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Secure estate DofE Leader's toolkit



Developing young people for life and work

Contents

Section one:	
The Duke of Edinburgh’s Award in the secure estate.....	4
The DofE structure and how it relates to you	4
The DofE as an effective means to reducing re-offending.....	5
Key benefits of running DofE programmes	5
Section two	
How to set up DofE programmes at your establishment	7
- Step one: Make links with the DofE	7
- Step two: Seek approval from the senior management team	7
Cost of enrolment into the programme.....	8
Cost of provision of activities.....	8
Funding participation and activities	8
- Step three: Identify a small team to champion the DofE	9
- Step four: Set up an inter-departmental approach.....	9
Support	9
Motivation.....	9
- Step five: Provide appropriate training for all those involved.....	9
- Step six: Plan the overall programme	10
The 20 conditions of the Expedition section	10
Expedition roles	12
Internal expeditions.....	12
- Step seven: Promote the DofE.....	13
How will you recruit?.....	13
What happens next?.....	14
- Step eight: Launch the DofE and enrol participants.....	14
The benefits of eDofE.....	14
Challenges within the secure estate	14
Resources available	15
- Step nine: Review and record participants’ progress	15
- Step ten: Celebrate successes.....	15
Ideas for celebrating participants’ achievements	15
eDofE and the <i>Achievement Pack</i>	16
How to generate publicity for your DofE group.....	16
The journey a young person takes doing their DofE programme in custody	17
Section three	
Supporting resettlement.....	18
Section four	
Useful resources to support you.....	19

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This toolkit, including all appendices, is available to download free from DofE.org/downloads

Introduction to the secure estate

DofE Leader's toolkit

Welcome to the *Secure estate DofE Leader's toolkit*. This resource has been developed specifically to support the set-up of the DofE in new secure establishments and to give those current DofE Leaders new ideas and resources which will support the facilitation of DofE programmes.

Running the DofE in the secure estate is really straightforward – most of it is what you're already doing, so we've developed this toolkit with that in mind. We hope that we have provided you with additional resources that you'll find helpful and that will make running the DofE in your establishment even easier!

This toolkit has been developed in conjunction with establishments which are currently delivering DofE programmes. The Duke of Edinburgh's Award

would like to acknowledge and thank all those who contributed to the development of this resource by holding a focus group or sending in case studies.

How to use this resource

This toolkit provides supplementary information to *The Handbook for DofE Leaders* and therefore must be used in conjunction with it as it is our 'rule book'. This toolkit provides the 'how to' information for running the DofE in your establishment. For the purposes of this publication all participants within the 14-24 age range will be referred to as young people to ensure consistency, as throughout the youth and criminal justice system they are referred to by many different terms.

We hope you find the toolkit a real aid to facilitating and supporting your DofE work.



Section one: The Duke of Edinburgh's Award in the secure estate

The Duke of Edinburgh's Award is the world's leading achievement award for young people. We are a Charity. We aim to create a world where young people can reach their full potential whatever their circumstances.

Our ethos is to enable every young person of every background to do their DofE and succeed, regardless of any barriers.

Taking part builds confidence and develops self-esteem. It requires persistence, commitment and has a lasting impact on the attitudes and outlook of all young people who do their DofE. Our participants are aged between 14 and 24.

The DofE has been involved in working with young offenders for many decades. The DofE has developed many links with the secure estate in varying establishments including secure children's homes, secure training centres, young offenders' institutions and prisons. In addition, through working in partnership with local authorities, youth offending teams and probation services, the DofE reaches many more young people at risk of offending and those that have received non-custodial sentences.

DofE programmes are aimed at all young people, regardless of gender, background or ability. The DofE rewards commitment and improvement, encouraging all young people to achieve their best. This means that young people with special needs, disadvantaged by poverty or at risk of offending can and do achieve the same Awards as their able bodied or more privileged peers.

By doing their DofE programme, young people are involved in a framework of positive opportunities, encouraging them to develop these characteristics. Doing DofE programmes offers an effective intervention to support the youth and criminal justice system to meet the national target of reducing the number of persistent offenders.

Involvement in a DofE programme can improve employment prospects – one of the key factors in reducing re-offending. Young people can improve their basic skills, develop key skills or learn practical skills for the workplace. They can demonstrate to potential employer's qualities such as reliability, commitment,

decision-making, planning, communication, leadership and the ability to work as part of a team. From recognition of their achievements, young people who have completed their DofE programme and achieved an Award, develop the self-confidence and motivation to take the step into education or work on release.

The DofE can improve employability, and can also give young people the drive to turn employability into employment.

The DofE structure and how it relates to you

Licensed Organisations hold a licence to deliver DofE programmes. Those Licensed Organisations range from councils and independent schools, to voluntary youth organisations, businesses and secure establishments. Licensed Organisations in turn approve physical locations to be DofE centres, i.e. youth clubs, schools, young offender institutions etc.

Your Prison or YOI can also become a Directly Licensed Centre (DLC) giving you complete autonomy over the management of DofE in your centre. This model gives you greater freedom over the running of the DofE and the management of your participants and their progress. Your DofE contact will be very happy to talk to you about this.

Talk to your DofE contact to find out which delivery structure is best for you. It may be best for you to be an approved DofE centre through another Licensed Organisation, or you may reach the conclusion that it would suit your needs better to have your own Directly Licensed Centre licence. Whichever way you decide to operate, you will have a named individual (DofE contact), who will support and guide you throughout the process.

