

# The Duke of Edinburgh's International Award Learning Framework – Version 1.0<sup>1</sup>

## 1. Introduction

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

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

The Foundation's responsibility is to enable learning for Independent Award Centres (IAC) and support learning for National Award Operators (NAO). NAOs are responsible for delivering their own training; this document specifically sets out the Learning Framework that NAOs should comply with in accordance with the following licence<sup>2</sup> standards:

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

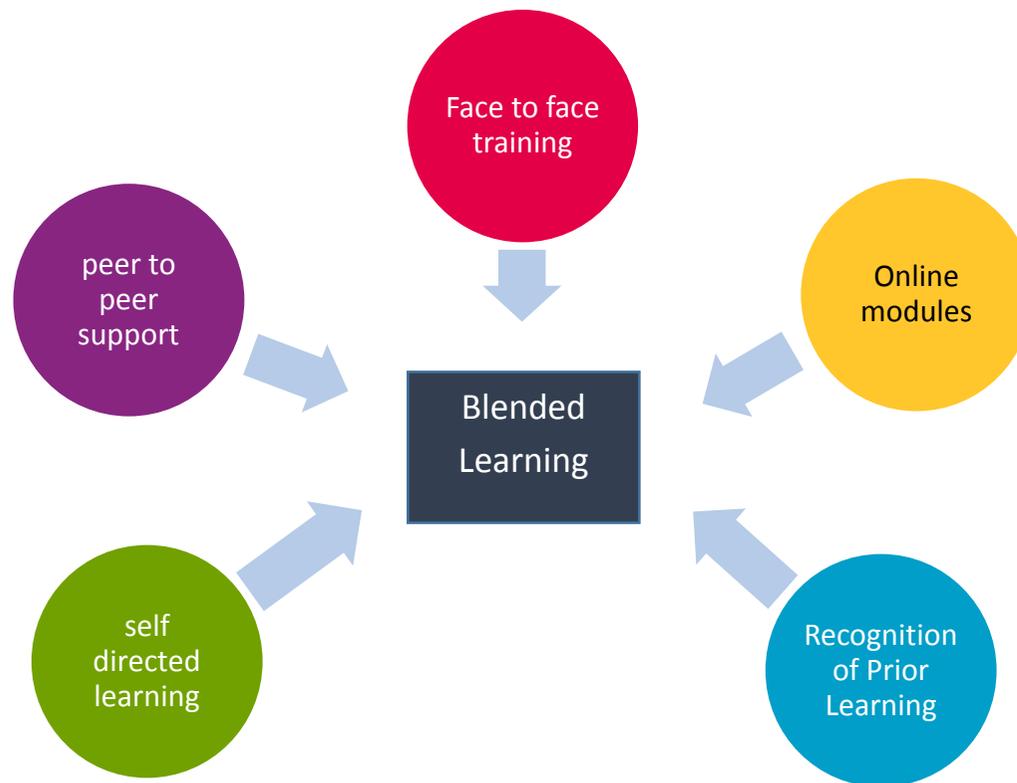
<sup>1</sup> This document will be periodically reviewed and updated reflecting the Award's evolving learning needs.

<sup>2</sup> The term 'licence' refers to both a Conditional and Full Licence.

