada organizes Gold Award Ceremonies nationally). The presentation of Awards to young people is very important as it is.

- Public recognition of their achievements in a timely manner with their families and peers present.
- Opportunity to thank all the adults involved in some way.
- Opportunity to promote the Award to other young people and adults.

You can find an Award Ceremony Guide on the [Award Leader Resource Portal](#). Please contact your Award Office if you would like assistance with an Award presentation.

Recognizing volunteers - It is important to recognize Award Leaders and all those involved in the delivery of the Award for their work. Award Canada will officially recognize volunteers for their service to the Award after each five years of service. Be sure to keep accurate records of all Award Leaders on the ORB and through the Award Leader Registration process. This includes the date they got involved with the Award. Your Award contact can provide further information and advice on ways of recognizing and thanking volunteers.

4.2.7 Effective and Inclusive Management Processes in Place

There are several key components that need to be included in management processes:

- **Budget** – Depending on the level of direct financial support your organization is providing you may need to determine how much to charge your participants for enrolment in the Award.
- **Promotional strategy** – How will you attract young people to participate in the Award? As an authorized organization, you have access to our Award Leader Resource Portal which will provide you with materials and templates for promoting the Award.
- **Inclusion** – The Award is a true meritocracy, participants and volunteers alike “getting out of it, what they put into it”. The criterion for gaining a Duke of Edinburgh’s International Award is individual improvement through persistence and achievement, considering the participant’s initial capabilities and without any element of competition between participants. Subject to age parameters, the Award is open to all. There is a need for all Award Centres to think consciously about how easy it is for young people in their organization to access the Award, and to identify and implement strategic initiatives that engage diverse groups through addressing practical barriers to entry and completion.
- **Management structure** – With a small number of participants it may not be a pressing concern, but if you have 100 participants or more, then you might need to define a management structure. Should you have Award Leaders for each Award level, or for each year group at school, or will you divide the responsibilities based on Award sections? There are many ways to divide the responsibilities and these need to be planned.
- **Program scheduling** – How does the Award fit into your organization’s calendar for the year? Events such as Award Ceremonies, Adventurous Journey training sessions, as well as the Adventurous Journey, need to be planned and scheduled well in advance so they do not conflict with other events and activities.

4.2.8 Effective Monitoring and Evaluation Processes

Monitoring and evaluation enable the group to assess the quality and impact of your Award work against your action plans and your development plan. It will enable you to make a clear assessment of how your hard work is providing benefit to others.

Award Canada conducts satisfaction surveys with your participants as they move through the Award. Annually, Award Canada also sends satisfaction surveys to Award Leaders and other adults in the Award. In addition, the Award uses several highly regarded evaluation tools including a pre-Award/post-Award personal outcomes surveys and a global methodology for establishing the social value of our work. The involvement of you, your team, and your participants in these surveys is crucial if we are to:

- Review progress and improve performance.
- Identify benefits for young people participating and the adults that support us.
- Identify how Award Holders you have supported now make a difference in people’s lives and make an impact on society.

4.3 Planning and Analyzing Award Operations

Every organization benefits from a certain amount of planning. We want participation in the Award to be fun and the use of some simple planning tools will help improve the experience of the Award for participants and adults involved. The templates for this section can be found in [Appendix 3](#).

4.3.1 Implementation decision

With direct reference to the mission and vision statement of the organization the implementation decision first and foremost answers the question as to the sense and purpose of the Award in your organization and addresses external and internal stakeholders. It states the essential points regarding the availability of human and material resources, partnerships and aims.

4.3.2 Development Plan

The Award Centre development plan should be informed by an up-to-date analysis of your Award operations (such as a SWOT analysis or self-assessment) as its starting point. It should clearly state what you hope to achieve by using the Award within your organization; it should show the direction of the Award operations; set concrete targets for the intended reach; state the required people and material resources, partnerships, and fundamental processes. It is helpful to produce an overview in the shape of a timeline.

Your development plan simply consists of the most important, prioritized action plans. All plans need to meet the SMART criteria, i.e. be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imebound.

4.3.3 Annual Plan

Annual planning refers to the process of collating and updating both the annual plan (internal action plan) and the annual program (extract for participants and parents).

The annual plan should satisfy the interests of the stakeholders, take one's own capacities into consideration and be checked and updated on a regular basis. Starting points are the plans of the organization, the development plan of your Award operations, the results of the previous year, and the key results envisaged for the current year.

The annual plan should include timed actions covering the following areas:

- Communication within the organization and internal public relations i.e. appointment with school management, presentations at internal events.
- Award team development and communication i.e. briefings, courses, conferences, meetings.
- Development of a framework of activities and infrastructure for the Adventurous Journey section i.e. presentations, exploratory visits to camp sites.
- Schedules for guiding participants through their Award including when Award Leaders will meet with participants.
- Special events i.e. Award ceremonies, parents nights, recruitment events etc.
- Review and quality processes i.e. Agreement review, survey involvement, meetings with Award staff.

When making annual plans for your Award operations you also need to consider your organization's overall annual plan, your environment and internal as well as external dates (i.e. holidays, events deadlines, course calendar etc.). Many of the items above are related to communications and templates are provided in [Appendix 3](#) to help you identify your stakeholders and to decide what and when information is needed by them.

To ensure that your annual plan for the Award is aligned with the overall annual plan of your organization, it is recommended that the annual planning process for the Award becomes a part of the overall annual planning of your organization. This will help the Award to be embedded in your organization's overall planning and ensure involvement and commitment of your senior management.

4.3.4 Annual report

It is recommended that all operators of the Award collate key results of their Award operations for communication to stakeholders. Much of the statistical data is collated automatically or can be run as a report from the Online Record Book. However, it is also useful for Award Centres to think about collating a simple annual report, which might include the following:

- Case studies and support material for the period to which the annual report belongs. May include new entrants, Awards gained, team size and variation, number of team members having attended any Award courses, team list including all Award courses attended – much of this information can be obtained from the ORB.
- Progress report on annual action plans.
- Comments or changes to the development plan for coming years.

The statistical reporting period for the Award globally is from January to December every year. Provision of regular annual reports from the Award Centre for each calendar year will help to document the progress and success of the Award within your organization and assist in the quality assurance process, led by the Award Office. Every participant is asked to fill out a satisfaction survey upon completing their Award; Award Leaders are sent a similar survey annually. If a large enough number of people have taken part in the satisfaction survey, specific results can be provided to the Award Centre for use in your internal reports.

4.3.5 Award Portfolio

The Award Portfolio is a set of documents that explains the Award operations in your organization and is a recommended process to ensure sustainability of the Award within your organization. The documents in your Award Portfolio serve as evidence for most of the Award Centre Agreement standards, which will be helpful during your review process. It also facilitates the handover process when Award Coordinators change. The Award Portfolio is useful for the following purposes:

- Reporting to the management of the organization.
- Briefing for new Award team members.
- Talks with potential partners.
- Meetings on Award development.
- Keeping a record of success for future generations.

