



MODULAR TRAINING FRAMEWORK

THE DUKE OF EDINBURGH'S AWARD



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The Duke of Edinburgh's Award is a registered charity and relies on the generous support of volunteers, Operating Authorities, businesses, trusts and individuals to meet its commitment to help all young people realise their full potential.

MISSION: To provide an enjoyable, challenging and rewarding programme of personal development for young people, which is of the highest quality and the widest reach.

updated 26/04/07

Introduction

Who is the framework for?

The framework is essentially a guide for people delivering training to staff and volunteers. In addition to this, it is also a guide for volunteers to know what they can expect in terms of training and development.

The Framework/Modules

The framework identifies several different modules of potential training. There is no set method for how these are delivered – this will vary across the Award depending on demand and delivery capacity.

Resources available to support Award training include:

- The Expedition Supervisors' Training pack.
- Examples and resources developed locally on the Training Zone of the Award's website – www.theaward.org

Each module contains an overall Aim and more detailed Aims and Learning Outcomes.

How to use the framework

Identify the training or development needs of the group/individual you are working with and their experience of the Award. Choose an appropriate module for their requirements and explore resources available. Plan and deliver the module in the most effective way to meet the Aims, Learning Outcomes and the needs of the group/individual.

Accredited Prior Experience and Learning (APEL)

Flexibility is the key element of the Awards Modular Training Framework, this allows for the module's learning outcomes to be evidenced in a variety of ways. If an individual learner can prove that an outcome has been met through a learning intervention other than, or in addition to, the more formal Course, then the Course Director/Award Officer can sign the Volunteer Record Book to endorse that.

The Award uses the term APEL to refer not only to formal processes (such as portfolio development or course assessment) but also to include informal processes on occasions when a learner actively reflects on their experience and achievements. Evidence may include previous course work, testimonials from Tutors, course programmes etc.

To ensure that the quality of the Modular Training Framework is maintained the evidence should be attached to the relevant module page of the volunteer record book sheet. A Course Director or Award Officer can then countersign it to show that it has met those learning outcomes.

How to measure the learning outcomes

This will depend on how the module is delivered, whether in a practical format or based in a classroom. You can gauge learning through oral questioning, plenary discussion, by providing a workbook to accompany the course or through direct observation.

Review/evaluation

The Award recommends that all training experiences are reviewed and evaluated and has provided an example 'happy sheet' to support this process, which you can adapt to suit your needs.

Feedback

The Award is keen to receive feedback from users of this framework in the support of its development and also as a mechanism of sharing good practice.

A course feedback form for trainers has been included to facilitate this, it can also be found on www.theaward.org/training

Please send completed course feedback forms to:

UK Services
The Duke of Edinburgh's Award
Gulliver House
Madeira Walk
Windsor SL4 1EU

The Modular Training Framework

The following chart explains the modules that should be available, the purpose of these and for whom they are relevant. Delivery of these may vary depending on demand and location but the learning outcomes will be the same.

Module	Module Aim	Target Audience	Time frame
Information / Induction	To ensure that volunteers receive a basic introduction to the Award, its principles and gain clarity on their role and responsibilities and the relevant safety information, as appropriate to their role.	All volunteers including new leaders and specialists.	Process begins at initial contact.
Introduction to the Award	To provide an understanding of the key principles, Award Sections and relevant leader information.	All volunteers should have access to this course.	Within the first six months where possible.
Managing an Award Group	To develop and allow practice of the skills that are essential in managing an Award Group.	Those volunteers or leaders wishing to manage a group or already doing so who wish to improve their knowledge.	As appropriate.
Group Work Skills	To give individuals the understanding of the importance of working successfully with an Award Group.	Those volunteers working with groups.	As appropriate.
Practical Award Leadership	This module will give individuals the practical skills needed to work within an Award Group.	Those volunteers wishing to put into practice the skills of leadership and group management.	As appropriate.
<p>Completion of the modules – Introduction to the Award, Group Work Skills, Managing an Award Group and Practical Award Leadership will give you a Duke of Edinburgh’s Award – Foundation Certificate in Award leadership.</p> <p>NB. The Duke of Edinburgh’s Award has a National Open College Network programme in Award leadership. It comprises 3 levels giving nationally recognised credits at each level. The programme includes the following modules at each level - Introduction to the Award (First Steps – New Leaders Course in Scotland), Managing an Award Group, Group Work Skills and Practical Award Leadership. Handbooks for tutors and learners are available from The Duke of Edinburgh’s Award.</p>			

