



# Magazine

ISSUE 31: AUTUMN 2018

The magazine for DofE Leaders

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## you make it

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To inspire, guide and support young people in their self-development and recognise their achievements.

### Published by

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# Think like a manager

There are several types of DofE Manager. They might be in a school that has delivered DofE for some time and now holds a direct licence from the DofE. They might work in a local authority or they might be in a national voluntary organisation. DofE Managers perform a vital role in the provision of DofE programmes to participants. They ensure that their organisation meets the terms of the Licence agreement and achieves the aims and purpose of the DofE. They develop and support young people to achieve their Award and promote the delivery of the DofE within their school, youth group or local authority. **Ian Newbery** explains...

So what is it that a good manager does to ensure that the DofE is delivered in the best way possible and that participants have an outstanding experience?

There are some core tasks that every manager should be focused on. These include ensuring that a high-quality programme is planned and delivered for each participant and that every potential participant in their school or youth group has the opportunity to take part.

The provision of programmes should be safe and enjoyable and adhere to the correct policies and procedures of the DofE and their own organisation.

The DofE Manager is responsible for making sure that the volunteers and staff that help to deliver the DofE understand what their role is and what is expected from them. They also need to be clear about the standards and quality that we are looking for in participants' programmes.

The reporting functions on eDofE help to measure performance and set development targets. eDofE's functionality can be used by the Manager to support the delivery and management of the DofE within their organisation. This is also the area where the Assessors' Reports are uploaded.

The checking of these for the correct information is a vital part of the quality process.

Creating a development plan, in conjunction with the relevant DofE Regional/Country Office, will help the Manager focus on what needs to be done and is a useful tool for reviewing progress.

## Teambuilding

Building a team will be one of the big priorities for any Manager and they should plan to run an active volunteer recruitment programme. Without a team to support the delivery of the DofE the ability to manage and assist participants with their programmes will be restricted.

The Manager will need to approve the appointment of Leaders, Instructors, Supervisors and Assessors and ensure they have access to appropriate training/qualifications for their role. If the Manager is in an Operating Authority, then they will also need to ensure that a DofE Co-ordinator and/or DofE Leader is appointed to lead each DofE centre.

A good team will help the Manager arrange suitable opportunities to celebrate young people's



DofE achievements. They can also help manage and set up sufficient DofE groups to ensure access to a DofE programme for all participants who wish to take part. This can increase capacity and, ultimately, completions.

The team can also assist in ensuring the evidence that young people upload is relevant. They should check that the Assessors' Reports contain all the information we require for the Verifier to be able to confirm that the requirements of their programme have been met.

The Manager is responsible for the purchase and assignment of Participation Places. The team can help with the issue of badges and certificates on completion of programmes and sections.

Understanding how to use eDofE to manage groups and individuals is vital for keeping on track with the development plan. It is also vital to make sure that Leaders and other volunteers are responding to messages in a timely fashion, to help keep participants on track.

This is all part of being able to communicate effectively with all stakeholders, be they young people, volunteers, supporters, parents or other external organisations.

### **So what skills does the DofE Manager require?**

- To be able to manage other adults;
- to be a good planner and organiser;
- to manage and monitor own tasks and time;
- to be able to deal with queries/complaints in an efficient manner.
- To be able to inspire and motivate Leaders and volunteer adults.

You don't have to be an expert in these. Basic skills can usually be enhanced effectively with the support of a DofE Operations Team member and the training opportunities and resources available from the DofE.

# Elliott's tale

From PE teacher to acting department head: how this DofE volunteer got a career boost



**Elliott Stoutt, 25, is a PE teacher and DofE Manager at John Smeaton Academy in Leeds. He describes how his involvement with the DofE has developed his career.**

My main priority is giving the pupils here at John Smeaton Academy the best chance to do whatever they dream of in life. Achieving the best possible grades while at school is a priority, but the DofE brings leadership, determination and resilience skills that will stay with students throughout their lives.

From a professional development point of view, the DofE Manager role has given me the opportunity to develop leadership and managerial skills by becoming a leader of a small team. I have advertised different DofE roles to fellow colleagues within the school, which got a fantastic response from the staff. This has enabled me to learn how to recruit.

I have also organised training courses and training days in the school, which has been a great stepping stone to bigger challenges. These include getting more students involved in the DofE, organising parents' evenings and communicating effectively with parents and outside organisations.

As well as all of this, you have a budget to manage and expeditions to organise. Plus sorting out the systems for uploading participants' activities and making sure the students are keeping up with their DofE activities.

With senior leadership being extremely supportive of the DofE and knowing how impactful it is to the students, they make sure funding is available. I work with a DofE Operations Officer to make sure I have enough resources, that all the participants are prepared for their expeditions and that I am up to date with the latest training.

## Promotion

To achieve promotion, you have to go above and beyond your subject and the DofE has allowed me to show other characteristics that would benefit my role. As a subject leader you're more or less restricted to departmental work but being a DofE Manager has given me great access to the pastoral side of teaching, which has stood me in good stead as a department leader.

There is a natural fit for teachers to be DofE volunteers. They are used to constantly tailoring and developing their communication approach. This means they would be able to adapt to any managerial experience. It also allows them to develop a more mature communication style.

I would have no hesitation in recommending DofE volunteering to a new teacher starting out. Aside from being a great personal experience, it gives you a certain credibility, shows what you're made of, as well as being a great talking point in an interview.

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**“ I am currently acting head of my department and I believe this is in no small way down to my volunteering.”**

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# Our new look and feel

Earlier this year we decided to make some changes to our visual identity. Whilst the DofE has a strong brand presence, it was time to modernise how we look and feel.

Rather than embarking on a re-brand, we built on the existing design assets. Our core elements, such as our vision, mission, values and logo, have remained untouched.

This magazine is a great example of our updated style, now including a stronger and more diverse colour palette, a photography treatment and a friendlier font. Whilst they look good in print, the changes really help our brand sing in a digital environment.

With our photography, we want to represent all of the amazing young people that do their DofE and the adults, like you, that support them.

We want to bring to life the fun experiences and showcase the broad range of activities a young person does to achieve an Award. That includes, but isn't limited to, the expedition.

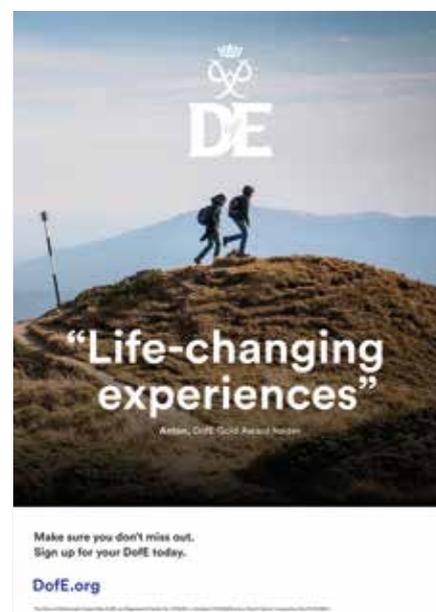
As you know, it's the whole DofE package that equips young people with incredible skills for life and work.

## So, "how does this affect me?" you may ask.

There's no immediate call to action as we'll be taking a phased approach to the roll-out.

It doesn't mean you should throw away materials in the old style. But please be conscious of updating that style when materials or digital assets come up for renewal.

That's what we'll be doing – re-designing the items available on the Brand Centre, refreshing **DofE.org** over the forthcoming months and packaging any new branded communications we create in our new look and feel.



If you'd like to know more please check out the updated brand guidelines at [DofE.org/logo](https://DofE.org/logo) or if you have any questions feel free to email us at [communications@DofE.org](mailto:communications@DofE.org).