Elements of the Award Portfolio

General Information

- Implementation decision by the board or top management – date and who is involved in the agreement process
- Annual reports

Planning

- Development plan
- Annual plan
- Annual budget (if formal)

Administration

- List of sectional activities provided by the Award Centre (required for risk mitigation and planning)
- Annual program

HR

- List of volunteers and Leaders (including training provided)
- Award team, roles, and qualifications overview

Networks

- List of partnership organizations

Quality assurance

- Self-assessment (optional)
- Improvement plans (optional)

Elements of the Award Portfolio

Health and safety

- Insurance and supervision policies
- Adventurous Journey Award Centre specific guidelines
- Evidence of risk assessments performed for each journey

PR

- Testimonials from participants and helpers
- Feedback from participants and helpers
- List of press and web articles

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CHAPTER 5: AWARD ADMINISTRATION AND ONLINE RECORD BOOK (ORB)

CHAPTER 5 CONTENTS

5.1 Introduction	5.2 The Online Record Book (ORB)	5.3 Enrolment Procedures
5.4 Cost to the Award Centre	5.5 Helping Participants Design their Award	
5.6 Approving Award Activities	5.7 Completing Awards	

5.1 Introduction

This chapter looks at how you administer the Award in your organization.

5.2 The Online Record Book (ORB)

The Online Record Book (ORB) is the online Award management system that must be used by all Award Centres. The ORB enables your organization to monitor the progress of your participants and to keep them on track with their Awards. The ORB also provides reports with statistics about Award operation in your organization.

Your Award staff will support you to set up your account on the ORB once the agreement process is complete. Training will also be provided to help you get the most out of the system. There are ORB training modules available through the Award Community for Award Leaders and Coordinators. User Guides for the ORB are also available on the Canadian Award Leader Resource Portal.

5.2.1 Overview of Roles and Responsibilities on the ORB

Operational Leader	Responsibilities on the ORB
Award Staff	<ul style="list-style-type: none"> • Approve Award Centre registrations • Approve Award Coordinator and Award Leader accounts • Extract reports for management purposes • Verify all Awards
Award Coordinators	<ul style="list-style-type: none"> • Manage information on Award Leaders and participants • Manage information on the Award Centre and ensure that the account is updated regularly • Extract reports and statistics for management purposes

Operational Leader	Responsibilities on the ORB
Award Leader	<ul style="list-style-type: none"> • Approve activities, goals and Assessors • Monitor the progress of participants • Set up Adventurous Journey events (if applicable) and link to participants • Review and provide initial sign-off of your participant Awards
Participant	<ul style="list-style-type: none"> • Register, pay appropriate registration fees, and set up activities for each section • Update evidence for each section including regular activity logs and Activity Assessor reports

5.3 Enrolment Procedures

The details of the participants and the adults involved in the delivery of the Award must be kept on the ORB. When participants and Award Leaders first get involved in the Award, they will need to create a profile on the ORB.

In all cases, enrolment forms should be collected and processed as quickly as possible, so as not to delay young people starting their Award and losing the enthusiasm they have for the Award. Although most of the information collected in the enrolment forms is also entered to the ORB, you may want to keep the signed copies especially for those participants below the age of 18. When the Award Leader receives the signed enrolment form, they should tick the parental approval box on the ORB and, if desired, can upload the signed form on the participant's profile. Parents can also give approval by ticking a box on an email sent automatically by the system (participants must choose this option when registering).

5.3.1 Enrolment Procedures for Award Leaders

All new Award Leaders must first sign-up with [Award Canada](https://www.awardcanada.org). After their registration is confirmed by Award Canada and the required training is completed, they will be asked to make an account on the ORB. Award Leaders who are already registered on the ORB with another Award Centre can have their current account added or moved to the Centre without making a new one.

Award Leader ORB Registration:

- Register at www.onlinerecordbook.org or download the Award Leader App.
- Select Canada, the province/ territory or national division you belong to and then select your Award Centre (school, group etc.).
- Input registration information and create account password.
- Confirm account through email verification link.
- Account will be confirmed by the Award Office in 1-3 business days.

5.3.2 Enrolment Procedures for Participants

Young people who want to participate in the Award must register on the ORB. When they have registered and the appropriate fees have been paid, they will have access to their personal account where they will log all their Award activities. It is the responsibility of the Award Leader to approve registration.

Participant ORB Registration:

- Register by downloading the Participant App or visiting www.onlinerecordbook.org.
- Select Canada, the province/ territory or national division you belong to and then select your Award Centre (school, group etc.).
- Create account by selecting Award level and inputting registration information.
- Pay registration fee online or in most cases, directly to Award Centre, and finish setting up account with password.
- Confirm email and provide parental/guardian consent if required (mandatory requirement for those below the age of 18).
- Account is activated by the Award Centre.

5.3.3 Cost to the Participants

It is recommended that young people who want to do the Award pay a participant registration fee. This fee is their contribution towards the cost of running the Award at your Award Centre. It represents a personal commitment and adds value to their involvement. Details about the payment of registrations fees by Award Centres is explained in detail in your Agreement.

In addition to the registration fee, it is worth bearing in mind that the activities chosen by participants will also have an impact on the cost of their Award program.

5.4 Cost to the Award Centre

There are certain costs that your organization will incur for an effective and high-quality delivery of the Award. The following are the cost items that need to be considered:

- Annual Licence fee (see the Award Canada fee schedule for the current rates).
- Travel and accommodation costs in the case of attending training or Adventurous Journey costs, if these are organized by your organization.
- Cost of insurance if this is not already covered by your organization's insurance policy or by the participants themselves.
- Cost of staff/helper hours dedicated to Award management.

5.5 Helping Participants Design their Award

Participants choose the activities they wish to pursue for each section of their Award program. There are resources available to guide participants as they decide on their program. The International Award Leader Handbook 7th Edition – Canadian Abridged Version helps Award Leaders to see examples of activities to share with young people when they are in the process of deciding what they would like to do.

Developing initiative is a key part of a participant's involvement in the Award. Participants take responsibility for the creation of their own Award framework. They should consider costs, venue and choices, travel requirements and the availability of suitable Assessors for each section of the Award. Award Leaders provide support and advice to participants, especially when they are choosing activities and setting goals.

The Award Leader Handbook, which can be found on the Canadian Award Leader Resource Portal, will help an Award Leader work out whether the activity that has been chosen meets the overall Award criteria and the section requirements. If an Award Leader is in doubt about the participant's activity choices, they must look at the sectional outcomes and discuss it with their Award Office before giving their approval for the young person to start their activity.