Module	Module Aim	Target Audience	Time frame
The Duke of Edinburgh's Award Management System (DEAMS)	To understand the essential elements of the relevant Duke of Edinburgh's Award Management System.	Staff/Volunteers who are responsible for the administration of an Operating Authority or Award Group.	As appropriate.
Award Administration	To provide the administrator with appropriate skills to carry out the role effectively and efficiently.	Staff / Volunteers who are responsible for the administration of an Operating Authority or Award Group.	As appropriate.
Completion of the DEAMS and Administration Modules will give you a Certificate in Award Administration.			
Wild Country Assessor Accreditation Course	This module will prepare and accredit Assessors to undertake assessments, primarily in Wild Country areas.	Volunteers intending to assess Gold Level Expeditions and link to a Wild Country Panel / Operating Authority.	As appropriate.
Expedition Supervisor	To provide Expedition Supervisors with an understanding and consistent interpretation of their role and responsibilities within the Award, ensuring a high quality experience for all young people.	Volunteers leading expedition training and supervising expeditions approved by their Operating Authority.	As appropriate.
Training the Trainers	To provide opportunities for those involved in Award training to explore delivery methods, style and content, to facilitate high quality training.	Staff and volunteers who will be delivering training modules on behalf of the Award.	As appropriate.

Information / Induction

Module Aim

To ensure that volunteers receive a basic introduction to the Award and its principles and gain clarity on their role and responsibilities and the relevant safety information, as appropriate to their role.

Aims

Learning Outcomes

By the end of the session delegates will be able to:

To understand the Award Programme and its key principles.

- List the Aims and 10 Key Principles of the Award.
- Explain the Award Levels, Sections and timescales.

To understand what you can expect from the Award.

- Identify sources of information about training, support and resources.
- List the Awards commitment to Volunteers as stated in the Award Volunteer Induction Pack.

To appreciate the roles and responsibilities of the:

- Award Officer
- Award Leader
- Award Supervisor
- Administrator
- Assessor
- Fundraisers
- Instructors

- State your roles and responsibilities within the overall operating structure of the Award.
- Identify the key roles and responsibilities of those undertaking the other roles.

To understand relevant Operating Authority systems and procedures including:

- Health & Safety information
- Relevant Child Protection procedures including CRB checks
- Insurance

- Identify sources of information on Health & Safety information, relevant Child Protection procedures including CRB checks and Insurance within the Operating Authority/Wild Country Panel (as appropriate to your role).

Desirable Aims

To appreciate the structure of the Award and its International links.

- Explain the structure of the Award.

To understand the different settings the Award is delivered in. (e.g. YOTs, Special or Additional Needs,)

- List a range of settings where the Award Programme is delivered.

Resources Available

The *Award Volunteer Induction Pack*, the *Award Handbook* and *At A Glance* leaflet can be used as appropriate tools to assist with this module. These are available from The Award Scheme Ltd. (www.theaward.org/shop)

Introduction to the Award

Module Aim

To provide an understanding of the key principles, Award Sections and relevant leader information.

Aims

Learning Outcomes

By the end of the session delegates will be able to:

To understand the Aim and 10 Key Principles of the Award.

- List the Aim and the 10 Key Principles of the Award.

To appreciate the benefits of the Award Programme to young people.

- List the benefits of the Award to young people.

To understand the Award Programme, its Sections and requirements.

- Explain the Award Levels, Sections and timescales.

To understand the 10 key steps for setting up and running an Award Group.