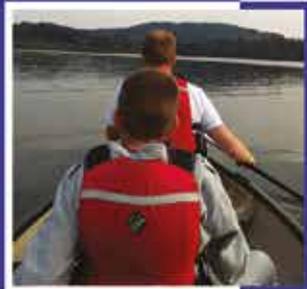
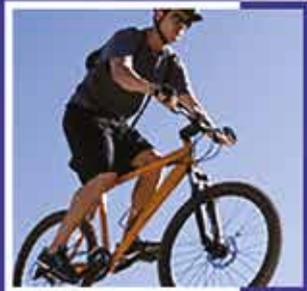
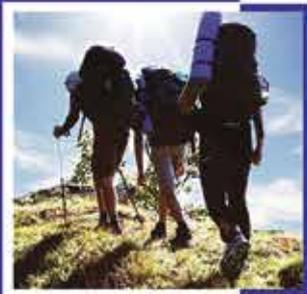
“ It's very important for a brand to have an identity through the years, but it's very important as well to evolve because times change so fast.”

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# Partnerships in action

The DofE features prominently in many businesses who are keen to provide an extra dimension to their workforce's personal development.

## Tarmac

Construction giant Tarmac is continuing to set its sights beyond building the nation's infrastructure, and is helping to build and enrich young peoples' futures. Through a new partnership with the DofE, Tarmac will encourage its young employees to complete their Gold DofE programmes.

Martin Riley, the Senior Vice President at Tarmac, said investing in young people's development, aligned with its strategy, helps the company build skills, be an employer of choice and create strong community relationships.

Martin said: "We have over 400 locations across the UK, so our partnership with the DofE is an extension of the work we already do to contribute to local communities, whether it's creating jobs or championing local projects."

Tarmac joins several major corporates who have taken on DofE Business, such as Heathrow, Amey, Skanska and Balfour Beatty. They each find the DofE helps young people to get better at their jobs, faster.

In a poll of more than 500 senior business leaders surveyed by the DofE, 93 per cent said they were more likely to employ a candidate who had achievements outside their academic studies. Some 90 per cent said young people with strong soft skills progressed faster in the workplace.

## Amey

Tackling homelessness is a key priority for Birmingham City Council and for Amey, a partner of the DofE for the past 15 years. Amey joined a number of local service suppliers in Birmingham to create a supply chain 'community' to deliver this strategy.

The Amey/DofE strategic partnership, which focuses on supporting disadvantaged young people, joined forces with Calthorpe Academy (an SEN school which runs the DofE for pupils with autism). They created a social action volunteering campaign to help tackle homelessness for young people in Birmingham.

Amey and the DofE donated 13 Participation Places to the school to get students started on their Bronze and Silver DofE journeys. The students were keen to make a difference by supporting homeless young people to integrate into their communities, rebuild their lives and get back on a path to independence. They decided to support local homeless charity, St. Basil's, for their Volunteering section.

Mr Mounir Meghalsi, Deputy Head Teacher at Calthorpe Academy, said: "The project has given us the

opportunity to meet homeless people and deliver everyday essentials donated by staff and parents. It is a very worthy cause which has allowed our pupils to integrate and continue to be valued members of the community."

The students delivered their donations to the young people at one of St. Basil's accommodation facilities last Christmas. The students had fundraised and collected items to create 30 Christmas shoe boxes. These were filled with bedding, toiletries, food and essential items, which helped previously homeless children get settled into their new homes.

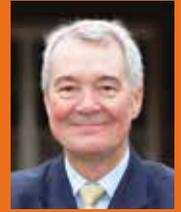


“ I am passionate about helping young people build better futures by creating opportunities to gain skills and experience. Giving our people the opportunity to grow and develop their careers is critically important.”

MARTIN RILEY, SENIOR VICE PRESIDENT, TARMAC

# Making time for reflection





# me for

One of the options in the Bronze Expedition Options trial is to remove the requirement for a presentation in order to complete the section. I have been asked whether we are undermining the principle of reviewing experience to learn from it...

My hope for the trial is that we can improve the rate of Award completions by removing the logistical obstacle of bringing the team back together to make a presentation. I also hope that by removing this obstacle at Bronze, we can encourage a more holistic reflection on their Award experience rather than a focus just on the expedition.

It always puzzled me why there was only a requirement for a presentation for the Expedition section. The reflected learning from the other sections, in particular Volunteering, would be at least as important and impressive.

What became clear to me was that the expeditioning bias in the DofE meant that this section receives more attention, and a drive to refine and bolster it, beyond all other activity.

The expedition will always be a dominant factor in most people's experience of the DofE. I do think, however, that we should redress the balance and ensure we extract the rich learning from the experiences in the other sections.

## CONCLUSIONS

In removing the expedition presentation as a requirement at Bronze (if that is what the pilot concludes), I hope we will encourage more presentations of the full Award experience. The very best of Award presentation evenings at schools and county halls across the country display the fun, challenge and life-enhancing

learning experiences of all the activities Award achievers engage in.

In addition, in eDofE, Leaders have a tool to encourage individual reflection and recording of experience. I know that the best of our Leaders carve out precious time to prompt young participants to reflect on what they are doing and what they are learning. The moment is therefore captured at least in the young person's consciousness.

We have resisted creating a more formal capture of this reflective learning and understanding as we do not want to impose or constrain how our volunteer Leaders manage this.

We do, however, want to encourage Leaders to lead and guide young

people through this important process.

If you are one of those already building this into your DofE routine, please share your approach. How and when do you create the opportunity for this? How do you approach it?

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# DE | update



## The DofE Card

It's been six months since the launch of the new DofE Card with a range of discounts across Go Outdoors, Blacks, Millets, Tiso and Ultimate Outdoors – and all is looking good. In April alone the Card was used by more of the DofE network, saving more money than ever before.

Don't forget the Card can be used all year round – not just against expedition kit. So, with the larger stores of Go Outdoors, Tiso and Ultimate Outdoors, this will include a much wider range of products from running, cycling, fishing to family camping. It's a great opportunity for Christmas gifts and stocking fillers for all the family – especially those that are a bit tricky to buy for.

These Retailers of DofE Recommended Kit will be fully stocked and competing for your custom, regardless of the time of year. So remember to shop around in store or online to get the best value from the DofE Card.

The Card will soon be personalised to each participant as will the adult version for Leaders and volunteers.

Finally, if you are looking to add to or start a DofE kit store for your centre or group, don't forget to use the DofE Group sales template which you can find at [DofEshopping.org/dofe-group-sales](http://DofEshopping.org/dofe-group-sales). You don't need a DofE Card for this, but it will ensure you get the most competitive quote from each of the retailers.

## Approved Activity Providers

An Approved Activity Provider (AAP) is an organisation which has been granted a licence by the DofE to provide Volunteering, Physical, Skills, Expedition or Residential opportunities to participants.

The AAP will have satisfied the DofE that their proposed programme of activity will meet and adhere to the sectional requirements of the DofE.

It is mandatory for an organisation to hold an Expedition AAP licence in order to run any aspect of the Expedition section. It is, however, possible to offer activities that may count towards the Volunteering, Physical, Skills or Residential section without an AAP licence.

AAPs come in all different shapes and sizes; they may be commercial organisations, not for profit or charities, they may also operate on a local, national or international scale.

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# The DofE in action



## Fair exchange

Yelyzaveta (Elizabeth) from Canada travelled to the UK to join a Gold DofE expedition with the Robert Carre Trust school in Sleaford. English participant, Megan Dame, is the other half of the exchange and enjoyed a nine-day residential in the Saskatchewan Province of Canada, attending the International Award conference.



## Keep taking the tablets

Aberdeen Open Award Centre has been granted DofE Diamond funding to help participants access eDofE in their centre.