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

## 2. Learning methodology

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

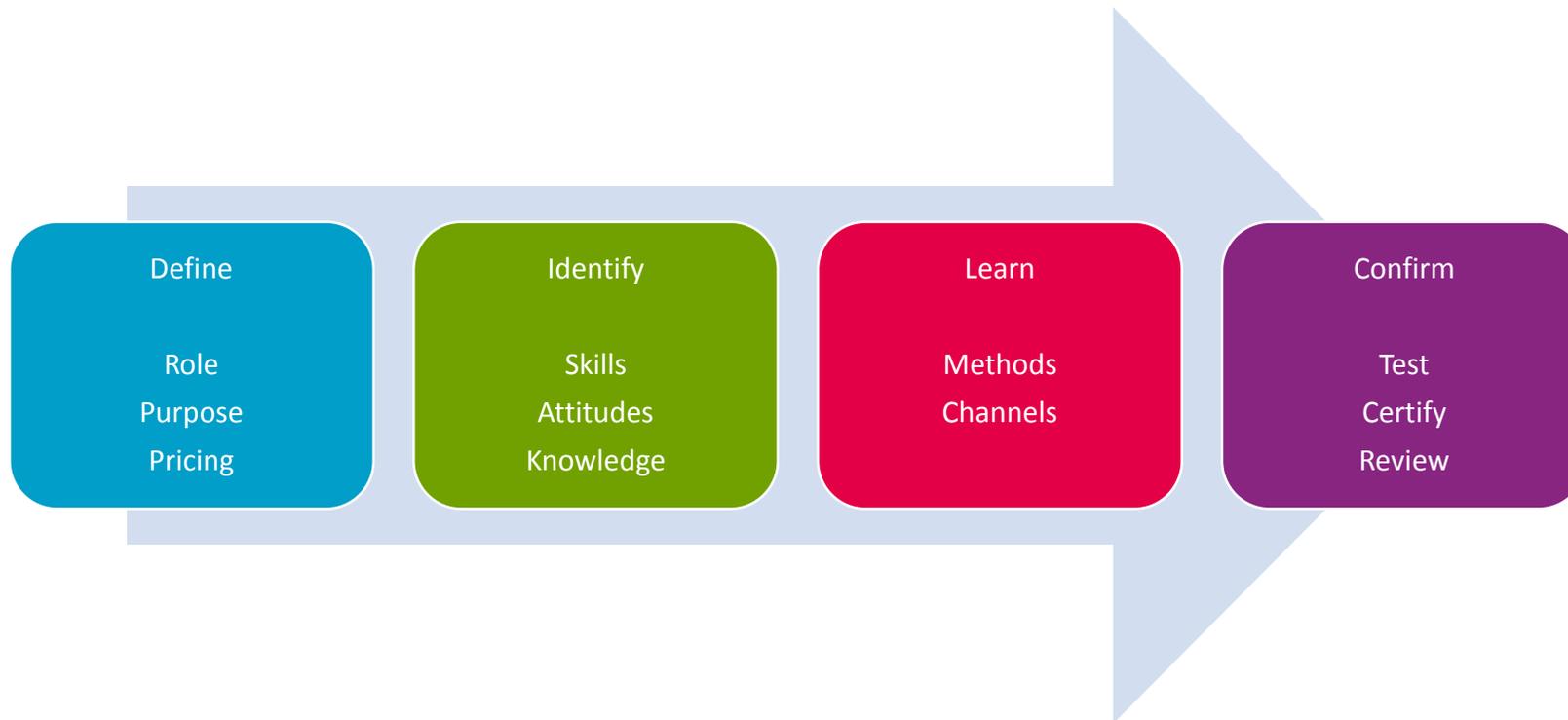


**Figure 1** Award Blended Learning methodology

### 3. Managing Learning

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

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



**Figure 2** Award training design

## 4. Learning categories

Learning is divided into the following three categories:

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

## 5. Award roles

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

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

## 6. Learning requirements

As part of meeting your NAO's Conditional or Full licence<sup>4</sup> standards, it is your responsibility to ensure that all adults involved in the management and delivery of the Award are sufficiently trained for their role. All adults involved with the Award, as a minimum, must undergo some induction training, as well as receive specific role-related training. The Foundation is responsible for ensuring that IACs meet these learning requirements.

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

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

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

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

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

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

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

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

## 7. Core course learning objectives

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

### Introduction to the Award (for all roles)<sup>7</sup>

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

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

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

## Award Leader (Role 1)

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

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

## Adventurous Journey Supervisor and Assessor (Roles 2 and 3)

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

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

## Award Management (Roles 4 and 5)

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

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

## Training for Trainers (T4T) (Role 7)

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

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

## 8. Other training courses

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

## 9. Learning register and recognition

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

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

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

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

## 10. Continuous professional development (CPD)

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

## 11. Useful resources

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

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

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

## 12. Conclusion

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

### Annex A: Online Module Role Learning Requirements