- List the 10 steps for setting up and running an Award Group.

To understand the management framework which supports the delivery of the Award.

- Identify the management framework, which supports the delivery of the Award.

To recognise the range of Operating Authorities that offer the Award and appreciate how the Award contributes to their particular aims and priorities.

- List a range of settings in which the Award is delivered and identify how it meets the needs of different groups of people.

To review the resources provided by the Award and understand how to access them. (*Record Books, Programmes File etc*).

- List the key resources available and state their aims and target audience.

To discuss and evaluate examples of good practice.

- Identify examples of good practice.

To develop a range of communication and mentoring skills e.g. negotiation, giving and receiving feedback.

- Demonstrate the ability to use a variety of appropriate communication and mentoring skills when working with young people within the Award Programme.

Desirable Aims

To understand the structure of the Award and its International links.

- Explain the structure of the Award.

During this module delegates should have the opportunity to network with other Award volunteers.

Resources Available

Using the *Award Handbook* as a tool for delivery will help volunteers to become familiar with its content and layout.

Group Work Skills

Module Aim

To give individuals an understanding of the importance of working successfully with an Award Group.

Aims	Learning Outcomes By the end of the session delegates will be able to:
To appreciate the benefits of working in groups.	• List the benefits of working in a group.
To understand a model of group dynamics.	• List the key roles different people play in groups.
Be able to recognise stages of group development.	• List the stages of group development.
To have an appreciation of the range of leadership styles.	• List at least three leadership styles.
To understand the value of group work within the delivery of the Award Programme.	• Explain how to apply group work skills in the delivery of the Award Programme.
Appreciate the effectiveness of group work.	• Take part in the evaluation of a particular group activity.
Develop a range of group work skills.	• Demonstrate group work skills in a group situation.

Practical Award Leadership

Module Aim

To give individuals the practical skills needed to work within an Award Group.

Aims	Learning Outcomes
	By the end of the session delegates will be able to:
Show a regular commitment to the Award in a practical leadership capacity.	<ul style="list-style-type: none"> Act as a helper/Leader at regular Award Group meetings.
To develop a range of leadership skills.	<ul style="list-style-type: none"> Demonstrate leadership skills for a particular activity.
To develop the ability to plan and organise a programme of Award activities.	<ul style="list-style-type: none"> Plan and organise an activity.
To be able to initiate and develop a programme of activities for young people.	<ul style="list-style-type: none"> Initiate and develop an activity.
To be able to manage resources effectively.	<ul style="list-style-type: none"> Manage resources for a particular Award activity.
To understand and apply appropriate health and safety regulations when working on activities with the group.	<ul style="list-style-type: none"> List the relevant legal and health and safety regulations, which apply to a practical leadership role.
To understand the role and importance of risk assessment.	<ul style="list-style-type: none"> Identify the hazards associated with an activity. Complete a risk assessment for an appropriate Award activity.
To develop a range of strategies for working with young people.	<ul style="list-style-type: none"> Identify different methods of working with young people in a practical situation.

Managing an Award Group

Module Aim

To develop and allow practice of the skills that are essential in managing an Award Group.