Participants should ideally choose one activity to pursue per section but if this is not possible for some reason, it can be agreed with their Award Leader that a second activity is pursued. It is up to the Award Leader to discuss with the participant their reason for changing. If they feel that the participant does not have a suitable reason, then they should remind the participant of the principles of persistence and development underpinning the Award to help them move forward in their chosen activity.

Each activity must have a suitable Assessor and must:

- Focus on a specific activity with a SMART goal attached rather than one-time activities.
- Reflect the participant's ability and experience.
- Be progressive and allow the participant to demonstrate achievement over a period of time.
- Contain appropriate safe working practices and legal requirements.

5.6 Approving Award Activities

After discussing their plans with their Award Leader, the activity is set up by the participant on the ORB and approved. If for any reason they have chosen to do an activity that is not suitable for the section, it can be revised before the activity begins. Although the ORB contains drop-down lists of activities for each section, it is also possible for a participant to free-type their activity into the relevant box. The choice of activity must be approved by their Award Leader on the ORB before they can begin to record weekly logs.

5.7 Completing Awards

All Awards are subject to final approval by Award Canada. Young people must not be informed that they have completed their Award until the Awards are verified by Award Canada in writing.

5.7.1– Online Record Book (ORB)

The approval process on the Online Record Book enables an Award Leader to check that Award requirements have been met by the participant before the Award is sent to the Award Office for final approval. This means that by the time the Award reaches the Award Office for approval, there are few (if any) mistakes or queries.

5.7.2 – Paper Record Book

Paper record books are no longer in use. The only time they may be used is if a young person has no access to the Online Record Book due to legal restrictions or no internet access. If you have participants who initially registered with a paper record book and still wish to complete their Award, they should be encouraged to register on the Online Record Book. Participants who have completed paper record books to submit for approval may send a PDF copy of their record book and Adventurous Journey Report to support@dukeofed.org.

The Online Record Book (ORB) is the approved tool through which Award participants register, pay and subsequently record their activities. The ORB is the platform from where we gather participant statistics and is also the source of participant data for the CRM. Thus, ALL participants must be included in the ORB. However, there are two circumstances where it is not possible for youth, themselves, to access the ORB and will have to use a paper record book:

- Legally restricted (e.g., youth in custody), or
- No access to internet (e.g., service in a geographic area).

It is important to note that if the participants are not able to access the ORB, and are using paper record books, there is a process in place to have their information entered into the ORB to ensure proper record keeping and accurate statistical reporting.

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CHAPTER 6: TRAINING

CHAPTER 6 CONTENTS

[6.1 Introduction](#)

[6.2 Training Framework](#)

6.1 Introduction

The biggest resource the Award has is the large number of adults supporting the delivery of the Award to young people. It is this community, supported by Award staff, which can facilitate and spread good practice and knowledge. This chapter provides details about the training framework and explains requirements for all adults involved in the delivery of the Award.

6.2 Training Framework

As part of the Agreement, it is the responsibility of the Award Centre to ensure that all adults involved in the delivery of the Award in your organization are sufficiently trained for the role they are to perform. The Award in Canada has developed a framework that supports the training of Award Leaders. All training in Canada is available in French and English.

Level	Course	Delivery Method	Required (R)/Suitable (S)
Level One Training	Award Induction Course	Award Community Online Module	Award Coordinators – R Award Leaders – R Adventurous Journey Supervisor – R Assessor – S Other Volunteers - R Local Council/Board Members - R
	Award Delivery Course	Award Community Online Module	Award Coordinators – R Award Leaders – R Adventurous Journey Supervisor – R Assessor – S Other Volunteers - R Local Council/Board Members - R
	Canadian Module Course	Award Community Online Module	Award Coordinators – R Award Leaders – R Adventurous Journey Supervisor – R Assessor – S Other Volunteers - R Local Council/Board Members - R

Level	Course	Delivery Method	Required (R)/Suitable (S)
Level One Training	Canadian ORB Course	Award Community Online Module	Award Coordinators – R Award Leaders – R Adventurous Journey Supervisor – R Assessor – S Other Volunteers - R Local Council/Board Members - R
	Canadian Adventurous Journey Course	Award Community Online Module	Award Coordinators – R Award Leaders – R Adventurous Journey Supervisor – R Section Assessor – S Other Volunteers - R Local Council/Board Members - R
Level Two Training	Protected: Level Two Training/Formation Niveau 2 – Canada	Award Community Online Module Password: LevelTwo!63	Award Coordinators – R Award Leaders – S Adventurous Journey Supervisor – S Assessor – S Other Volunteers - S Local Council/Board Members - S
	Two 120-minute sessions	Led by Award Canada trainers onlin	Award Coordinators – R Award Leaders – S Adventurous Journey Supervisor – S Assessor – S Other Volunteers - S Local Council/Board Members - S
Continuous Professional Development (CPD) Sessions	Hour long sessions on various Award related topics	Led by Award Canada trainers online	Award Coordinators – S Award Leaders – S Adventurous Journey Supervisor – S Assessor – S Other Volunteers - S Local Council/Board Members - S

6.2.1 – Level One Training

These courses provide a summary of the key benefits of involvement in the Award from the perspective of a participant, volunteer and partner. The objective of this training is to inform interested parties about the context and impact of the Award. The modules cover the following:

- The history, philosophy, structure and requirements of the Award.
- The impact the Award has on young people.
- The organization of the Award in your Award center.

6.2.2 – Level Two Training

This course is designed to prepare all coordinators and group leaders to effectively mentor and support participants throughout their Award program. The course covers:

- Review of Level One training.
- The different roles involved in organizing and supporting the Award.
- The impact of the Award on youth.
- Mentoring participants and adhering to the Award’s guiding principles.
- Finding information, resources and support available to assist in the role of the award.

6.2.3 – Continuous Professional Development (CPD) Sessions

Continuing Professional Development (CPD) sessions provide an opportunity to learn about various topics related to the Award and to network with other leaders in the Award family. These sessions are an opportunity to create a space to learn more, ask questions and collaborate. Leaders, coordinators, and volunteers at the Level One Training and above are invited to join us. Sessions are facilitated by experienced Award staff from across the country and around the world.

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CHAPTER 7: BRANDING AND COMMUNICATIONS

CHAPTER 7 CONTENTS

7.1 Introduction	7.2 The Award Brand	7.3 Canadian Award Leader Resource Portal
7.4 Communications with Parents and Young People	7.5 The Canadian Award Holders Network -	
l'Association des médaillés du Canada (CAHN-AMC)	7.6 Web Presence	7.7 Social Media Connections
7.8 Press Considerations		

7.1 Introduction

This chapter will outline how your Award Centre can communicate effectively with the identified stakeholders. As part of your agreement package you will have access to a range of supporting documents and services that will help you promote the Award in a positive way.

7.2 The Award Brand

The Award is a globally recognized brand. Your organization has the right to make use of branded materials and logos as a part of your agreement. You are encouraged to use the 'Proud to deliver' logo and style in your Award related materials and documents. It is important that you protect the integrity of the Award's visual identity and only use it in appropriate ways and contexts.

