

## Duke of Edinburgh's Award

### Introduction

#### What is the Duke of Edinburgh's Award?

The Duke of Edinburgh's Award is a national Award which gives young people aged 14-25 the chance to experience challenge and adventure, gain new skills and meet new people.

#### Who runs the Duke of Edinburgh's Award?

The Duke of Edinburgh's Award (D of E) runs in most local authorities and is managed by Operating Groups registered with the authority. In your area it is most likely that the Award Group is based in a local secondary school or youth centre. There is no expectation that library services will register to become Operating Groups with full responsibility for running the D of E Award.

#### What does the Award consist of?

The Duke of Edinburgh's Award operates at three levels: Bronze, Silver and Gold. In order to gain an Award at any of the levels a young person must complete each of the following sections:

- Volunteering (helping people in the community)
- Skills (covering almost any interest, hobby or skill)
- Physical (sport, dance and fitness)
- Expeditions (planning and completing a journey on foot, horseback, bike or boat)
- Residential (Gold only- staying and working away from home as part of a team)

The three levels contain the same components apart from Gold Award which also includes a residential project of at least 5 days. The main difference between the Award levels is in the timescales it takes at least

- 6 months to achieve Bronze,
- 12 months to achieve Silver and
- 18 months to achieve Gold.

The Awards must be completed in the correct order, although it is possible to access higher level Awards without completing the lower level Awards. Young people must be:

- over 14 to commence the Bronze Award,
- over 15 to commence the Silver Award and
- over 16 to commence the Gold Award.
- All Awards must be completed by the time a young person is 25.

The requirements at each level are listed in the table below:

Level	Volunteering	Skills	Physical	Expedition	Residential
<b>Bronze (14+)</b>					
	3 months	3 months	3 months	Plan prepare and undertake a 2 day, 1 night Expedition	N/A
Plus a further 3 months in either volunteering, skills or physical sections					
<b>Silver (15+)</b>					
	6 months	One Section for 6 months and one for 3 months		Plan prepare and undertake a 3 day, 2 night Expedition	N/A
<b>Participants who do not hold their Bronze Award</b> must undertake an additional 6 months in either the volunteering or the longer skills or physical sections making at least 1 section 12 months.					
<b>Gold (16+)</b>					
	12 months	One Section for 12 months and one for 6 months		Plan prepare and undertake a 4 day, 3 night Expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights
Plus a further 6 months in either skills or physical section.					
<b>Participants who do not hold their Silver Award</b> must undertake a further 6 months in either the Service or the longer of the Skills / Physical Section making at least 1 section 18 months.					

## How do we run the Duke of Edinburgh's Award through libraries?

Library services can provide ideal opportunities for young people to complete the Volunteering and/or Skills sections of the Duke of Edinburgh's Award. In order to offer this you need to do the following:

1. Be clear about how young people can complete the Volunteering and Skills section of the Award in your libraries by studying the examples below.
2. Find out who runs The Duke of Edinburgh's Award in your local area. If you don't know, contact your Regional Award Office (locatable via the participants' pages of [www.theaward.org](http://www.theaward.org).)
3. Contact local Award Groups and talk to them about the opportunities your service can provide for young people who are already participating in the Duke of Edinburgh's Award
4. Register and support individual young people through the process of completing their Volunteering and/or Skills sections of the Award through library activities (see the process sections below for further details).

## Volunteering component

### What is the Volunteering component of the Duke of Edinburgh's Award?

The Volunteering section of the Duke of Edinburgh's Award is based on the principle that members of a community have a responsibility to help each other. Any Volunteering undertaken by young people as part of the Award should provide a young person with opportunities to:

- make a personal contribution by dedicating time to community service
- contribute to the well-being of others by working with and for people with whom young people would not normally come into contact
- trust and be trusted
- understand personal strengths and weaknesses by reviewing their performance in briefing and training sessions
- increase self-esteem by receiving positive feedback and learning to appreciate the value of making a personal contribution
- overcome prejudice and fears through building new relationships and developing an empathy with others
- generate positive action in the community by identifying and undertaking worthwhile volunteer projects which benefit the local or wider community or the environment
- accept responsibility through a personal commitment to an individual, organisation, group or community.

Young people are required to train for and give service to others over the specified timescale with a minimum average involvement of one hour per week.