Aims	Learning Outcomes By the end of the session delegates will be able to:
To understand the systems required to manage and promote an Award Group.	<ul style="list-style-type: none"> List the component parts of the system required to promote and manage an Award Group.
To develop a range of organisational skills enabling the Leader to organise Award activities or events.	<ul style="list-style-type: none"> List the key tasks required to organise an Award activity or event and apply this to a working situation.
To develop a range of communication skills.	<ul style="list-style-type: none"> Demonstrate a range of communication skills e.g. negotiation, giving and receiving feedback and presentation skills.
Appreciate the benefits of evaluation e.g. plan, do, review model.	<ul style="list-style-type: none"> State the purpose of evaluation and take part in the evaluation of an Award activity or event.
To develop the administration skills appropriate for running an Award Group. (See also modules on DEAMS & Administration)	<ul style="list-style-type: none"> Take part in an aspect of the administration of an Award Group – e.g. basic record keeping.
To understand relevant Operating Authority systems and procedures including: <ul style="list-style-type: none"> Health & Safety information Relevant Child Protection procedure including CRB checks Insurance 	<ul style="list-style-type: none"> List the relevant legal and health and safety regulations, which apply to an Award Group.
To understand the role and importance of assessing risk and the development of risk assessments.	<ul style="list-style-type: none"> Identify the hazards associated with an activity. Complete a risk assessment for an appropriate Award activity.
To understand how to operate a successful volunteer management programme and the processes of effective volunteer recruitment and retention.	<ul style="list-style-type: none"> Identify ways of recruiting, managing and retaining volunteers within an Award Group setting.
To begin to explore the skills required to work successfully with young people.	<ul style="list-style-type: none"> Demonstrate the ability to use a variety of appropriate skills when working with young people within the Award Programme.

The Duke of Edinburgh's Award Management System

(DEAMS II and DEAMS for Groups)

Module Aim

To understand the essential elements of the relevant Duke of Edinburgh's Award Management System (DEAMS).

Aims	Learning Outcomes
	By the end of the session delegates will be able to:
To recognise how the relevant DEAMS system supports the operation of the Award.	<ul style="list-style-type: none"> • List the benefits of using DEAMS. • Identify the appropriate DEAMS system for their setting.
To understand how to input and retrieve data on: <ul style="list-style-type: none"> • Award Helpers • Award Groups (DEAMS II) • Participants 	<ul style="list-style-type: none"> • Demonstrate how to input and retrieve data.
To understand how DEAMS II can provide the information required for the annual questionnaire.	<ul style="list-style-type: none"> • Produce an annual questionnaire return from DEAMS II.
To understand how the system can extract data into useable formats e.g. reports.	<ul style="list-style-type: none"> • Identify reports that will be valuable in your role. • Produce a range of reports from the relevant DEAMS system.
To understand how to transfer data between DEAMS for Groups and DEAMS II.	<ul style="list-style-type: none"> • Demonstrate how to transfer data between both systems.
To recognise how the system allows different levels of user accessibility.	<ul style="list-style-type: none"> • Explain the different levels of accessibility. • Demonstrate how to set up users with different accessibility rights.
To appreciate how the system can help you manage expedition teams and produce relevant paperwork.	<ul style="list-style-type: none"> • Demonstrate how to set up and manage expedition teams. • Demonstrate how to produce green forms and other relevant paperwork.

Award Administration

Module Aim

To provide the administrator with appropriate skills to carry out their role effectively and efficiently.

Aims	Learning Outcomes By the end of the session delegates will be able to:
To understand the relevant Operating Authority procedures & guidelines specific to administering your role.	<ul style="list-style-type: none"> • Explain the relevant Operating Authority procedures and guidelines. • Put these procedures into practice.
To value the importance of quality assurance and to be aware of the Award's <i>Quest for Quality Toolkit</i> .	<ul style="list-style-type: none"> • Explain the benefits of a Quality Assurance mechanism. • Effectively use the parts of the Award's <i>Quest for Quality Toolkit</i> relevant to your role.
To gain an understanding of the correct procedures for completing and processing <i>Record Books</i> and <i>Gold Notification Forms</i> .	<ul style="list-style-type: none"> • Explain the relevance of the Record Book in the delivery of the Award programme. • Demonstrate the procedure for completing <i>Record Books</i> and <i>Gold Notification Forms</i>. • Explain the Operating Authority system for authorising and presenting the Awards.
To understand the annual questionnaire and its role in the Award's statistical profile.	<ul style="list-style-type: none"> • Explain the importance of collecting accurate data on Award Participants. • Demonstrate how to complete and submit an Award questionnaire.
To understand the Award's and Operating Authority's expedition notification systems.	<ul style="list-style-type: none"> • Explain your Operating Authority notification procedures and state the timescales • Explain the importance of the notification procedure. • Explain the role of a Wild Country Panel. • Complete and submit the appropriate notification forms.
To understand the basics of finance and insurance for Award Groups.	<ul style="list-style-type: none"> • Demonstrate basic book keeping required for your role. • Explain the importance of adequate insurance for Award groups. • Explain the insurance provision in place by the Award and your Operating Authority.