Consult with the most up to date Canadian Award Centre Brand Guidelines before creating any materials. The Brand Guidelines outlines the circumstances under which Award logos can be used and the guidelines you must adhere to whenever you use them. The latest version of the Brand Guidelines can be found on the Canadian Award Leader Resource Portal.

7.3 Canadian Award Leader Resource Portal

The [Canadian Award Leader Resource Portal](#) is an online micro-site to which you have free access as part of your agreement. The site provides a host of pre-designed guides, resources and templates that incorporate the look and feel of our Award identity. All registered Award Leaders and volunteers at your organization will be provided with login access and use of the Canadian Award Leader Resource Portal.

7.4 Communications With Parents and Young People

It is vitally important to ensure effective communication with young people and their parents. Potential participants need to be informed of the benefits of the Award and how they can get involved. Parents need to understand the commitment required by participants to complete their Award. A clear line of communication on these issues early in the program can help to alleviate difficult conversations later on.

One way of doing this may be through a standardized letter sent out before the participant has signed up to do their Award or, if realistic, inviting parents to attend an Award evening where they have the opportunity to ask questions and where the Award team are able to reassure them of the training and supervision in place. Work to address potential concerns early so they do not become barriers to completion for participants.

7.5 The Canadian Award Holders Network - l'Association des médaillés du Canada (CAHN-AMC)

The Duke of Edinburgh's International Award – Canada promotes one national network for Award Holder engagement – the Canadian Award Holders Network (CAHN). This network connected by the Global Award Alumni Network (GAAN) links Award Holders from across Canada with their fellow Award Holders both within the country and globally. All Award achievers in Canada who are 18* or older are eligible to join the Canadian Award Holders Network.

**Any Award Holder less than 18 years will be permitted to join as soon as their Award is completed. Once they reach 18 years of age, they may join the GAAN.*

[Visit here for more information.](#)

7.6 Web Presence

The Award Brand is not restricted to use on printed documents. A condition of your Award Centre Agreement is that the Award logo is featured somewhere on your website or primary online platform, with a description of the Award. Ideally, we would like to see a dedicated Award page on your organization's site featuring the benefits it brings to your young people. Consult the latest version of the Brand Guidelines and/or speak to your designated Award staff for advice on what to include on your organization's website.

7.7 Social Media Connections

Use of social media is a great way to communicate with your participants and their parents. Facebook, Instagram and Twitter are just some of the common tools that you may want to use in promotion of the Award at your Centre. When using any social media tools, it is important to always consider your child protection and data privacy obligations. Any social media groups should be 'members only' to safeguard the identity of your participants.

Please follow us on Twitter and Instagram @dukeofedcanada and also like our [Facebook page](#) and our [Linkedin page](#). Find more information about our social channels in the Summary of Digital Assets document within the Canadian Award Leader Resource Portal. We encourage you to share good news stories with us and we will then share these on your behalf, raising the profile of the Award and your organization.

7.8 Press Considerations

The press may be a valuable ally in promoting the Award at your organization, especially when it comes to the sharing of 'good' news and the successes and triumphs of your Award participants. Press releases concerning Award presentation ceremonies or important events may be an option.

When dealing with the press it is important to be clear that what is being said is seen to be coming from your organization and NOT Award Canada or the Award Office. Understanding the terminology we use can help in this greatly.

For example, displaying the 'Proud to deliver' logo helps to show the delineation of the Foundation and our delivery partners. This is to both protect you from unwanted enquiries and us from misrepresentation. While bad news is a rarity within the Award, it is important to manage the press coverage of any negative events. In such an event it is imperative that you contact your Award office immediately to discuss the situation and plan a way forward.

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CHAPTER 8: RISK MANAGEMENT AND SAFEGUARDING

CHAPTER 8 CONTENTS

8.1 Introduction	8.2 Approval of Staff, Instructors, Supervisors and Assessors	
8.3 Safeguarding Young People	8.4 Risk Assessment	8.5 Emergency Procedures
8.6 Insurance		

8.1 Introduction

This chapter looks at policies and procedures for managing risk and safeguarding Award participants and other people involved in the delivery of the Award. The safety and well-being of young people doing their Award within your organization should be of primary concern and you must have appropriate policies and procedures in place to ensure this. Neither Award Canada nor its Award staff are responsible for the activities undertaken by participants. In many cases the Award Centre does not manage the chosen activity directly but there are obligations on the Award Centre when delivering the Award framework.

8.2 Approval of Staff, Instructors, Supervisors and Assessors

All adults working with your participants should be appropriately vetted according to national/provincial/territorial standards and your organizational regulations. It is important that anyone involved in delivering the Award is suitable to work with young people and is competent in their area of involvement.

Given the range of activity options available to participants it is likely that participants may undertake activities that are not directly managed by your organization. In such cases, parents and guardians of those under the age of majority should be informed that it is their responsibility to ensure the activity is properly managed and insured where appropriate.

There are instances where the Award Centre might directly provide activities. Examples include after school clubs or where the Centre organizes an Adventurous Journey (either through their own management or by using a contractor.) For those instances where the activity is provided directly by the Centre, the Award does not insist on specific qualifications, but it is recommended that where provincial, territorial or national qualifications exist for an activity, these should be evidenced.

As well as having appropriate training and qualifications, an Award Centre must ensure that individuals appointed to the roles have an appropriate background and work positively and safely with young people. While the pool of available human resources may be small for your organization, it is still very important to ensure that all adults are a good fit for the Award and can contribute positively towards your participants' success.

8.3 Safeguarding Young People

The Duke of Edinburgh's International Award accepts and promotes that in all matters concerning child and youth protection, the welfare and protection of the young person is paramount. The fundamental standards of the Award Centre Agreement require that your organization adhere to national and provincial/territorial child protection guidelines and safeguarding best practice. It is the policy of the Award to ensure that all young people who are involved in Award activities are safeguarded from physical, mental and emotional harm. It is important that your organization has policies in place in this regard and that all adults working with your participants are aware of, and subscribe to, these policies. They should be familiar with the steps taken in the event of becoming aware of, suspecting or receiving allegations of harm or risk of harm to young people.

8.4 Risk Assessment

Your organization has a responsibility to ensure that activities directly managed by your Award team are operated in a safe environment. It is recommended that you carry out thorough risk assessments for any activities that may expose your participants to potential risk.

A very basic risk assessment checklist is attached in [Appendix 3](#) – this is a bare minimum and all activities undertaken by an Award Centre MUST be in line with their own organization's risk policies and procedures. If the minimum requirements within the attached checklist cannot be met, please discuss immediately with your Award office.

