Award Learning Policy

The Duke of Edinburgh's International Award Malta Foundation

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Version Control

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1.0	15-Apr-2024	Adrian Farrugia	Final Version

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Relevant Policies and documentation

- None

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.

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 National Award Office (NAO)'s responsibility is to enable learning for Award Centres and Award Operators.

Standard	Requirement
Schedule 4, Fundamental Standard 1.5.2	Be trained (according to guidelines laid down by the Foundation)3.
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)

2. Learning methodology

The Duke of Edinburgh's International Award Malta 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 1Award Blended Learning methodology

3. Managing Learning

The training that adults receive should be a combination of the approaches outlined in the Blended Learning illustration. Online modules can also be used as a resource for trainers during the delivery of their training.

NAO will 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:

Role	Category	Role Description	Mandatory Training
1	1 & 2	Award Leader	Introduction to the Award Award Leader's Training
2	1 & 2	Adventurous Journey Supervisor	Introduction to the Award AJ Supervisor and Assessor
3	1 & 2	Adventurous Journey Assessor	Introduction to the Award
4	1 & 2	Operating Authority Manager	Introduction to the Award Award Leader's Training Award Management
5	1 & 2	Coordinator	Introduction to the Award
6	1 & 2	Assessor	Introduction to the Award
7	1, 2 & 3	Award Trainer	Introduction to the Award
8	1 & 3	National Director and Award Staff	Introduction to the Award
9	1 & 3	Foundation staff	Introduction to the Award
10	1 & 3	Trustee/Board member	Introduction to the Award
11	1	Supporter eg sponsor or parent	Introduction to the Award

6. Additional & Customised Training Initiatives

Learning is divided into the following three categories:

Proactive Training Development	As an NAO, we are committed to identifying and developing additional training programmes that complement the core curriculum. This approach allows us to address specific local needs and challenges effectively.
Inclusive Training Opportunities	We prioritise the development of these training initiatives not only for our national office staff and board members/trustees but also extend them to all levels of our organisation as needed. This ensures a comprehensive capability enhancement across our network.
Supporting Resources	To aid in the creation and delivery of these bespoke training sessions, we will update our online platforms with new resources and learning modules.

7. Learning register and recognition

Maintaining Training Records: We will ensure that all training records are meticulously maintained in the Online Record Book. Each participant's record will be updated promptly after the completion of a course, accurately reflecting their progress and achievements in their training journey. This system will allow participants and managers to track learning developments and ensure all training requirements are met efficiently.

Recognition of Achievement: Recognising the efforts and accomplishments of our adult participants is a priority. Upon successful completion of the required training modules, participants will receive distinctive pin-badges as a symbol of their achievement and commitment. These badges serve not only as a form of recognition but also as an incentive to encourage ongoing participation and excellence in our programme. Each role will have a corresponding badge, which helps in acknowledging the specific skills and knowledge attained.

Red Badge	presented to individuals who have completed the required training for Award Leaders
Green Badge	presented to individuals who have completed the required training for Adventurous Journey Supervisors and Assessors
Blue Badge	presented to individuals who have completed the required training for Trainers

8. Continuous professional development (CPD)

As an NAO, we are committed to the ongoing professional development of all our staff and volunteers. Ensuring the continual enhancement of their skills and knowledge is crucial to the success and integrity of the Award.

Responsibility and Frequency of Training: We require that all volunteers undergo refresher training at least once every three years as a minimum standard.

Objectives of Refresher Training: This training is essential for two primary reasons:

- Skill Maintenance: To address any skill fade that may occur due to time elapsed since the last training session.

- Knowledge Updates: To keep all personnel informed about the latest developments related to the Award, including new insights into its impact and effectiveness.

This policy ensures that our team remains at the forefront of best practices, ready to empower young people effectively through the Duke of Edinburgh's International Award.

9. Conclusion

This Framework is more than just a set of guidelines; it is a commitment to excellence. By meticulously following this structured approach to training, we are not only enhancing the capabilities of those directly involved in delivering the Duke of Edinburgh's International Award but also elevating the experience for every participant.

Our dedicated effort to maintain high standards and consistent training ensures that we can continue to inspire and enable young people around the world. Together, with every course completed and every skill acquired, we are building a stronger, more effective community that is capable of transforming lives through the Award's challenges and adventures.

Appendix A

Learning Requirements

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

Category	Course[5]	Course Aim	Delivery Method	Required for:	Pre-requirement[6]
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 **Course A** *(Introduction to the Award)*	To ensure that Award staff and volunteers understand the history, ethos and requirements of the Award	Online	All roles	None
	2.1 **Course 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 **Course C** *(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
	2.3 **Course D** (Award Management	To support Operating Authority/Partner Award Managers or Award Coordinators 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	2.4 **Course E** (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 **Course G** (National Director induction)	To support NAO National Directors in their role	Face to face and online	National Directors	None
	2.6 **Course H** (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 and online	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 and online	NAO board members/ trustees	1.1, 1.2, 2.2

Appendix B

CORE COURSE LEARNING OBJECTIVES

Introduction to the Award (for all roles)

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

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.

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 leaners' 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

Empower Future Generations to Excel

Your centre is more than a place of learning—it's where young people ignite their passion for adventure and acquire a thirst for knowledge. As a Duke of Edinburgh's Award centre, you uphold the highest standards of safety and incident reporting. This steadfast commitment ensures that young adventurers can explore and grow with peace of mind, secure in the knowledge that their well-being is prioritised, paving the way for their lifelong success

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD
MALTA

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If you have any questions regarding our policies or require further information, please do not hesitate to contact us. Comprehensive details of our policies can be readily accessed on our website.

intaward.mt
admin@intaward.mt | +356 7980 8283

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