Wild Country Assessor Accreditation Course

Module Aim

To prepare and accredit Assessors to undertake assessments, primarily in Wild Country areas.

Pre-requisites for course attendance:

- Endorsement of technical competence from Operating Authority Award Officer/Wild Country Panel Secretary
- Familiarity with at least one area of Wild Country

Aims	Learning Outcomes
	By the end of the session delegates will be able to:
To outline the purpose, aim and process of the Assessor Accreditation Scheme and the course, giving relevant information on the Expeditions Section and the role of the assessor.	<ul style="list-style-type: none"> • Explain the Accreditation Scheme. • State and interpret the conditions and requirements of the Expeditions Section. • Explain the assessor's role. • List the seven steps to Assessment.
To help you identify current knowledge of the Award's conditions and requirements.	<ul style="list-style-type: none"> • Demonstrate their level of knowledge of the Award's conditions and requirements.
To confirm that the delegates have a knowledge of the notification procedures and can check <i>Green Forms</i> and routes to ensure that Award conditions and safety considerations are being met.	<ul style="list-style-type: none"> • Explain the notification procedures • Check <i>Green Forms</i> to ensure that the Award's conditions and safety conditions have been met. • Check routes in accordance with the Award's conditions.
To help assessors understand the importance of social and personal development within the Expeditions Section.	<ul style="list-style-type: none"> • List different methods for reviewing a group. • Discuss the nine different development areas that could be covered in a review.
To understand the processes involved in the debrief and presentation part of the venture and how this can lead to a successful outcome for the participants.	<ul style="list-style-type: none"> • Deal with specific problems related to the assessor's role. • Explain the process of debriefing and its importance. • Recognise the need for a presentation or account at the end of the venture. • Complete the Expeditions Section of the participant's <i>Record Book</i>.
To understand how a young person's perspective and the interaction with the assessor may have an impact on performance during their venture.	<ul style="list-style-type: none"> • Explain how experiences affect a young person's perspective. • List the causes of behavioural change in an individual. • Discuss how the assessor can have a positive influence on the young person's venture
To enable delegates to demonstrate their skills by assessing a team of young people undertaking a mini-expedition.	<ul style="list-style-type: none"> • Demonstrate the ability to interact with young people. • List and explain the five key elements of a venture with regard to the role of the assessor. • Write an expedition report on a young person from the team.
To provide delegates with the processes involved in the supported assessments and validation.	<ul style="list-style-type: none"> • Explain the process of supported assessments. • Complete the paperwork required to fulfil the accreditation process.

Expedition Supervisor Course

Module Aim

To provide Expedition Supervisors with an understanding and consistent interpretation of their role and responsibilities within the Award, ensuring a high quality experience for all young people.

Essential pre-requisites for course attendance:

- Recommendation from an Operating Authority.
- Endorsement of technical competence from the Operating Authority.

Recommended pre-requisites for course attendance:

- Attendance at an 'Introduction to the Award' course.

Aims	Learning Outcomes By the end of the session delegates will be able to:
To provide expedition supervisors with an understanding and consistent interpretation of their role and responsibilities within the Award.	<ul style="list-style-type: none"> • Identify the key elements of a supervision plan, which covers the needs of the participants, the Award and the Operating Authority.
To have a clear understanding of expedition supervision.	<ul style="list-style-type: none"> • Identify three levels of supervision. • Explain the role of the supervisor. • Discuss what a supervisor needs to know prior to a venture. • Identify the key tasks before, during and after a venture. • Explain the need for a remote supervision plan.
To ensure a basic understanding of the Expeditions Section of the Award.	<ul style="list-style-type: none"> • State the aim and principles of the Expeditions Section. • List the benefits of the Section. • Discuss the requirements of the Section.
To understand safety and emergency procedures relating to expeditions.	<ul style="list-style-type: none"> • Discuss how to apply safety measures. • Explain the risk assessment process. • State why emergency procedures are important. • Link all of the above into a flexible supervision plan.
To understand the expedition supervisor's duty of care.	<ul style="list-style-type: none"> • Discuss the duty of care issues relating to the role of a supervisor. • Identify and react appropriately to any child protection issues.