Until now, DofE participants at the centre had no way to access eDofE during sessions. There were no computers or tablets, so participants were missing out on important eDofE training. The centre put in a successful

application to the DofE's Diamond fund for help to purchase tablets – giving participants access to eDofE.

The centre is hoping the new tablets will enable more of their participants to achieve their Award.

This is just one way that the fund can be used to support participants. If you have a project that would benefit from funding, please get in touch with your DofE Operations Officer.



## Let it go

Four sixth formers from Newent Community School were slightly frozen as they battled temperatures as low as -25°C when they skied 80km across mountains and frozen lakes for their Gold expedition. The all-girl team proved their resilience, strength (they carried their rations and kit) and teamwork skills. Their trek took them 200 km inside the Arctic Circle as they passed through Finland, Sweden and Norway.



## Three-month swim

Katelyn Burge from Lydiard Park Academy chose to do something extra with the Physical section of her DofE and swam the equivalent distance of the English Channel, raising £336 for Diabetes UK. The target was to swim 22 miles within 12 weeks and Katelyn swam 2,362 lengths – the distance from England to France.



## Changing lives

Keith Potter has been delivering the DofE to young offenders in HMYI Feltham for over 17 years. He has also just been named as UK Prison Officer of the Year.

Those taking part engage well with the DofE as they feel like they are achieving something that is not forced or compulsory. Read how he feels the DofE has a huge impact on their lives and future: <https://is.gd/ysoJlb>.



Photo: The Oldham Times

## No barriers

Helaina Stone, who suffers from Costello syndrome – a rare genetic life-shortening condition that causes physical and learning difficulties – received her Gold DofE Award at The Palace of Holyroodhouse in July.

Helaina danced, helped the elderly and enjoyed zip wires and caving as part of her Award activities through Rochdale Youth Service.



## Thumbs up for the DofE

Participants with additional needs from Southgate School, Huddersfield, enjoyed breathtaking expeditions in the summer. Both groups completed their local practice expedition before undertaking their qualifying adventure near York.



Photo: Courtesy of Simon Lount

## World class

The only British referee in the recent World Cup was Simon Lount. Simon undertook a refereeing course as part of his DofE programme and ended up being fully qualified.



## Quick learner

Abbey Grange (above right), a student from Glenmoor and Winton Academy in Bournemouth, was inspired to take up Jiu-Jitsu as part of her Bronze DofE programme.

After three months of training for her Physical section, she entered the Bournemouth Brazilian Jiu-Jitsu Open 2018. She achieved an incredible third place in the competition.



## Digging for victory

Police Cadets from East Leeds have been helping renovate the community garden at CATCH Leeds. The cadets, some of whom are DofE participants, were helping as a thank you to the centre for allowing them the use of its facilities.

## All-rounder

Caroline is a nurse in the Queen Alexandra's Royal Army Nursing Corps and it wasn't until she got to Sandhurst to start her officer training that she realised quite how useful achieving her Bronze and Silver DofE Awards was. Read more: [DofE.org/casestudies/caroline](https://DofE.org/casestudies/caroline).



DofE Award holder and singer Paris Alexander has released her first EP and has been featured on BBC Introducing. Paris learned to play the guitar as part of her DofE.

Send your stories and pictures to [magazine@DofE.org](mailto:magazine@DofE.org)

# Six of the best

**Michelle Riordan** suggests six ways for you to get organised for the start of the new academic year, whatever your DofE environment.

Starting off the term on the right foot – feeling bright, confident and ready to take on new groups of participants – will stand your Licensed Organisation (LO) or DofE centre in good stead for the rest of the academic year. To help you manage your time and budget, set goals and stay on a path to success, we've pulled together tips shared by DofE Managers and Leaders in schools on how to plan and get organised.

## Apply for additional funding

With school budgets becoming increasingly stretched, consider identifying additional sources of funding that are available to support you deliver extra curricular activities like the DofE. For example, Pupil Premium, open to schools in England, is aimed at raising the attainment of disadvantaged pupils and closing the gap between them and their peers. Check with senior management in your school on how this funding is being spent – you could use it to offer pupils from disadvantaged backgrounds the chance to start their DofE.

High Needs Funding is intended to offer the most suitable support package for young people with special educational needs and disabilities in a range of settings. Speak to your school's SEN co-ordinator for advice on how to apply for the funding from your local council.

There are several grants that may be relevant to your LO or centre, such as local funding opportunities, Children In Need and Gift Your Gear. Don't forget to submit your requests and bids, emphasising the impact and benefit of the DofE on your pupils, teachers and school as validation.

## Create a DofE calendar

The autumn term is always a busy one – with Halloween, bonfire night and Christmas celebrations; visitors; day trips; new initiatives and much more to contend with. Don't let your DofE groups fall behind. Create a calendar, either online or printed, recording all your important forthcoming DofE activities.

This calendar could include dates for information evenings, meetings, drop-in sessions, training courses and expedition dates. Share it with your volunteers and key staff so that they're informed and can avoid clashes with other activities, such as exam periods. This will help you demonstrate to senior staff the time and resources required to support DofE delivery.

Using your DofE calendar, list the actions you'll need to take for each activity – such as booking camp sites, distributing *Welcome Packs*, sending letters to parents etc. If you're off, these can then be carried out by someone else in your absence. This will also help you work out where you might need additional support.

## Promote DofE programmes

Promoting DofE programmes to students at the start of the year is essential. You want to engage and excite whole year groups and ensure everyone has the opportunity to participate.

Play the video we've developed with The Duke of Edinburgh's International Award ([DofE.org/promomovie](https://www.dofe.org/promomovie)). You could also



create resources on the Brand Centre ([DofE.org/brandcentre](https://DofE.org/brandcentre)), adding your own logo and pictures. Put these where young people congregate or walk past, e.g. busy corridors.

Use current participants or recent Award holders as ambassadors to help raise awareness. They're passionate, influential and can give talks, run Q&A sessions or make films or displays sharing their positive DofE experiences.

### Introduce parents to the DofE

To help get new parents on your side and understand the significance of achieving a DofE Award, invite them to an information event.

Outline DofE requirements, give timescales and set expectations of commitment levels and costs. Provide clear examples of where they'll need to support their child, like identifying suitable activities and their Assessors.

If you've decided on dates for expeditions etc., you can announce them at this event. Describe the resources that will support their child,

e.g. eDofE, the *Welcome Pack*, the LifeZone ([DofE.org/lifezone](https://DofE.org/lifezone)) and the DofE Card ([DofEshopping.org](https://DofEshopping.org)).

Invite recent Award holders or representatives from universities or local businesses. They could give a short speech or be available to answer questions on the value of a DofE Award. You could share the Skills for Work page ([DofE.org/skillsforwork](https://DofE.org/skillsforwork)), which displays endorsements from businesses who believe in the DofE.

### Recruit new volunteers

September offers an opportunity to recruit volunteers to support your participants. New teachers are a great group to engage – they'll have fewer responsibilities and it can be an effective way for them to fit in with school life.

Remind teachers that DofE activities will help them build better relationships with their pupils outside the classroom and can support their personal development. It can help them gain new skills and provide leadership opportunities. See our *Volunteer Management*

*Toolkit* for more support with recruitment. Having your own website or advertisement on another site, such as [Do-It.org](https://Do-It.org), is also a useful tool.

### Set up a resource hub for volunteers

It's important that your team feels enthusiastic, appreciated and well informed. Happy volunteers help make the DofE successful in your school.

To motivate your volunteers, set up an online hub of resources, such as leaflets and activity sheets. This can be on your shared folder system or in a closed/secret Facebook group, which might also work well as a place for vital discussions, arranging expedition dates and sharing best practice.

Do you need more help in organising your DofE activities this year?