### What can young people do within the library environment to qualify for the Volunteering component of The Duke of Edinburgh's Award?

In order to qualify for the Volunteering section of The Duke Of Edinburgh's Award through involvement with library based activities, young people must fulfil the following criteria:

1. They must be giving their time voluntarily to support other young people within the library community.
2. They must make a regular contribution to some aspect of delivery of library services for a minimum of 3 months for a Bronze Award, 6 months for a Silver Award, 12 months for a Gold Award (based on roughly an hour/week contribution).
3. They must undergo an initial briefing session with a member of staff in which they identify how they will be involved in delivery, the training required to fulfil their tasks and any health and safety issues relevant to their volunteer role.

4. They must demonstrate an understanding of the needs of others that they will come into contact with.
5. They must be take part in supervision sessions with library staff to assess their own progress, strengths and weaknesses.
6. They must complete a final review with an assessor, filling in the relevant part of the Award Record Book.

The contribution that young people make to delivering library services can be individually negotiated however it is essential that young people are actively serving the local community through their involvement, not just taking part in activities as a customer or participant. Activities such as being in a reading or group or creating websites are likely to come under the Skills section of the Award, not the Service.

### What process must the young people follow in order to be accredited for the Volunteering component of the Duke of Edinburgh's Award?

Regardless of the volunteer role that young people hold in the library, they follow the same process which library staff and/or teachers and youth workers will need to support.

1. Initial Briefing
2. Training
3. Practical service
4. Final review

The young people choose and record their activities in a Duke of Edinburgh's Record Book which they buy from the Award centre for approximately £11 (Bronze and Silver) or approximately £16.50 (Gold)

Here are some examples of how the volunteer component of the Duke of Edinburgh's Award can be achieved in a library setting:

### HeadSpace Volunteer

- Undertake an initial briefing session to determine what is required of the role, dates and timescales for attendance and any training requirements.
- Take part in any relevant training e.g. orientation to the library, health and safety training, customer services training, reader development training, locally designed training course, individually negotiated guidance sessions etc.
- Practical service: Work as a volunteer within HeadSpace for a minimum of 3 months for Bronze Award, 6 months for Silver Award, 12 months for Gold Award, fulfilling a variety of service roles, e.g. helping out at events, welcoming new members, taking part in consultations and decision-making etc
- Demonstrate the skills, knowledge, attributes and understanding relevant to the role, e.g. ability to approach users and offer support working in a team problem solving listening to others knowledge of current books, music and games.
- Work with an assessor to take part in a final review of involvement, recording the activity, progress and quality of the experience in the Award Record Book.

### Study Support Leader

- Undertake an initial briefing session to determine what is required of a Study Support Leader, dates and timescales for attendance and any training requirements.
- Take part in any relevant training, e.g. orientation to the library, peer mentoring training, study skills training.
- Practical service: Work as a Study Support Leader within the library for a minimum of 3 months for Bronze Award, 6 months for Silver Award, 12 months for Gold Award.
- Demonstrate the skills, knowledge, attributes and understanding necessary to the role of Study Support Leader, e.g. ability to approach other young people and offer support knowledge of library resources understanding of study skills etc
- Work with an assessor to take part in a final review of involvement as a study support leader, recording the activity, progress and quality of the experience in the Award Record Book.

## Skills component

### What is the Skills section of The Duke of Edinburgh Award?

The Skills section of The Duke of Edinburgh's Award encourages young people to develop a new or existing skill according to their own interests.

The Skills section of the Award should provide young people with opportunities to:

- develop practical and social skills by working alongside enthusiastic individuals who share their skills and knowledge
- meet new people
- organise and manage time
- discover how to research information through communication with an instructor or mentor, using the internet and library resources, making appropriate contacts in the community and identifying other sources of help and guidance
- set and respond to a challenge by developing an existing interest or trying something new
- work with others to build relationships, gain benefit from their knowledge, appreciate their skills and to share a mutual interest
- enjoy sharing an activity with adults and peers
- discover new talents.

### What can young people do within the library environment to qualify for the Skills component of The Duke of Edinburgh's Award?