With the Adventurous Journey, routes, gear and campsites should be assessed and documented to minimize the likelihood of harm or injury occurring. Once a documented risk assessment is prepared for a specific area, updates are only needed if the context for the trip changes (season, group size, mode of travel, etc.). Risk assessments should be reviewed prior to every trip, even if it is in a familiar environment.

8.5 Emergency Procedures

The Award has an excellent safety record and positive public perception that it strives to uphold. However, with the large number of people involved there will inevitably be occasional incidents or crises. It is essential that the correct procedures are followed on these occasions to safeguard the interests of the young people, your organization and the Award in Canada. As an Award Centre, you are obliged to report to the Award office any serious incident or accident that leads to or could have led to the serious injury of a participant or any adult involved in the delivery of the Award.

Your organization should have emergency procedures and policies in place to deal with any incidents that may occur as a result of Award activities. These procedures will be in line with the wider emergency protocols and policies of your organization; all adults in the Award should be aware of these emergency procedures.

8.6 Insurance

The agreement stipulates that your organization must maintain reasonable and appropriate insurance against risk and liability. The level of insurance must be appropriate to your province or territory and the nature of the Award activities undertaken. Where insurance coverage is not obtainable or maintainable you must contact the Award in Canada for guidance.

The Award does not provide any insurance to organizations or to young people participating in the Award. It is the obligation of the Award Centre to seek qualified advice on the matter and make arrangements accordingly. Where specific Award activities such as Adventurous Journeys and Gold Projects are outsourced to activity providers, it is the Award Centre's responsibility to ensure that the activity provider carries sufficient insurance.

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CHAPTER 9: SERVICES FROM AWARD CANADA

CHAPTER 9 CONTENTS

9.1 Introduction	9.2 The Online Record Book (ORB)	9.3 The Award Community
9.4 The Award Logo	9.5 Branding Guidelines for Award Centres	
9.6 Canadian Award Leader Resource Portal	9.7 Participant Resource Portal	
9.8 Trained Activity Providers (TAPs)		

9.1 Introduction

This chapter is a summary of the services that Award Canada provides to an Award Centre to support them in delivering the Award.

9.2 The Online Record Book (ORB)

The [Online Record Book](#) is the platform that participants, Leaders and Assessors use to document all Award activities. The ORB gives the entire global Award community greater connection with each other while making it easier to do and deliver the Award.

9.3 The Award Community

The [Award Community](#) is a platform used by the Award to deliver training to adults involved in the Award across the world. Level One asynchronous training modules can all be found here.

9.4 The Award Logo

A bespoke Award logo for your organization and your participants is provided upon completion of the agreement process. The logo is available in English and French in Canada .



9.5 Branding Guidelines for Award Centres

The brand guidelines detail the ways in which the visual identity of the Award can be used alongside your organization's own visual identity, or on its own if your organization does not have an established visual identity. You can access Award Centre Brand Guidelines in the Canadian Award Leader Resource Portal.

9.6 Canadian Award Leader Resource Portal

Supplementary support for adults in the Award can be found on the [Canadian Award Leader Resource Portal](#). The list below highlights important publications within each section of the portal. You will find information, presentations, guides, templates and promotional materials on the Portal. Award Coordinators and Leaders will be provided with access to the Award Leader Resource Portal after registration is complete.

- The Duke of Edinburgh's International Award Leader Handbook – Canadian Abridged Version
- Completions Matter Information Package
- Online Record Book Guide for Award Leaders
- Award Ceremony Guides
- Brand Award Centre Guidelines
- Resources for Managing the Adventurous Journey

9.7 Participant Resource Portal

The Participant Resource Portal link should be given to all active participants. The portal includes level guides and templates to aid participants as they work on and plan their Awards.

[Participant Resource Portal link](#)

9.8 Trained Activity Providers (TAPs)

Award Canada licenses and trains external organizations that provide opportunities for the Adventurous Journey and Gold Project sections. These opportunities have been proven to meet Award requirements and sectional conditions and can count towards the achievement of an Award. These partners are called Trained Activity Providers (TAPs). They can be commercial organizations or charities and are usually able to provide a section of the Award in its entirety. A [list of current TAPs](#) can be found on our website with details of how organizations can apply for this status. Your organization may choose to work with a TAP for the delivery of the Adventurous Journey and/or the Gold Project sections. If you choose to do so, it is up to you to ensure that the TAP is suitable in terms of health and safety requirements for your young people. If you have concerns about the appropriateness of a programme offered by a TAP please report this to the Award Canada Office.

The manual was inspired by the following two resources:

- Volume III: Management of the Award Handbook of The Duke of Edinburgh's International Award, Germany
- Manager's pack of The Duke of Edinburgh's International Award, UK



APPENDIX 1: CODE OF CONDUCT

APPENDIX 1 CONTENTS

[A1.1 General Standards of Behaviour](#)

[A1.2 Safeguarding & Code of Conduct for Adults in the Award](#)

A1.1 General Standards of Behaviour:

The Duke of Edinburgh’s International Award – Canada is committed to providing an environment in which all participants, parents/parental figures, volunteers and staff are treated fairly and with respect. Harassment, abuse, discrimination or bullying will not be tolerated. All persons involved with The Duke of Edinburgh’s International Award – Canada are expected to abide by this Code of Conduct, with the specifics that apply to their role set out below:

Participants

- I will participate in the Award voluntarily.
- I will respect others, including Award Leaders, staff, volunteers and my fellow participants.
- I will not engage in any abusive peer activities such as bullying, cyberbullying, initiation ceremonies, ridiculing, sexting, etc.
- I will respect the guidelines and rules around activities required to earn the Award and endeavour to fulfil them appropriately.

Parents/Parental Figures

- I will respect the guidelines and rules around activities required to earn the Award and support my child/children in my care in completing them.
- I will refrain from using any words, actions or behaviour that disrespect other participants, Award Leaders and volunteers, and Award staff.
- I will not do the Award for my child, including record keeping, unless they have challenges that require additional assistance.
- I understand that one of the purposes of the Award is to foster independence and skill development in the participants, and will encourage and coach my child/children in my care, and support them in taking responsibility for communications with their Award Leader and/or Award staff.

Award Leaders

- I will respect the guidelines and rules around activities required to earn the Award and support Award participants in completing them appropriately.
- I will respond to communication from Award staff in a timely manner.
- I will ensure I am accurately conveying information and advice to young people on the requirements and procedures to register, complete and submit an Award and I will contact Award staff if I have questions.
- I will act with honesty and integrity when dealing with property, monies and any other assets belonging to the Award.
- I will ensure my conduct, whether in person, online or otherwise, represents the integrity of The Duke of Edinburgh's international Award – Canada, and is in line with the guidelines for adults working within the Award.
- I will do everything I can to help ensure a safe and welcoming environment for participants, volunteers and Award staff.
- I will respect the rights to privacy for all participants, volunteers and Award staff and maintain confidentiality of their personal information.
- I will respectfully address participant behaviour or attitudes that are inconsistent with the values of the Award.
- I will remember that I am setting an example for youth and will avoid being impaired by any substances (alcohol, strong medication, drugs) at any Award events.