Visit the Schools' Calendar at

[DofE.org/schoolscalendar](https://DofE.org/schoolscalendar)

for lots of tips and ideas from DofE Managers and Leaders.

“

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# Invaluable blessings

**Money raised during the DofE's Diamond Anniversary year in 2016 has been described as an 'invaluable blessing' by those who are benefiting from it.**

Throughout the year, thousands of supporters – including many *DofE Magazine* readers – took part in fundraising activities to help more young people transform their lives. Together they raised more than **£1.5 million**, which was then matched by the #iwill fund.

Grants are already changing young people's lives through a wide range of projects, especially targeting the disadvantaged. Funding has covered bursaries, expedition equipment, volunteer training and development.

DofE Managers and Leaders are sharing their appreciation for the funding and the impact it's having.

Lauren, from **Norbury Manor Business Enterprise College for Girls** in London enthused, "The Diamond fund has been the most invaluable blessing to us here at NMBEC. It has meant that we have been able to purchase much-needed kit, reducing the cost of participating in DofE programmes for our girls. It has essentially meant that finance is no barrier to participation."



Students from Branston Academy with their new kit.

“Diamond funding has enabled us to set up a brand new Licensed Organisation and equip our stores. We have managed to employ staff to have a push to recruit and enable completion of the DofE specifically for disadvantaged participants.

RODDY, BRANSTON ACADEMY

## Paignton Community & Sports Academy

*"At Paignton Community & Sports Academy, we work with our most disadvantaged students to help them succeed.*

*"One part of this is encouraging them to enrol and participate in DofE programmes. Money that we received from the Diamond fund has enabled one of our students to work towards his DofE Award – something he would otherwise not have been able to do.*

*"Passionate about basketball, he is using his Bronze DofE to develop and hone his own skills and to support and guide others.*

*"The fund will also help more of our disadvantaged students access the DofE in the future."*

**Chris Cook**, DofE Manager, Paignton Community & Sports Academy



To find out more about grants and how to apply, please speak to your Regional/Country DofE Operations Officer.

## HRH the Earl of Wessex is now more than two-thirds of the way through his Tennis Challenge 2018.

Prince Edward is aiming to play matches on every Real Tennis court around the world, raising awareness of and funds for the DofE. Young people are also being introduced to the game, which The Earl developed a passion for when playing for the Physical section of his Gold Award.

Sponsored by RSM, donations from the Tennis Challenge in the UK have reached more than £500,000. Thousands of people are engaging with the DofE through visits and fundraising activities.



*Top:  
HRH The Earl of Wessex meets  
participants at Petworth School.*

*Middle:  
The Earl speaks with young Real  
Tennis players in Newmarket*

*Bottom:  
Meeting participants at  
St. Marylebone CofE School, London.*

## Sharing DofE stories

During the Tennis Challenge events young speakers such as **Hope** are sharing their powerful stories of how the DofE has helped transform their lives.

Hope has Asperger's Syndrome and has struggled with periods of severe depression. She also has her Bronze, Silver and Gold DofE Awards, and completed her Diamond Challenge.

She finished her Bronze programme at Limpsfield Grange Special School and started her Silver before she left at 16.

Since leaving school she went back to that DofE group, an hour's drive from her home in Middlesex, in order to complete her Silver and Gold programmes.

"My Asperger's means I don't think the same way most people do, and I don't always understand what they mean. As I grew up, this made me very shy, as I was always worried about how people would react to me.

"Doing my DofE was something I really wanted, as it seemed exciting, even though it took me out of my comfort zone. What the DofE taught me was that no matter how frightening things seem, you can always get through them.

"When I got my first job, I had a tough interview. There were team tasks and questions about meeting challenges, talking to customers and solving problems. I had done all of those things during my DofE, so I knew what to do, and I did get the job."



### DofE Adventure a sell out

More than 1,000 adventurers challenged themselves in the sell-out DofE Adventure 2018, hiking and camping in the Cotswolds on 15 and 16 September. Go to [DofEAdventure.org](http://DofEAdventure.org) to register your interest for next year.

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# Q&A

DofE participants are always thinking up new ways to do their programmes, creating challenging questions for DofE Leaders to answer. Here are some of our recent questions:

## Physical

**Can you change sport for the winter when the summer season ends or to take a break?**

It is common for participants playing rounders, tennis, softball or cricket during the summer to change to playing sports like hockey, rugby or football in the winter. Whilst some might change to doing gym/jogging to keep up fitness levels.

Other participants may just put a break in their programme. Participants should agree this in advance with the DofE Leader and Assessor(s) as part of their programme.



## Expedition

**Can teams use recreation rooms if the camp site has them?**

Absolutely not. Recreation rooms, bars, restaurants, games rooms and swimming pools are all outside of the DofE expedition experience.

Participants may use a drying room or showers if there are some but, at Gold level, the camp site should be too basic to have these facilities. Teams need to remain as isolated as possible on camp sites to maintain that aspect of the DofE Expedition section's principles.

## Skills

**Can you use a part-time job as your Skills section activity?**

No, paid work and core curriculum rarely count, as DofE activities need to be in a participant's free time.

Activities can still be linked to these, however, to help participants get the most from their structured time. Skills activities can include formal training courses and can be certificated. This is covered in more detail on page 30 of *The Handbook for DofE Leaders*.

## Residential

**Can young people who have additional needs undertake their Residential section with their carers?**

Yes. If a young person is reliant on a carer then they may be present. However, the Residential section is all about being away from the people you know, so a carer should only attend if it is really necessary.

The participant will need to agree this in advance with their Licensed Organisation (LO) before booking/attending the residential to be sure that they can use this flexibility in their case.

## General

**Can a participant undertake the same activity for more than one DofE level?**

Yes, although participants may gain more personal development from undertaking a range of activities across their DofE levels. A participant's sectional choice 'could be something that they're currently into or a completely new area.' (*The Handbook for DofE Leaders, page 31*). All programmes need to be personal, progressive and challenging, approved by the participant's DofE Leader and assessed by an appropriate adult.

**Read more answers to frequently asked questions at [DofE.org/faqs](https://www.dofe.org/faqs).**



# eDofE upd

The biggest area of development within eDofE for the last couple of years has been the introduction of training data into eDofE. Chris Armstrong provides a timely overview.

This was achieved during the first phase of development which went live in February 2017. Whilst the changes in the front end were limited, this project saw the legacy training data moved into eDofE.

The second phase of development, which went live in January 2018, built on these foundations and allowed Licensed Organisation (LO) staff access to the training records of those adults within their hierarchy. This also introduced a move to an online course booking process for the DofE's Modular Training Framework (MTF) training courses which are run by both the DofE and LOs.

As I'm writing this article, development work has started on the third phase of the eDofE training project. I'm sure the question that you are thinking now is; "what changes can we expect to come next?"

## Coming soon

Whilst the main area of focus and attention here is the DofE's **Expedition Assessor Accreditation Scheme** processes, we'll have a look at the different roles/ stakeholders to see what benefits the third phase of development will deliver:

### Assessors

For those existing and aspirant Assessors that don't have an eDofE account, you will gain access to eDofE via a new **delegate account**.

All accredited Assessors will be able to view their own Assessor status, view their training records and be able to manage and update their affiliations to different LOs (replacing the current EAAS/12 form).