Library services can provide young people with the opportunity to develop and progress in a range of skills areas including the arts, information, IT, marketing, design and organisation. In order for a young person's activities within a library setting to qualify for the Skills section of The Duke of Edinburgh Award, they must:

- identify and agree a skills programme in conjunction with an assessor
- set goals and a process to review their progress in their chosen skill area
- attend an initial briefing session
- take part in activities to develop the skill over at least 3 months for the Bronze Award, 3 months for the Silver Award and 6 months for the Gold Award
- take part in any training or group activities relevant to their chosen skill
- monitor their own progress through self-assessment and take part in monitoring and review sessions with a mentor
- complete a final review with their assessor.

What process must the young people follow in order to be accredited for the Skills section of The Duke of Edinburgh's Award?

Regardless of the library activities that young people are involved in, they follow the same process which library staff and/or teachers and youth workers will need to support.

1. Initial Briefing
2. Monitoring progress
3. Final review.

Here are some examples of the type of skills that a young person could achieve in a library setting:

Library role or activity	Corresponding Skill from D of E Skills Programme (found at <a href="http://www.theaward.org.uk">www.theaward.org.uk</a> )
HeadSpace volunteer	1. Library and information skills
Designing library spaces	2. Interior design
Organising or assisting with library events	3. Event planning and organisation
Promoting library services	4. Journalism/Newsletters 5. Film and video making
Developing content for library web pages or groupthing.org	6. Information technology
Taking part in library forums/youth councils	7. Committee Skills
Leading or assisting with reading groups	8. Reading
Leading or assisting with creative writing groups	9. Writing
Leading or assisting with fantasy gaming groups	10. Fantasy Games

It is possible for young people to combine ideas from a number of skills programmes in order to make up their own programme. The activities suggested in the Duke of Edinburgh's Award examples are only included as guidelines. Young people are able to select their own range of tasks in order to achieve the Skills section of the Duke of Edinburgh's Award.

The activities suggested in the table above are described in more detail on the following pages. Please note the suggested ideas are not an exhaustive list nor are young people expected to do all of these tasks to complete their award.

## Library and information skills

### What is it?

This programme should develop an awareness of the unique service which schools, colleges, public and specialist archive libraries provide for their community, together with the development of various skills central to the library's operation. Those taking part should give regular help in their library during the period of participation in this activity, and if possible, should participate in a library outreach programme. To fulfil this requirement young people should contribute regularly to development of library services in activities that will build library skills such as: stock selection, serving customers, issuing books, providing information.

### Safety Message

Participants should receive Health and Safety training and training in the use of any equipment necessary for this activity.

### Some Ideas

- Become familiar with the role of the library service
- Develop knowledge of the resources provided by your library and information service
- Become familiar with the library systems for arranging books and other materials on the shelves.
- Develop knowledge of the use of library catalogues.
- Develop basic reference skills i.e. use of service directories, dictionaries, encyclopaedia or databases as available.
- Arrange to visit another library and information service, or spend time in different departments and find out what services are available, e.g. lending, reference, children's, and archive.
- If possible, help at the library counter.
- Choose a theme and create a library display to promote these resources
- Find out how the library and information service addresses the needs of particular groups, e.g. young people, children, adults, people with visual impairment.

### Review/Assessment

The Assessor should find out from the participant what s/he has learnt from his/her experiences. The participant should explain to the assessor the knowledge and skills they have gained and the ways in which this has been achieved.

## Interior design

### What is it?

Participants should build up their own portfolio, based on one area, which will give them an understanding of what is involved in designing spaces.

Participants can be involved in designing the young people's area of the library or a HeadSpace site.

### Some Ideas

- Create a plan of the space including any fixed or important features in it, e.g. windows, exits, light fittings, power points or built-in furniture. Take the main measurements of the room and mark these on the plan. Mark on the plan the way windows and doors open and any areas that need to remain clear e.g. routes to stairways and emergency exits.
- Note the existing colour scheme, type and condition of floor and wall covering, and any architectural features and windows.
- List existing furniture, marking those to keep and those to replace.
- Consider how the space will be used and by who, consider if there is enough space and where particular zones would be best situated- e.g. study space near good lighting, away from noise etc.
- Research different ideas for young people's space by reading about the subject or visiting other sites
- Consult with users of the space about what they want and like
- Make a plan of a final layout, which allows good use of the space.
- Put together different colour schemes for the room with a brief description of how the colours would be used.
- Research different types of floor coverings, wall coverings.
- Prepare an estimate for the cost of developing the space including new furniture, lighting, decoration, equipment, branding etc.