Train the Trainer

Module Aim

To provide opportunities for those involved in Award training to explore delivery methods, style and content to facilitate high quality training provision.



Aims	Learning Outcomes
	By the end of the session delegates will be able to:
To recognise how adult learners learn.	<ul style="list-style-type: none"> • Discuss the importance of training • List the differences between teaching and learning processes. • Explain different models of learning. • Explain the learning cycle.
To appreciate the range and diversity of learning styles and the implications of these within the training environment.	<ul style="list-style-type: none"> • Explain the concept of visual/auditory/ kinaesthetic learning preferences. • State a range of alternative learning style theories. • Identify their own preferred learning style. • Create a positive and productive learning environment for all learners.
To provide a framework for planning and delivering a session.	<ul style="list-style-type: none"> • Explain the need for an Aim and Learning Outcomes. • Establish relevant Aims and Learning Outcomes. • Demonstrate the need for flexibility both in the planning and delivery of a session. • Tactfully deal with a range of difficult training situations.
To review and assess the range of resources available and their appropriate use in assisting learning.	<ul style="list-style-type: none"> • List the appropriate range of resources available for training. • Demonstrate use of a range of resources.
To explore and develop delivery skills.	<ul style="list-style-type: none"> • List a range of delivery methods and the needs of the learners. • Select appropriate delivery methods to meet objectives. • Demonstrate competence in a range of delivery methods.
To understand the Award's training and development policy for volunteers.	<ul style="list-style-type: none"> • Explain the Award's training and development policy for volunteers.
To understand the Award's modular training framework.	<ul style="list-style-type: none"> • Explain the Award's modular training framework.
To appreciate why evaluating learning is key to any training programme.	<ul style="list-style-type: none"> • State reasons why learning should be evaluated. • State the purpose of evaluation and take part in the evaluation of an Award activity or event.




DELEGATE EVALUATION FORM

Name: _____

Course location: _____ Date: _____

Please complete this form and hand it to a member of the course staff.
It will help the Award to monitor and evaluate its training courses.

Domestic/Administration			
Information received prior to the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic arrangements, accommodation, meals etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:			

Contents of course			
General content of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure of the course (plenary/working group time etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you find the course useful and worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:			

OVERALL IMPRESSIONS

What was particularly good?

Why?

What could we improve?

How?

What could be covered in more/less detail on future courses?

Other comments

Please return this completed form to a member of the course staff. Thank you for your time.

Handout Master - permission given to photocopy

COURSE FEEDBACK FORM

Name of course director: _____

Lead Operating Authority: _____

Address: _____

E-mail: _____ Tel. No.: _____

Course location: _____ Date: _____

Number of delegates:

Youth Workers:

Teachers:

Volunteers:

Other paid workers:

Contents



General content of the course

Relevance of material covered

Amount of material covered

Structure of the course (plenary/working group time etc.)

Did the delegates find the course useful and worthwhile?

POSITIVE COMMENTS FROM DELEGATES:

NEGATIVE COMMENTS FROM DELEGATES:

OVERALL IMPRESSIONS

How well were the learning outcomes met for this course?

Strengths:

Weaknesses:

What could be improved?

How?

Other comments

TICK

Please attach outline programme, together with any resources or session notes you are willing to share with others.

Please return this completed form to:

Operations Dept., The Duke of Edinburgh's Award,
Gulliver House, Madeira Walk, WINDSOR, Berkshire SL4 1EU.
Fax: 01753 810666. E-mail: info@theaward.org

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