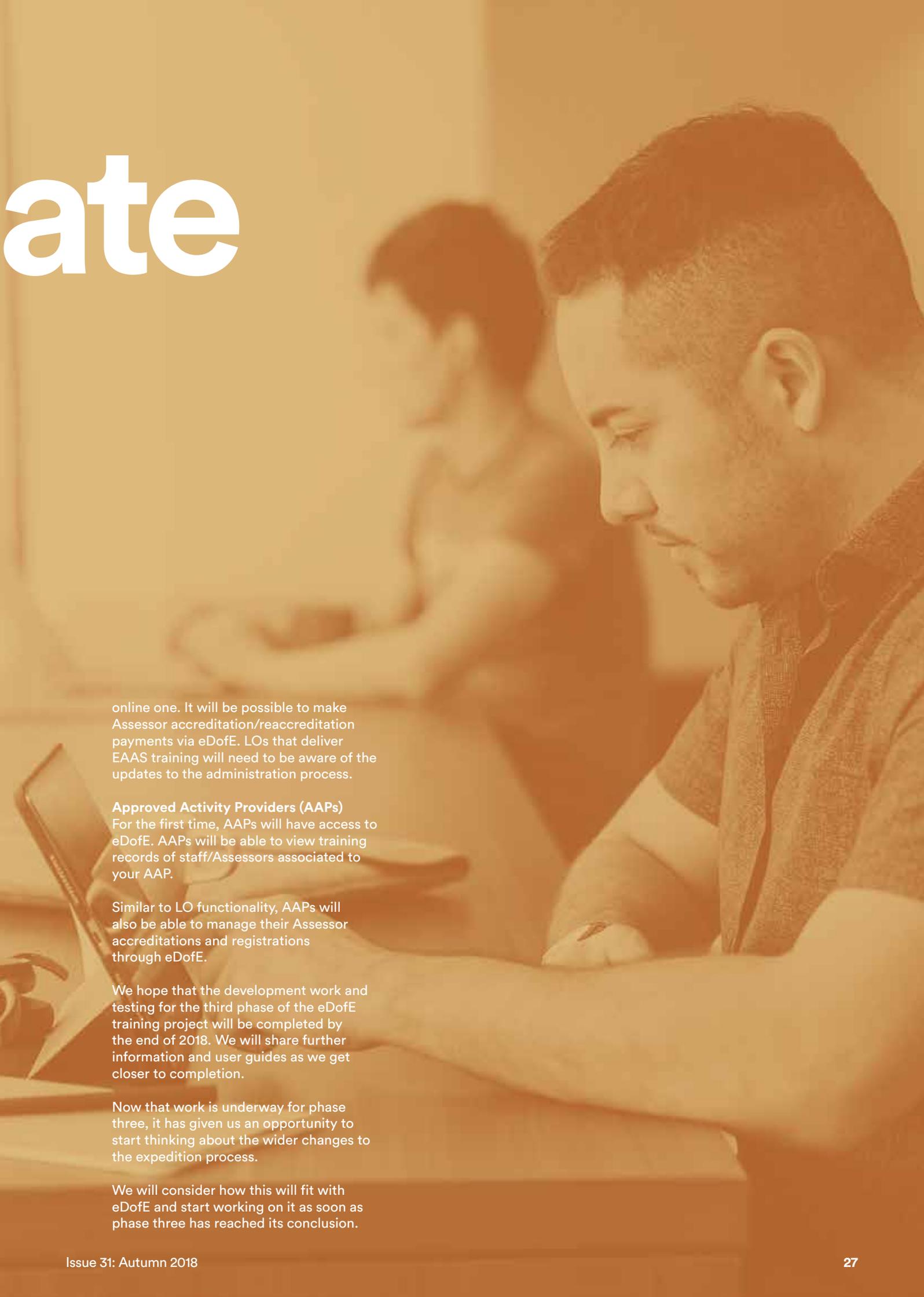
### Licensed Organisations

DofE Managers (and Administrators that are granted the relevant permissions) will be able to process Assessor accreditations and reaccreditations online. This will make the process paperless as well as quicken it up.

It will be possible to set up and manage Expedition Assessors associated to their AAP and will give you full visibility of everyone that is eligible to assess for you. This also includes moving the supported assessment process online – making it possible to allocate supported assessments as well as submitting/ uploading the supporting paperwork too.

The existing EAAS/7 (GoldAssessor application) process will also move to an

# ate



online one. It will be possible to make Assessor accreditation/reaccreditation payments via eDofE. LOs that deliver EAAS training will need to be aware of the updates to the administration process.

#### **Approved Activity Providers (AAPs)**

For the first time, AAPs will have access to eDofE. AAPs will be able to view training records of staff/Assessors associated to your AAP.

Similar to LO functionality, AAPs will also be able to manage their Assessor accreditations and registrations through eDofE.

We hope that the development work and testing for the third phase of the eDofE training project will be completed by the end of 2018. We will share further information and user guides as we get closer to completion.

Now that work is underway for phase three, it has given us an opportunity to start thinking about the wider changes to the expedition process.

We will consider how this will fit with eDofE and start working on it as soon as phase three has reached its conclusion.



## 4 things to know about DofE Expeditions with Lupine Adventure Co-op

- 1 Lupine Adventure Co-op is a not-for-profit company, all proceeds go on running the co-op. There are no owners or shareholders to pay profits to.
- 2 EVERYONE (co-op members and freelancers alike) gets paid the same, living wage (£21840 pro rata).
- 3 All training, practices and work in remote terrain is staffed with one instructor per group. Groups therefore get the attention they need to succeed.
- 4 Our goal is to enable you to offer high quality expeditions to all who want them. We are able to work creatively to make that happen.



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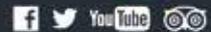
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## 1 Get branded

The DofE's Official Clothing Range is the perfect way to show you are part of the DofE. Ideal for participants and Leaders alike, the range includes hoodies and polo shirts. Being part of the DofE is a great thing, so you can wear clothing from the range with pride.

Bulk discounts are available for your group – visit the website for more information.

[DofEShopping.org/DofEclothing](http://DofEShopping.org/DofEclothing)



## 4 Be socially aware

It's always good for anyone working with young people to keep up to date with what's out there digitally that could impact on their lives. The NSPCC updates its website regularly with helpful advice and information. Check out their guide to the social networks teenagers use, especially the hugely popular Fortnite game.

[net-aware.org.uk](http://net-aware.org.uk)



## 2 Save the woods

Participants looking for a volunteering activity that combines campaigning with environmental issues may like to get involved with The Woodland Trust. They are looking for volunteers to become Woods under Threat Reporters to help raise awareness of trees in danger. Find out what's involved on their website.

[tinyurl.com/threat-reporter](http://tinyurl.com/threat-reporter)



## 5 Lost and found

Never lose your centre's kit store keys again. Attach a Sature Key Tracker to the key ring and you can locate it using the handset. The pack contains four trackers. Attach the receivers to any four items and press the numbered buttons on the handset to locate them within a 40m radius. The receiver beeps loudly, leading you to your lost item. Cost: around £24.

[amazon.co.uk](http://amazon.co.uk)

## 3 Just what's needed

The DofE has several leaflets to help you deliver DofE programmes, giving an overview of specific additional needs. Remember that the disability will not define the young person and that, within specific disabilities, there will be a diverse range of needs and capabilities.

From hearing and autism, to Down's syndrome and epilepsy, there's bound to be some advice that you could find useful.

[DofE.org/sen\\_info](http://DofE.org/sen_info)



## 6 Share and enjoy

Want to share images, videos etc. with your fellow Leaders from your smartphone? The Smartphone Projector magnifies images from your phone onto a 40" screen/wall/tent inner. No batteries or wires are needed and it fits most smartphones. It costs around £18, so don't expect a professional hall projector, but it is a bit of fun!

[iwoot.com](http://iwoot.com)



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Visit [revitalise.org.uk](http://revitalise.org.uk)

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Registered charity number 295072

# Opportunities spotlight

Approved Activity Providers (AAPs) are organisations, both commercial and charitable, whose sectional opportunities have been approved by the DofE as meeting our conditions and can count towards the achievement of a DofE Award. AAPs are able to provide Assessors to sign off the section.