### Review / Assessment

Participants should discuss the research which they carried out whilst undertaking the project, and the ways this was carried out, e.g. visiting other sites, looking on the Internet, consulting with users etc. The Assessor should see the finished plan of the room and any costing worked out and discuss the reasons for choices.

## Event Planning and Organisation

### What is it?

The skill of creating, hosting and evaluating an event.

### Safety Message

Participants should be supported with any Health and Safety, risk assessment or legal requirements and receive relevant training necessary to complete this task.

### Some Ideas

- Make a proposal for an event that can be held in the library and state its objectives and audience.
- Suggest options for activities that can happen at the event, and make a proposal to a group, explaining the options identified.
- Prepare for the event planning tasks, resources required, costs and time scales.
- Show an awareness of health and safety factors
- Prepare a budget for the event
- Draw up a timetable for organising the event.
- Produce leaflets or posters for the event, and use a variety of advertising media for the event.
- Carry out the key tasks from the event plan, and delegate and supervise all other tasks.
- Review the event, identify successes and things which could be done differently next time.

### Review/Assessment

The assessor should look for evidence of planning of the event, and should see an account of the event, which could be presented either in written or oral format, or a photographic display/ film. The participant should show the assessor their evaluation, and should explain anything which went wrong, and ideas of what they would do differently next time.

## Journalism/newsletters

### What is it?

This activity should offer an introduction to journalism and the media. The media has an important role in the modern world, and the purpose of this activity is not only to introduce young people to the experiences and techniques used in the creation and publication of articles, but to make them think of the consequences and ethical considerations that are also involved. Young people could develop a library magazine or newsletter or develop a blog that is regularly updated with news and features, this could be hosted on groupthing.org.

### Some Ideas

- Research and write an article to be published i.e. for a library newsletter, or groupthing.org blog. The piece should involve research - finding out what other people think, interviewing relevant individuals etc.
- Look at the various ways in which the media work, show how different newspapers or different forms of media approach the same story from different angles and produce different results.
- Find out about the responsibilities of writers in terms of bias and libel.
- Write reviews of books, plays, films or music, and become aware of the need to balance your own opinion with an impartiality, so that the reader is not confused. To do this, read different reviews of the same book/film etc and then write an independent review. This can be published on groupthing.org
- Write articles and submit them to larger publications to print Possible publications are: newspaper and magazine writing competitions, student pages in newspapers.
- Youth work and library publications such as 'Youth Action' are always interested in publishing articles by young people. go to [www.nya.org.uk](http://www.nya.org.uk) for more information or contact and send articles directly to : [youthaction@nya.org.uk](mailto:youthaction@nya.org.uk)
- Act as editor in charge of a library newsletter/groupthing group page, taking responsibility for each of the areas listed below
- Request and collect contributions for the newsletter/ groupthing group page.
- Brief contributors on subjects, or events, on which news is required.
- Prepare an overall design for the newsletter/group page, and choose photographs or other media that may need to be inserted.
- Supervise final printing/upload of content.
- Find out about laws relating to copyright, and take responsibility for ensuring that all contributors are suitably acknowledged

### Review/Assessment

Participants should show the assessor any articles/ reviews which they have written and any completed newsletters/web pages which the participant has produced. The assessor should ask the participant what difficulties they have experienced, if any, and how they overcame them.

## Film and video making

### What is it?

This programme is centred around the production of a piece of recorded, audio-visual material and takes into account the many ways in which this can be achieved, e.g. material may be live or animated, and can be created using a video camera, mobile phone camera or generated on a computer.

### Safety message

Participants should be able to follow this skill with the minimum of basic equipment, and in all cases participants must understand the safety requirements for the use and care of all equipment.

### Some Ideas

- Create an idea for a short film/video/animation, which includes a script and a storyboard. Genres to choose from could include music video or short promotional film documentary about a local or personal issue video diary short animation etc.
- Edit film or video e.g. by using digital software (such as iMovie, or Windows Movie Maker). Digital editing software is the fastest and most flexible method, and can produce quite sophisticated soundtracks, titles, and effects.
- Produce an animated film using models, drawing, or computer programmes, like Macromedia flash remember that many shots have to be taken, so a very short piece of as little as one minute will be quite demanding.
- Produce a soundtrack for the film, which may include music, sound effects and dialogue or commentary.
- Demonstrate an understanding of the different ways story-telling can be done in film, i.e. flashback, continuity etc.
- Consider showing the production to an invited audience, for example amateur film festival or HeadSpace open night or schools promotional event.
- Understand something of the laws relating to copyright.
- Attend local or national film and video festivals.