Other Volunteers & Staff

- I will act with honesty and integrity when dealing with property, monies and any other assets belonging to the Award.
- I will ensure my conduct, whether in person, online or otherwise, represents the integrity of The Duke of Edinburgh's International Award – Canada, and is in line with the guidelines for adults working within the Award.
- I will do everything I can to help ensure a safe and welcoming environment for participants, volunteers and Award staff.
- I will respect the rights to privacy for all participants, volunteers and Award staff and maintain confidentiality of their personal information.
- I will respectfully challenge participant behaviour or attitudes that are inconsistent with the values of the Award.
- I will remember that I am setting an example for youth and will avoid being impaired by any substances (alcohol, strong medication, drugs) at any Award events.

A1.2 Adults in the Award: Safeguarding and Code of Conduct

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 organizations, staff or volunteers. We must expect to be held to the highest possible standards of safeguarding.

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 organizations work.
- Taking all reasonable practical 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.

Adults in the Award are required to comply with their own organization's child protection policy, as well as comply with whatever national laws are in place. It is also the case that Award Centres and Operating Partners have agreed 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 organization for the safety and security of children, young people and vulnerable adults.
- They follow the procedures of their organization following suspicion, disclosure or allegation of any abuse, including those regarding the reporting of any suspicion, disclosure or allegation.
- They recognize 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.

Organizations 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.

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 organizations 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, recognizing that further standards may be required by their own national legislation or policies set by their own organization.

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 program.
6. Follow any supervisory ratios stipulated by their own organizations (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 organization and/or the organization 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.
13. Make everyone (young people, parents and caregivers, Award Leaders, Adventurous Journey Supervisors, and Award Assessors) aware of their own organization'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 organization and, where relevant, the organization responsible for the Award activity.
18. Never trivialize 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 organization or the name of the Award to protect them.

All organizations 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.



APPENDIX 2: ADULTS IN THE AWARD – ROLE DESCRIPTIONS

APPENDIX 2 CONTENTS

<u>A2.1 Award Coordinator Role</u>	<u>A2.2 Award Leader Role</u>	<u>A2.3 Section Assessor Role</u>
<u>A2.4 Adventurous Journey Supervisor Role</u>	<u>A2.5 Adventurous Journey Assessor Role</u>	
<u>A2.6 Adventurous Journey Instructor Role</u>	<u>A2.7 Adventurous Journey Subject Matter Expert Role</u>	
<u>A2.8 Activity Coach/Instructor</u>		

A2.1 Award Coordinator

Reports to: Agreement holder of the Award Centre
Appointed by: Agreement holder of the Award Centre

Summary and Main Purpose

Award Coordinators perform a key role in respect to the delivery of the Award at their organization. They are the main contact between the Award office and the organization and are primarily responsible for management of the delivery of the Award to the young people within their organization.

The key tasks of the role are to:

- Act as the main contact for communication between the organization and the Award Office and maintain consistent and proactive communication between the organization, the Award Office and the senior management of the organization.
- Ensure the delivery of a high-quality Award program and identify opportunities for increased participation.
- Manage the provision of a safe and enjoyable Award program for participants in the organization.
- Place orders for promotional and operational resources and materials from the Award Office and ensure timely payment (where necessary).
- Arrange suitable Award presentations and opportunities to issue certificates and pins upon completion of Awards and to celebrate young peoples' achievements through the Award.
- Recruit and approve the appointment of Award Leaders and other volunteers and ensure that they are appropriately trained.
- Oversee the use of the Online Record Book (ORB) by Award Leaders and participants and use the ORB to support the delivery and management of the Award within the organization.
- Seek and maintain ongoing support for the Award from the senior management of the organization.
- Ensure compliance with all aspects of the Award Centre Agreement.

- In conjunction with senior management of the organization, develop and implement an ongoing development plan and annual action plans for the Award.
- Gather, prepare and present evidence of compliance with the Award Centre Agreement standards and maintain the Award Portfolio.
- Be a champion for the Award within the organization and actively promote the Award within the organization and its community.
- Ensure the Award Centre's ORB account is up to date. Make inactive any Award Team Members that have left the organization.

Other considerations

Award Coordinators must complete Level One and attend a Level Two Training course to ensure that they are adequately prepared for their role.

A2.2 Award Leader

Reports to: Award Coordinator

Appointed by: Award Coordinator/Agreement holder

Summary and main purpose

Award Leaders perform a key role in respect to the delivery of the Award at their organization. They are the adults who are responsible for Award Groups at an Award Centre and are the ones working directly with young people. They lead, guide and support participants, approve their activity choices and sign off on completion of activities. Every Award Centre must have at least two active Award Leaders in place at all times and one of these can also be the Award Coordinator.

The key tasks of the role are to:

- Ensure the delivery of a high-quality Award program to the young people in their Award Group.
- Manage the provision of a safe and enjoyable Award program for participants in their group.
- Support participants in choosing activities for their Award program and help participants to set appropriate timescales and goals.
- Encourage participants to participate regularly in their chosen activities and work towards a timely completion of their program.
- Support Adventurous Journey teams in their journey planning and liaise with the Adventurous Journey Supervisor to ensure teams are trained appropriately.
- Encourage participants in their use of the Online Record Book (ORB), oversee their usage of the ORB and sign off on completion of activities through the ORB.
- Ensure that their own ORB account is up to date (including adding any new training undertaken).
- Maintain good communication with the Award Coordinator and report to them on all matters relating to their Award Group and participants.
- Establish and maintain good communication with parents/guardians of participants regarding plans, meetings and events.

Other considerations

Award Leaders must attend the Level One Training course to ensure that they are adequately prepared for their role. An Award Coordinator may also be an Award Leader.

A2.3 Assessor

Reports to: Participant, Award Coordinator and/or Award Leader

Appointed by: Participant and Award Leader

Summary and Main Purpose

The role of the Assessor is to mentor a participant as they work through their chosen activity. An Assessor is knowledgeable in the chosen activity and can work with a participant for the duration of their Award. It is the participant's responsibility to find a different and appropriate adult Assessor for each activity. The Assessor must attest and comment on the participant's commitment and verify that the participant has completed the activity.

The key tasks of the role are to:

- Assist the participant to identify and set achievable goals for the section being assessed.
- Communicate with participant regularly.
- Encourage and recognize improvements in the participant or their progress in their section activity. Contact between Assessor and participant ideally is every 2-4 weeks or when it is appropriate.
- Attest and comment on the participant's activity by signing the participant's assessment form to verify they have completed the activities as logged.

Other considerations:

- May be an Award Leader.
- Cannot be an immediate family member.
- May be the Assessor for more than one participant.
- All Assessors should read the Assessor Information Sheet before agreeing to the role.