Here's a selection of some great opportunities currently on offer at [DofE.org/aap](http://DofE.org/aap).



## The Over The Wall camp experience

Over The Wall provides children who have serious health challenges a range of experiences at camps. The charity offers Gold DofE participants (over 18) the free opportunity to complete their residential through volunteering at camps across the UK (including Dorset, Fife, Wiltshire, Staffordshire and the Midlands).

The camps are designed to offer memorable, fun and empowering

experiences for children with health challenges (aged 8-17), enabling them to discover their true potential.

**W:** [otw.org.uk](http://otw.org.uk)  
**E:** [volunteering@otw.org.uk](mailto:volunteering@otw.org.uk)  
**T:** 02392 477 110



## Rotary International

Rotary International in Great Britain and Ireland offers volunteering opportunities through its Interact clubs. Young people aged 12-18 can join in an Interact activity without being a member.

Interact groups could collect clothing and arrange for bundles to be sent overseas to children in need. They could set up a local café to help people in need – it is entirely up to the team.

Interact groups are usually based in schools, colleges and youth clubs and have the support of a sponsoring Rotary club.

**E:** [interact@rotarygbi.org](mailto:interact@rotarygbi.org)  
**W:** [rotarygbi.org](http://rotarygbi.org)



## Kissing it Better

Kissing it Better healthcare charity offers volunteering opportunities at selected hospitals and care homes in the Midlands. Participants work in groups, using a range of creative ideas to improve emotional wellbeing.

If your participants could enhance the lives of patients through regular visits to a hospital to sing, dance act or read, they would be keen to talk to you about making a link.

Projects change according to volunteer demand, so please contact the charity to find out what opportunities are currently available and in what locations in the UK.

**W:** [kissingitbetter.co.uk](http://kissingitbetter.co.uk)  
**E:** [susan.wallskib@gmail.com](mailto:susan.wallskib@gmail.com)



NOTE: Please remember that it is the Licensed Organisation that has the final say on the suitability of a programme in terms of health and safety requirements and the DofE can give no assurances as to the financial stability of an AAP. When booking on to an open expedition the participant/parent/guardian is responsible for evaluating the health and safety of the expedition as it is a private contract with the AAP.

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# Think positive

Calvin is an East London upholsterer for DFS and says the DofE expedition both broke him and made him...

**When Calvin, an East London upholsterer, set out on his DofE expedition, he didn't envisage himself hitting rock bottom two days later.**

He didn't see himself quitting the hike, returning to the camp site or being prepared to quit an apprenticeship he loved. He didn't envisage himself in tears, with his head swirling with anxiety and depression.

Calvin had experienced these feelings before, during high school, where music became his escape.

"Listening to and creating music, not only on instruments but on the computer, helped me to be able to get through the day, expand my mind in ways to see my path and see my future more openly than closed," he said.

Though school was hard, he took control of his future and got an apprenticeship with furniture company DFS. Here, he started his DofE as part of his apprenticeship programme.

Calvin was excited about doing his DofE. He could put it on his CV to impress employers, and saw it as an opportunity to keep improving himself. He would meet people through volunteering and get fit by hopping back on his bike.

Calvin said he didn't realise how much the expedition would challenge him.

"The DofE expedition was the one thing that broke me and made me," he said.

"I actually quit on the second day – it broke me into pieces, and I said that I wanted to quit the job, everything.

I just didn't want to have anything to do with it all.

"Then I had to listen not just to what my mum was saying, but what my future was saying. If I stopped this, I would be back at square one."

## **A second chance**

"I used every day to get better... I was enthusiastic, my quality of life went up, and my happiness. I was ecstatic every day. I wanted to be at work every single moment," he said.

"The second time around, not only did my mental health improve, so did my physical health."

This time around, Calvin also knew what to expect from the expedition.

"I attuned my body to it and it was a lot easier for me. It took me from being a child to a young adult. It helped me build a new thought process. I popped my own bubble, and I realised this is reality – this is the life I have chosen and this is a hurdle I need to climb over," he said.



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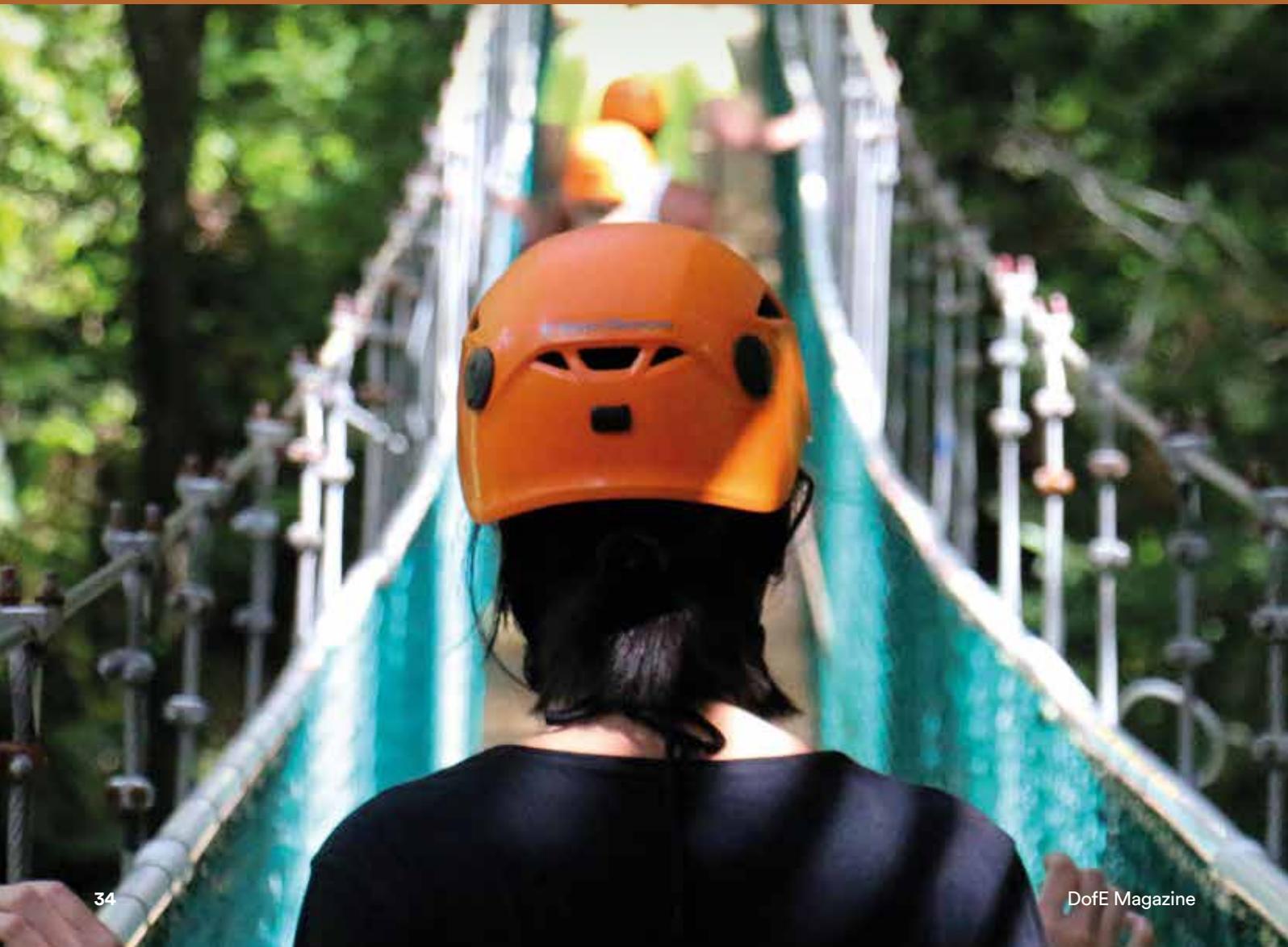
**“ My expedition was the main obstacle. It was the main beast I had to slay. It took me from being a child to a young adult. It helped me build a new thought process. I popped my own bubble, and I realised this is reality – this is the life I have chosen and this is a hurdle I need to climb over.”**

CALVIN, DofE PARTICIPANT

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# Guided reflections

Reflection allows us all to look at the world through the prism of our own experiences, particularly the more recent ones. We know that helping young people to reflect on their experiences through their DofE can have a really powerful impact.