### Review/Assessment

The evaluation of the participant's progress could be discussed following the viewing of the completed production. The participant should show the Assessor evidence of planning and the techniques learnt in the process.

## Information technology

### What is it?

An understanding of the use and application of computers. This includes the use of common accessories such as printers, scanners, speakers, etc. This also includes an understanding the internal workings of the computer, software and use of the Internet.

### Some Ideas

This programme covers a whole range of IT use, from basic to the more advanced. Choose one idea and build on that to develop a programme, or select a few ideas.

- Learn how to use the keyboard effectively and to touch type
- Be able to identify the elements that comprise a computer system, and how to connect them.
- Learn about the basic software needed for starting up a system
- Using the office software on the computer, produce a simple output, which could be used in your library group e.g. a spreadsheet mailing list or budget, minutes of a meeting, PowerPoint presentation etc
- Find out about the law as it applies to the use of information technology, including hacking, data protection, copyright and purchasing goods over the Internet.
- Explore some of the ways in which information technology has enhanced the lives of those with special needs. Carry out some research on one of these areas, e.g. find out about how websites are made accessible, what special computer equipment is available in the library for people with special needs? Interview those who make use of them e.g. blind users, people with mobility/dexterity problems
- Learn about the different ways that groupthing.org can be used to support library users and activities. Create a group page on groupthing.org.
- Work in the library assisting other young people and/or library users with use of computers.

### Review / Assessment

Participants should demonstrate to the assessor what they have learnt and should show any outputs they have produced e.g. groupthing page, presentations, spreadsheets etc. The assessor should discuss with the participant any research that was undertaken, and the outcome of it.

## Committee skills

### What is it?

This activity provides a vehicle by which individuals express themselves and their beliefs and communicate with others. It requires a high degree of personal involvement and the acquisition of a range of skills. The aim of this programme is to enable young people to understand and appreciate the role, function and value of working groups or committees and to express ideas and comments within a group. This activity is especially appropriate for young people who take part in regular HeadSpace steering group meetings.

### Some Ideas

- Join a working group or committee such as a HeadSpace steering group and attend at least three meetings
- Find out about different roles or take up a particular role within the group or committee e.g. chairman, secretary, treasurer. Learn about and practice the skills connected with the role for example:
  - Committee Procedure - chairman
  - Simple Accounting - treasurer
  - Draw up an agenda and take minutes for a meeting- secretary
  - Propose and speak to a point on the agenda
  - Make a presentation or report to the group on a particular issue
  - Attend a local council meeting.

### Review/Assessment

The assessor should find out about the role the participant played in the committee, and the skills which they have learnt in order to be able to carry out that job. The participant should show the assessor evidence of their involvement in meetings which could be in the form of a report, presentation, or photographic display.

## Reading

### What is it?

This programme should be agreed between the participant and Award Leader, in order to take into consideration the participant's previous experience. Attendance at a literacy course undertaken in free time may form part of this programme. Participants should be encouraged to broaden their reading material, by exploring different authors and topics.

It may also include running or taking regular part in reading groups.

### Some Ideas

- Improve your reading skills by attending a local literacy class.
- Read books on a subject or genre which you would like to explore, e.g. manga, graphic novels, historical novels, horror etc.
- Research the life of an author present a brief account of their lives and discuss this with the assessor or with members of a reading group.
- Choose a book which has been made into a stage play, film or television series, and make a comparison between the two media. Consider what made the book suitable for adaptation, and what compromises, if any, the author of the adaptation had to make. Was the casting successful? This could form the basis of a reading group activity.
- Try reading different material, for example, poetry, short stories, non-fiction.
- Work as part of a stock selection or book promotion team within the library
- Select books for a reading group to read.
- Contribute to reading group discussions about books read.
- Contribute reviews of books read to groupthing.org website/ newsletter/ display boards in the library

### Review/Assessment

The participant and assessor should discuss the goals set at the start of this programme, and discuss whether they have been achieved, and if so, what the participant has learnt from the time spent on this activity. The participant should show the assessor any reviews, booklists, notes of research etc. made during the time spent reading the books, and should discuss which book s/he enjoyed the most.