A2.4 Adventurous Journey Supervisor

Reports to: Award Coordinator or Award Leader (where the Award Leader is not an Adventurous Journey Supervisor of the same Award group)

Appointed by: Award Coordinator

Summary and Main Purpose

The role of the Adventurous Journey Supervisor is a crucial one, both in ensuring the safety of participants while on their journey and in maintaining the standards of the Award. All Adventurous Journeys including Practice Journeys must be supervised by a suitably experienced adult who is competent in the chosen mode of travel and who will be based in the area where the journey takes place.

Supervisors accept full responsibility for the safety and welfare of the team on behalf of the organization. Additionally, Supervisors should be familiar with the team, their individual strengths and weaknesses and their knowledge of the chosen route. The Supervisor may be an Award Leader. It is up to the organization to decide how many young people or teams a Supervisor may be responsible for.

The key tasks of the role are to:

- Be suitably trained and experienced to undertake the role.
- Must have expertise (or qualification, as per the province's legislation) in the mode of journey being used and familiarity in the terrain that the journey is taking place.
- Must work closely with the Award Leader and Assessor prior, during and following the Qualifying Adventurous Journey.
- Must be available throughout all journeys (both Practice and Qualifying).
- Must be familiar with the Adventurous Journey 13 Requirements.
- Is responsible and competent to ensure the safety of all participants through all of their journeys.
- Must make sure that all group members have completed all necessary training and have contributed to the team effort.
- 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.
- Must provide feedback to the group about their strengths and areas to develop during their Practice Journey(s).

Other considerations

Adventurous Journey Supervisors must undertake or provide evidence of suitable training and/or experience prior to being appointed to this role. They must also understand their role, the requirements of the Adventurous Journey and their responsibilities as a Supervisor before they take part in the delivery of the Adventurous Journey section.

The Adventurous Journey Supervisor 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.

A2.5 Adventurous Journey Assessor

Reports to: Award Coordinator or Award Leader
Appointed by: Award Coordinator or Award Leader

Summary and main purpose

All Qualifying Journeys of The Duke of Edinburgh's International Award must be assessed by a competent adult who is approved by the organization that is authorized as an Award Centre. Assessors are tasked with maintaining the high standards of the Award; they protect the interests of the Award and ensure that the conditions of the Adventurous Journey section are fulfilled.

The Assessor is a member of a partnership consisting of participants, the Supervisor and the Assessor, formed to bring about a successful outcome to the team's Qualifying Journey. The role of the Assessor is to confirm that all conditions of the section have been met. They must be an objective observer of the team and will determine whether or not the team has fulfilled the conditions.

The key tasks of the role are to:

- Be suitably trained, experienced and authorized to undertake the role.
- 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.
- Must be available throughout the Qualifying Journey.
- Must be familiar with all of the Adventurous Journey requirements.
- Must ensure that all group members have contributed to a team effort.
- Must ensure that the journey's aim has been achieved.
- Should meet the group before the start of the Qualifying Journey and assess whether the group is prepared.
- Should make contact with the group at least once daily during their journey so that they can be effectively assessed.
- Must meet with and de-brief the team at the end of the Qualifying Journey.
- 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.

These are achieved by following these steps:

- Receive Adventurous Journey information from the team.
- Make initial contact with the team and review the Qualifying Journey plan.
- Complete a pre-journey check.
- Check-in with the team en-route. The Adventurous Journey Assessor should not accompany participants for the whole journey.
- Debrief the team and sign off the Qualifying Journey by completing an Assessor's report for each member of the team.
- Receive the presentation of the Qualifying Journey after the journey (if requested to do so).

Other considerations

Adventurous Journey Assessors must undertake or provide evidence of suitable training and/or experience prior to being appointed to this role. They must also understand their role, the requirements of the Adventurous Journey, and their responsibilities as an Assessor before they take part in the delivery of the Adventurous Journey section.

Permission to combine roles must be sought from your Award Office.

A2.6 Adventurous Journey Instructor

Reports to: Adventurous Journey Assessor, Award Leader or Award Coordinator

Appointed by: Participant, AJ Assessor, AJ Supervisor, Award Leader or Award Coordinator

Summary and Main Purpose

The job of the Adventurous Journey Instructor is to teach participants specific skills they require to be successful and safe on their chosen journeys. All instructors should be suitably qualified and experienced to deliver training. There may be several instructors depending on the nature of the chosen journey e.g. first aid, map reading, canoeing instructor or even a historian, environmental expert or Elder. Instruction may be provided online.

The key tasks of the role are to:

- Be responsible for teaching the participants the specific skills required for the chosen journeys.
- 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).

Other considerations:

It is up to the Award Centre, Award Leader and participant to determine the suitability of instructors and instruction given. Both Expeditions and Explorations may have multiple Instructors. An Adventurous Journey Supervisor, Award Leader and/or Award Coordinator can act as AJ Instructors. An Adventurous Journey Instructor 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.

A2.7 Adventurous Journey Subject Matter Expert

Reports to: Award Coordinator or Award Leader

Appointed by: Participant, AJ Supervisor, AJ Assessor, Award Leader or Award Coordinator

Summary and Main Purpose

The job of the Adventurous Journey Subject Matter Expert is to guide participants who have chosen to take an Exploration rather than an Expedition. Subject Matter Experts will assist Adventurous Journey groups as they plan out their Exploration and decide on their focus and research collection method. A Subject Matter Expert must be knowledgeable and experienced in the chosen field of interest and must be willing to help the group by suggesting sources for information and suitable areas for study and help the group build a solid proposal.

The key tasks of the role are to:

- Be suitably qualified to offer support on the Exploration chosen topic.
- Provide participants with research support as they plan their Exploration.
- Ensure that teams are properly prepared for their journeys.

Other considerations

It is up to the Award Centre, Award Leader and participant to determine the suitability of the Subject Matter Expert. A Subject Matter Expert is a requirement of all Explorations. Adventurous Journey Supervisor, Award Leader, and/or Award Coordinator can act as AJ Subject Matter Expert.

A2.8 Activity Coach/Instructor

Reports to: Assessor, Award Leader or Award Coordinator

Appointed by: Participant, Assessor, Award Leader or Award Coordinator

Summary and Main Purpose

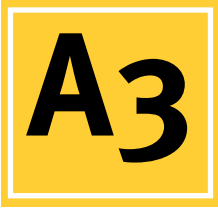
The job of the Activity Coach/Instructor is to teach participants specific skills they require to be successful and safe in their chosen activity. All coaches/instructors should have experience in the activity and be able to offer instruction and feedback to the participant. A participant may have several coaches/instructors depending on the activities they choose and instruction may be provided online.

The key tasks of the role are to:

- Be responsible for teaching the participant(s) the specific skills required for their chosen activity and goal.