Elsewhere in this magazine, DofE's Chief Executive Peter Westgarth talks about our Bronze Expedition Options pilot in relation to the presentation element of the Expedition section.

When asked, 74% of DofE participants say that they developed self-esteem while doing their DofE, while 71% identified improved self-belief.

Lots of adults involved in running DofE programmes would say that nearly all DofE participants undertake a similar journey of personal development.

Helping participants to have some kind of structured reflection at the end of each section or at the end of their DofE programme can help to make sure that they all understand that they've developed as an individual. This is in addition to their gaining expertise in the activities that they chose to do as part of their programme.

However, in our fast-paced world, it's all too easy for participants not to be given the support to undertake any sort of reflection. They may therefore possibly miss out on some of the development and learning that is part of the DofE.

## How to reflect

Here are our top tips on how to make sure that you're supporting your participants to reflect on their programme:

**Ask section Assessors to make sure that they chat to participants about what they've learned.**

Assessors can really help participants to understand how they've developed. Agreeing a participant's Assessor Report is a great opportunity to ask participants things like:

- Did you achieve the goals that you set out for yourself?
- What went well?
- What difficulties occurred?
- If you were doing the section again, would you change anything?
- If so, why?

**Build in time to let participants talk to each other about their experiences in a group.**

Helping participants to discuss their experiences as a group can allow them to share more experiences and learn from one another.

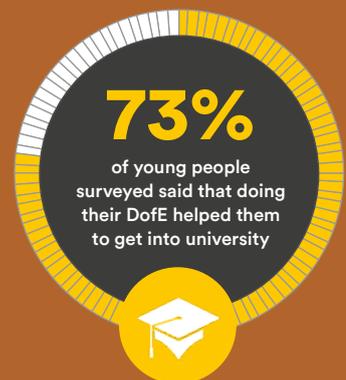
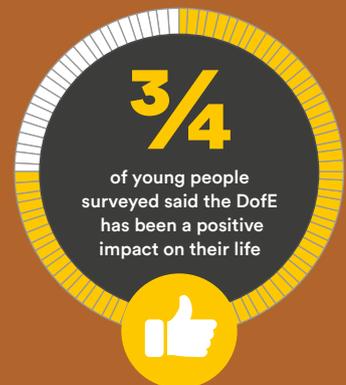
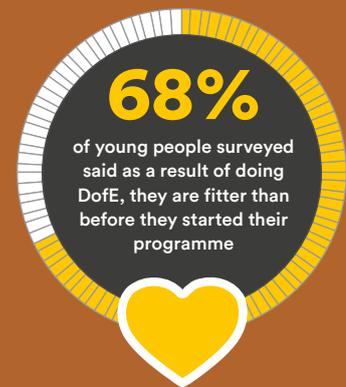
There are loads of techniques that you can use to do this – we've detailed a few below. Obviously these work well with expedition teams as part of a 'debrief' but you could also use them with your participants at one of your regular DofE meetings to review progress through another section or their entire DofE programme.

### Activity – Washing lines

Get a suitably long piece of string and either lay it flat on the floor or tie it between two objects (trees work well). Identify one end of the line as 0/10 and the other 10/10 (the middle is obviously 5/10). Ask participants to move along the line in response to scoring activities. Either note their response or take a photo. You can ask other questions, such as: "Did you work as a team during the activity?" or "Did people listen to your ideas?"

### Activity – Vox pop

Create a set of evaluation questions for your participants to ask each other. Using simple video equipment such as a mobile phone, ask the young people to record the interviews. Highlight that the film will only be used for evaluation and no other purpose.



Between 20/10/2017 and 02/01/2018 we surveyed the views of over 15,000 Bronze, Silver and Gold Award achievers under the age of 25 and Bronze, Silver and Gold Award former DofE participants.

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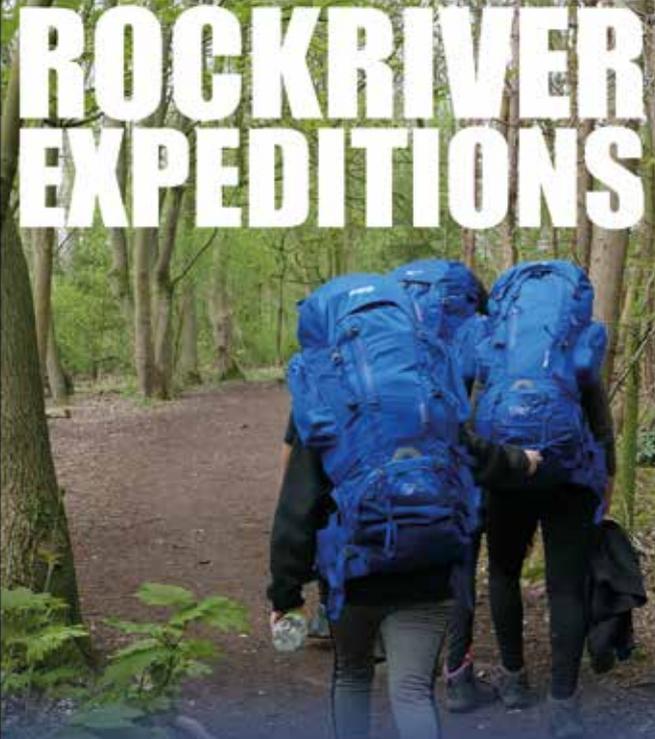


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# DofE boost for Genera

“ It was uniquely special to have the privilege to accompany my son to the Gold Award Presentation at Buckingham Palace. I felt emotional at these fine, outstanding young people who will shape our future.

JANET MACLEOD, VERY PROUD MUM OF ANDREW

**In 2017/18 more young people in the UK than ever improved their life and work prospects by achieving a DofE Award.**

Growing up in a highly sophisticated media and technological environment, 'Generation Z' faces challenges never navigated before. These include social media pressures and the rise of automation in the workplace demanding flexibility and new skills.

The **142,961** young people who achieved an Award can use DofE outputs such as greater confidence, self-esteem, resilience and enterprise to face those challenges head-on. They can get that job, build lasting friendships and make a success of their lives.

Across the UK, the commitment of DofE centres and exceptional volunteers like you created these opportunities. Through a difficult period that has seen budgets cut, **10,014 centres**, such as schools and youth clubs, invested in young people and offered the DofE.

The introduction of a new way of identifying disadvantaged young people has given us greater visibility of the DofE's societal scope.

In 2017/18, **62,998 disadvantaged young people** started their DofE – 23% of all new participants. For these

young people, the benefits will be even greater; levelling the playing field and opening doors that may have been previously closed.

**The proof is in the young people**

With more young people in the UK than ever achieving a DofE Award, over 3,000 received their Gold Award in the gardens of Buckingham Palace across two days in May.

**HRH The Duke of Cambridge, HRH The Duke of York, TRHs Princesses Beatrice and Eugenie, TRHs The Earl and Countess of Wessex, and HRH The Princess Royal**, attended the presentations on behalf of HRH The Duke of Edinburgh. They congratulated the groups from across the UK on their successes and heard about their DofE journeys, which took hard work and dedication.