## Writing

### What is it?

This activity provides a vehicle by which participants express themselves and communicate with others. It calls for a high degree of personal involvement and the acquisition of a range of skills. This programme should include group discussions and practical exercises. Attendance at a literacy or creative writing course undertaken in free time may form part of the programme. This activity could also involve being part of a regular library writing group, a series of workshops by visiting authors or the production of creative writing for the [groupthing.org](http://groupthing.org) website.

### Some Ideas

- Attend a literacy or creative writing course if you would like to.
- Learn how to use reference books for writing, e.g. quotation books, dictionaries, thesauri, etc.
- Practice different types of creative writing for example:
  - A story for children of six to ten years of age
  - A poem of not less than twelve lines in any verse form
  - A short play for a drama group
  - A story for a manga or graphic novel
  - An invention of a legend or ghost tale about a local place of interest
  - A series of letters to a friend telling a connected story
- Compile a collection of interesting advertisements or articles from different magazines, newspapers, etc. notice how different language is used to target a particular audience e.g. teenagers
- Write an account of the life and work of one famous author, poet, playwright or columnist
- Take part in any creative writing workshops or author events in the library.

### Review/Assessment

Participants should discuss with the assessor any pieces they have written, and explain what inspired them. The assessor should discuss with the participant any skills which have been learnt/developed through this programme.

## Fantasy Games

### What is it?

This activity is best done through a group or club which specialises in fantasy games, so that participants are able to learn about the various types of games before they commit themselves to a particular format. The rules, scoring and roots of the game should be studied together with the organisation of the games. Participants should learn about the concepts of fantasy games, such as role adoption and co-operative group behaviour. This activity is suitable for individual or group participation - role-playing games require a group of players, whereas two or more people can play battle games. This is an ideal for young people taking part or setting up a gaming club in your library. This may be supported through a local partnership with businesses such as Games Workshop.

### Some Ideas

- Read and understand the rulebook/players' guide of the game you have chosen. Create a character for the game or develop an army list.
- Collect figures for the army or role-playing game. Keep notes on the painting techniques learnt and the uniforms of the characters.
- Be familiar with the language of the game and be able to explain the meanings to a new person.
- Write a description of the progress of a battle, explaining the tactical moves and decisions.
- Review the progress of their character in a role-playing campaign and the interaction between characters.
- Continue to develop painting skills and, if possible, display the figures in the library or a local hobby games shop.

### Review/Assessment

The participant should explain his/her reason for choosing this particular fantasy game, and should also explain the rules of the game to the assessor. The assessor should see the figures which the participant has collected and painted, and should see any notes etc. kept by the participant.

## How is the Duke of Edinburgh's Award assessed and moderated?

The main tool for the assessment of the Duke of Edinburgh's Award is the Record Book which the young person keeps and updates.

A Record Book Pack is normally issued to participants by an Operating Group on enrolment in the Award. The Record Book Pack contains background information on the Award, ideas of activities for each Section and advice on planning activities and recording progress and achievement.

The Record Book forms a record of progress and outcomes through the Award, verified by the individuals who have carried out the review and assessment in each Section. These individuals could be: youth workers, library staff or creative practitioners, e.g. artists and writers, or anybody who has knowledge of the role/skills that the young person has been involved in.

It represents the experiences and achievements of a young person and remarks by assessors should relate to the individual and be positive and encouraging.

The start date (briefing) and finish date (review) for each Section should be entered together with details of any training courses attended or qualifications gained.

In the event of a young person not meeting the requirements, the reasons should be discussed with the assessor and no entry made in the Record Book until the requirements have been satisfactorily fulfilled.

Participants should be encouraged to review and record their personal achievements and comments in the Record Book. Record Books consist of Activities Logs for each section of the award.

## How much does it cost?

The Duke of Edinburgh's Award will be funded by your local Award group. Young people usually pay to take part in the Award by purchasing their Record Books at a cost of approximately £11 or approximately £16.50. There should be no major cost to libraries in allowing young people to fulfil the Volunteering and/or Skills component of the Award through the activities you have on offer.

## Useful contacts

Information about the Duke of Edinburgh's Award can be found at [www.theaward.org](http://www.theaward.org). From the Home page of this site, click on The Award Near You for regional contact details.