Other considerations

It is up to the Award Centre, Award Leader and participant to determine the suitability of instructors and instruction given. The instructor/coach may also act as the Assessor.



APPENDIX 3: AWARD MANAGEMENT TEMPLATE EXAMPLES

APPENDIX 3 CONTENTS		
A3.1 Development Plan Template	A3.2 Action Plan Example	A3.3 SWOT Analysis Template
A3.4 Stakeholder Analysis Assessment Template	A3.5 Stakeholder Map Template	
A3.6 Stakeholder Analysis - Needs and Expectations	A.3.7 Risk Assessment Checklist	

Please Note: Templates in this appendix will be made available in separate fillable pdf documents.

A3.1 Development Plan Template

This template can be used by Award Centres who are compiling or updating their development plans. Please add as many rows as you need.

Please speak to your Award office contact for further advice on the use and development of this template.

Award Centre:

Date:

Duration of Development plan: (E.g. Sept 2021- July 2023)

Major area of development	Proposed key actions	Resources required	Target date of implementation/	Desired outcomes

A3.2 Annual Action Plan Template

This template can be used by Award Centres who have completed their development plan to break down the major areas of development and their key actions into more detailed annual action plans. You can use a separate sheet for each major area of development which you defined in your development plan.

Major area of development:

Time period: (E.g. Sept 2021 – July 2022)

Key actions/ steps	Target/ milestone	Responsible	Beginning date	End date	Progress

A3.3 SWOT Analysis Template

The Strengths, Weaknesses, Opportunities and Threat Analysis (SWOT) is a helpful tool to explore internal Strengths and Weaknesses as well as external Opportunities and Threats to inform the development plan. Working through this exercise with Award team members and arranging comments visually, as below, helps to focus all the team on the same vision of the present and the future, so they are better able to engage in planning.

Future			
<i>Utilise</i>	Opportunities (external)	Threats (external)	<i>Minimise</i>
<i>Encourage</i>	Strengths (internal)	Weaknesses (internal)	<i>Reduce</i>
Past			

A3.4 Stakeholder Analysis Assessment

Please add any relevant stakeholders that are not represented on this list. Then determine the relative importance for each group of stakeholders (A–D):

A – Low influence, low interest. Here it suffices to keep an eye on the group and to give them relevant information

B – Low influence, but high interest. With such groups, regular exchange is necessary to prevent the rise of problems

C – High influence, low interest. In this case, every effort has to be made to satisfy their needs. Annoying ‘over-information’ is to be avoided

D – High influence, high interest. If possible these groups should be made strategic partners. Every effort has to be made to satisfy their needs.

Your most important stakeholders will be analyzed through another worksheet.

Other Award Centres in the area	A	B	C	D
Own Award Centre	A	B	C	D
Other program and opportunities	A	B	C	D
Award holders	A	B	C	D
Parents	A	B	C	D
Companies	A	B	C	D
Sponsors	A	B	C	D
Award team	A	B	C	D
Local youth	A	B	C	D
Municipality/Local Authority/Government	A	B	C	D
Partners	A	B	C	D
Suppliers	A	B	C	D
Local community	A	B	C	D
Senior management of host organization	A	B	C	D
Political parties	A	B	C	D
Press and other media	A	B	C	D

Patron of host organization	A	B	C	D
Other schools in the area	A	B	C	D
School: parent association	A	B	C	D
School: student representation	A	B	C	D
Other charitable organizations (please state)	A	B	C	D
Participants	A	B	C	D
The Duke of Edinburgh's International Award - Canada	A	B	C	D
Young people in the organization who are not participants	A	B	C	D
Staff members in the organization who are not involved in the Award	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D
	A	B	C	D

A3.5 Stakeholder Map

After the evaluation, the stakeholders are placed in this map as accurately as possible.

C: Keep satisfied	D: Manage closely
A: Monitor	B: Keep informed

A3.6 Stakeholder Analysis – Needs and Expectations

After identifying your most important stakeholders, use the space below to identify their communication needs and expectations. Also think about how these needs and expectations could be met. You may wish to group certain stakeholders together, as long as they are in the same ranking from above.

Stakeholder: _____ Ranking (A-D): _____

What type information of information does this stakeholder NEED and why?

e.g. School Superintendent needs data about the benefit of delivering the Award in our school, to help inform the School Board

When does this stakeholder NEED this information?

e.g. half-yearly, in time for key school board meetings

What existing media can be used and what channel of communication will work best?

e.g. email the link to our annual Award Centre report and provide a half-year report from ORB by email.

Stakeholder: _____ Ranking (A-D): _____

What type information of information does this stakeholder NEED and why?

When does this stakeholder NEED this information?

What existing media can be used and what channel of communication will work best?

Stakeholder: _____ Ranking (A-D): _____

What type information of information does this stakeholder NEED and why?

When does this stakeholder NEED this information?

What existing media can be used and what channel of communication will work best?

A3.7 Risk Assessment Checklist

Description of the activity/expedition/exploration:	Date(s):	<input checked="" type="checkbox"/>
The learning objectives of the section have been established and are relevant to the Award.		
I have informed staff that they must comply with relevant organizational/school safety guidelines		
The conduct of adventurous activities complies with relevant organizational/school safety guidelines		
External organizations, if used, are appropriate for the activity and they have demonstrated that they hold a current public liability insurance policy which covers the program activity.		
Transport arrangements comply with the organizational/school policies and regulations.		
Adults who are not staff members of the organization/school have been vetted for working with young people.		
Activities conducted on public lands, such as provincial or national parks, comply with current permit and access requirements.		
A member of staff with appropriate qualifications has been designated as being responsible for first aid.		
The 24-hour school contact person has been designated.		

A3.7 Risk Assessment Checklist Continued

Description of the activity/expedition/exploration:	Date(s):	<input checked="" type="checkbox"/>
<p>Copies of the following completed documents have been stored with the organization’s designated contact before the program commences. Copies of those documents with an asterisk should be available during the activity.</p> <ul style="list-style-type: none"> Signed, informed consent from parents/guardians Completed medical form for all students and staff* Detailed itinerary, with specific locations and contact numbers* If appropriate, a copy of map(s): including map name, access routes and grid references for specific locations used* Staff and student equipment and clothing lists Group equipment list(s) if necessary* <p>Description of the activity/expedition/exploration:</p> <ul style="list-style-type: none"> A supervision strategy (maintaining as a minimum the prescribed staffing allocation for adventure activities) which outlines the staffing allocations for activities and for non-programmed periods (this may form part of the detailed itinerary that is also required)* Completed staffing details Risk management plans for all adventure activities Emergency response plan including contacts for police, ambulance, doctor, hospital, fire brigade, 24-hour contact number to be held by staff on the excursion and by the nominated contact person* 		
<p>All participating staff and volunteers, including the organization/ school contact person, understand their specific roles and are familiar with the program itinerary, risk management plans and emergency response plan.</p>		