The amazing atmosphere at Gold Award Presentations speaks for itself, boosted by the support of many well-known faces who have presented Gold Awards over the years. Guest presenters this year at Buckingham Palace included **Warwick Davis, Stephen Merchant, David Mitchell, Tom Fletcher, Alexandra Burke and Mary Berry.**

The commitment of DofE volunteers and the charity's passionate belief that every young person in the UK should get a chance to do their DofE, will drive the next sprint of growth. This will equip today's and tomorrow's generations with the core attributes that make a difference and enable even more young people to receive their Gold Award at a Royal Palace.



# tion Z

“ That little lapel badge shouts loudly to the world that the young people have achieved. They are resilient; they are determined; they are adventurous; they are compassionate; they are responsible; they are inquisitive; they are reflective; they are courageous – and standing in the beautiful late Spring sunshine in Buckingham Palace Gardens, they were happy. Lomond School made it all possible for my son, Andrew. Four years of encouragement, opportunity and guidance put that lapel badge in place.”

JANET MACLEOD



## Awards started

1 April 2017 - 31 March 2018



# 275,988

young people embarked on their DofE journey (up 1.7% on last year)

This includes **62,998** disadvantaged young people

# 438,329

young people are currently doing their DofE programme

See [DofE.org/statistics](http://DofE.org/statistics) for the full picture.



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# Taking the Challenge

The DofE Challenge, launched in 2016, has seen thousands of supporters challenging themselves to raise money to help the DofE reach out to young people across the UK. Two companies in particular have encouraged their employees to join – read their stories...

## Heathrow

Twenty-two Heathrow employees took on a DofE Challenge this summer; volunteering at a Big Clean-Up day in Hillingdon, West London.

Heathrow is a Strategic Partner of the charity, and has already inspired 1,000 colleagues to take on a DofE Challenge to raise funds and support the DofE.

Fiona Tice, Talent and Development Director, said: "We love the DofE and are proud to be Strategic Partners. We know achieving a DofE Award makes young people more employable, and we also feel a responsibility to give back to our neighbourhood.

"We've rolled up our sleeves in true DofE style to spend a day volunteering. It's just a taster but it's great for us as a team, and a reminder of what young people achieve when they take part.

Big Clean-Up volunteer, Daniel Vernon, said: "I never did my DofE, and that's why I'm involved now. I met people today who did their Bronze Award 50 years ago and still talk about it fondly, so you know there's something special about it. I'm coming to the DofE Adventure and really looking forward to it – that will be my DofE experience."

Heathrow has pledged to support the DofE for the next three years, raising funds, awareness and inspiring more young people to take part in their own life-changing programme.

## Wilson James

A team from Wilson James participated in a 20-mile walk across London this summer. The route led from Fulham Palace to the O2, following the Thames Path through central London. It was a challenge but the group finished the walk without dropout or injury.

A leading security and logistics company, Wilson James is well-established with a really diverse set of clients. They support the DofE in our ambition to enable more young people every year to take part, regardless of their background. They believe in the skills that the DofE develops in young people for life and work and look for the resilience and confidence that the DofE builds in their staff. This is their third year in supporting us, with the popular Challenge becoming an annual event.

Their collective fundraising efforts raised a combined £1,400 for charity, split between the DofE and their charity of the year – Mind. We're grateful to everyone who contributed and helped raise funds.



A DofE volunteer taking part in the Big Clean-Up day.

Achieve something you've always wanted to do and raise vital funds to help us transform the lives of even more young people.  
[DofEchallenge.org](http://DofEchallenge.org)

“ We always look with interest at job applications from DofE Award holders. It suggests they have stuck at something, have compassion for others and want to make a difference. These are all skills we care about.”

FIONA TICE, TALENT AND DEVELOPMENT DIRECTOR, HEATHROW

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## Bronze, Silver & Gold Expeditions

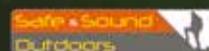
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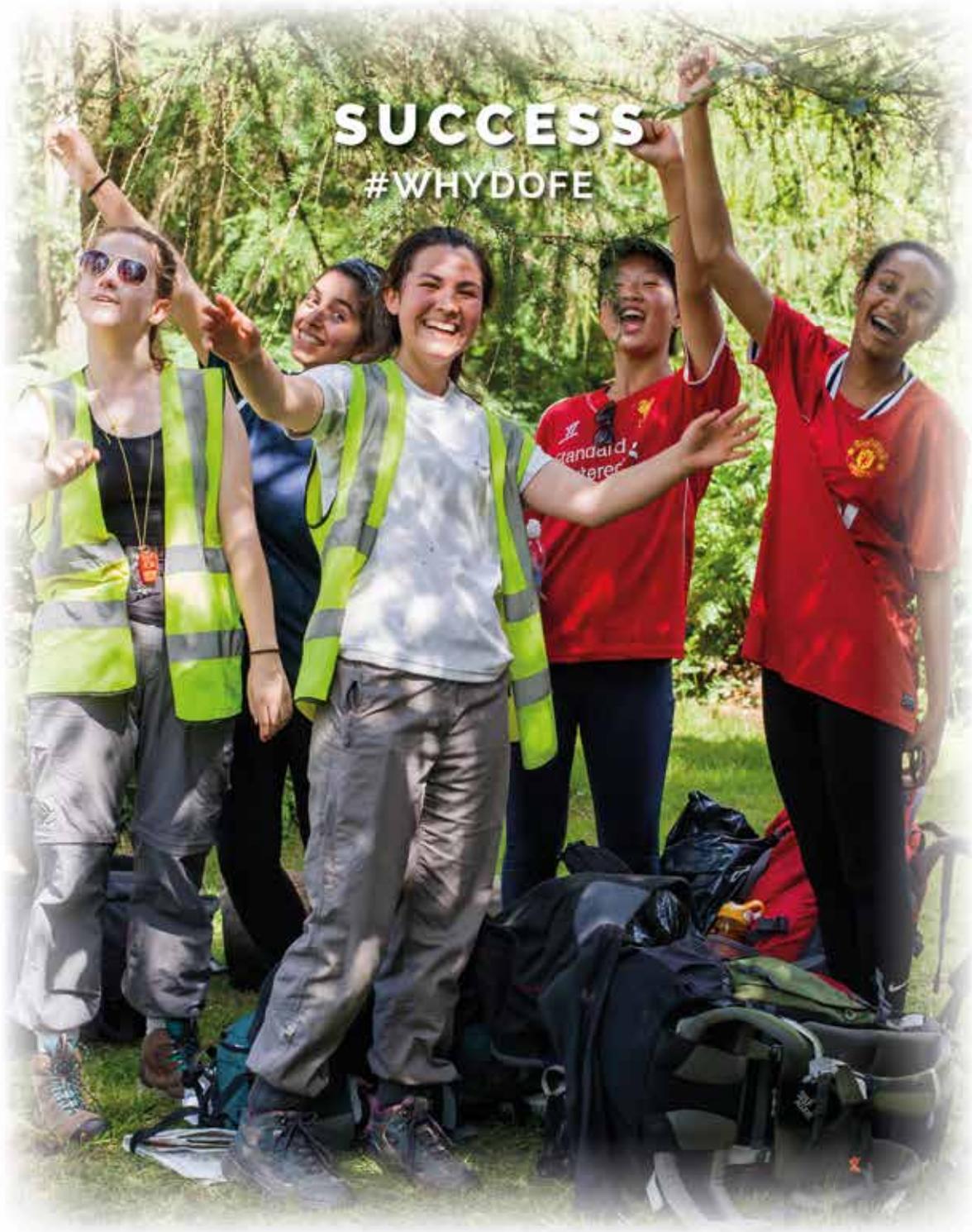
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