

Please note that as of October 2018, we've made a number of changes to the Bronze level programme. These impact some of the guidance given in chapter 4 on the Expedition section.

Combined Expedition Supervisor/Expedition Assessor

Bronze level expeditions can have one individual performing both the Supervisor and Assessor role. However, the individual performing both roles must be accredited by the DofE at the appropriate level through the Expedition Assessor Accreditation Scheme (EAAS). They must also fulfil the LO's or AAP's requirements to supervise expeditions.

No practice expedition

A practice expedition is no longer a requirement at Bronze level. However, participants are still expected to reach the skills and fitness levels appropriate for completing the remotely supervised, qualifying expedition (as detailed in the Expedition Training Framework).

Leader-set expedition aim

Participants can decide if they'd like to choose their own aim for their Bronze level expedition or have a generic aim set by their Leader or Expedition Supervisor.

This enables Leaders to give more support to Bronze DofE groups that are struggling to think of ideas, destinations, modes of travel or project themes.

No presentation

Delivering a presentation is no longer a requirement for Bronze level expeditions.

Indoor accommodation

Licensed Organisations have been encouraged to consider using indoor accommodation for Bronze level expeditions, particularly for those young people who may have been put off by the idea of camping or have additional needs.

We hope that by having a more positive experience of the great outdoors as a result of these changes, more young people will be motivated to continue their DofE experience by progressing to the Silver Award level.

For more information about these changes, visit:
[DofE.org/bronzechanges](https://www.dofe.org/bronzechanges).

Addendum – Changes to the Bronze Expedition section

Please note that as of October 2018, we've made a number of changes to the Bronze level programme. These impact some of the guidance given in this book, particularly chapters 2, 5 and 7.

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