Expedition safety

Licensed Organisations (LOs) are responsible for the safety and welfare of all participants. They also approve Supervisors and Assessors and set training, experience and/or qualifications that are required. As a DofE Leader you must ensure that all your LO's requirements are fulfilled. Whilst we do not insist on specific qualifications it is strongly recommended that suitable national qualifications for the chosen modes of travel are obtained.

You, or your chosen expedition activity provider, are responsible for the suitability of expeditions, safety aspects, the adequacy of the training and emergency procedures. If this is not your LO, then they should ensure that the activity provider is reputable, risks have been assessed and that Supervisors and Assessors are suitably competent.



eDofE

eDofE is an interactive online system that helps young people manage their DofE programme and helps Leaders monitor their progress. We know that in the secure estate access to an online system can be a challenge and sometimes impossible and we now have a standalone system which can be used safely offline by young people doing their DofE programme in the secure estate. This works via the Virtual Campus platform. See page 15 for more details.



The DofE as an effective means to reducing re-offending

By giving young people the opportunity to do their DofE programme in custody, you are giving them an opportunity to turn their offending behaviours and attitudes around to be more positive. Our research into the DofE programme in the secure estate 'making a difference with young people in custody', showed that those young people who did their DofE programme had a positive change in their offending behaviour and attitudes towards offending.

The following table helps to put this into context:

Key benefits of running DofE programmes

There are so many rewards for all those involved in supporting young people to do DofE programmes and achieve an Award.

For the establishment and staff

Through active involvement in a DofE programme, the time that young people spend in custody offers a unique opportunity to address offending behaviour. By offering DofE programmes, an establishment is able to:

- Support its regime/timetable, as the programme is full, purposeful and active.
- Provide young people with goals.
- Accredite the activities that they are already doing at the establishment.
- Enable personal development and enhance professional skills.
- Demonstrate the establishment's commitment to its young people.
- Encourage the development of social networks and links, and raise the profile of the establishment in the community.
- Reduce re-offending rates.
- Promote social inclusion, equality and community responsibility for all.
- A DofE programme can contribute towards a young person's care or sentence plan.

The DofE as an effective means to reduce re-offending

Indicators of risk of re-offending:	What DofE programmes can offer:
Anti-social attitudes	Pro-social ethos
Pro-criminal friends/family	New friends, positive role models
Tendency to act impulsively	A progressive process/planning tasks
Low self-esteem	Self-esteem through achievement, positive affirmation
Egocentricity	Service to others
Rigid thinking	Opportunities to show enterprise and creativity
Aggressive attitude	Non-competitive participation
Inefficiency in problem solving	Practice in problem solving
Inability to handle conflict	Handling conflict as part of a team
Unemployment	A recognised qualification, new skills, opportunity to volunteer
Poor decision making	Opportunities to make decisions and ability to accept the consequences

For the young people

Participation in a DofE programme allows young people to:

- Have their achievements recognised.
- Build their self-esteem and develop confidence.
- Demonstrate that they are making a conscious effort to do something positive and constructive with their time, through voluntary participation.
- Gain credibility with potential employers.
- Demonstrate and develop qualities, such as initiative, reliability, adaptability, determination, enterprise, responsibility and community awareness.
- Work as part of a team.
- Learn to trust and to be trusted.
- Build positive and constructive relationships with prison staff and other young people.
- Enhance their chances of social inclusion on release.

Key skills development

Through choosing and participating in activities in each of the four sections, Volunteering, Physical, Skills and Expedition – a DofE programme offers the opportunity to demonstrate and develop key skills in these areas:

- **Communication** – through working with a range of adults and other young people.
- **Working with others** – the young people will learn to negotiate, trust and be trusted, be reliable and work as part of a team.
- **Application of number** – through the Expedition section, including map and compass reading and measuring their progress. Other sections also provide opportunity for numeracy skills, e.g. money management and financial literacy in the Skills section and fundraising in the Volunteering section.
- **Improving own learning and performance** – young people will learn to become more self aware, have more self discipline, learn how to review their progress and become committed to achieve their personal goals.
- **Information Technology** – through using eDofE to record, evidence and report on their progress. Other sections may also provide the opportunity for application of IT skills e.g. the Skills section.
- **Problem solving** – young people will learn how to make decisions on what activities they would like to do for each section of their DofE programme, learn to work to goals and deadlines they set themselves, and learn how to complete risk assessments for when they do their expedition.

Roles and responsibilities

Below are a few ideas for roles which staff might like to volunteer to get involved with at the establishment.

Leader – Working with a young person to plan their DofE programme and support them through their programme keeping them motivated. This role would be ideal for staff who work on the wing/unit/house, as time can be spent with the young person in the evening checking how they are getting on and identifying any



additional support needs. For example, a young person may need their Supervisor to talk to a teacher that is providing an activity they wish to do for their DofE programme, because they feel like they can't. The majority of this role can be done during staff time and wouldn't rely on additional voluntary time from the staff member.

Assessors – If they have a particular interest in an activity a young person is doing, they might like to be the young person's Assessor. They will be responsible for monitoring how the young person is doing in that chosen activity, supporting them to set goals which are challenging enough and confirming to their DofE Leader that they have successfully completed the activity.

Lead activities – If there is a staff member with a certain interest, such as creative writing, and they are willing to impart their knowledge to a group of young people that want to learn about that subject, this would be a great activity for someone to do, to support the DofE at the establishment.

Admin - Someone who doesn't feel their skills fit to working with young people directly might want to volunteer behind the scenes to ensure the DofE is successfully managed. This might include doing some of the admin which is associated with running DofE programmes.

We hope that this section has enabled you to see that, by creating a small DofE team at your establishment, you are ensuring the knowledge and responsibility of running DofE programmes is shared and integrated across the whole establishment. Enabling the DofE to reach more young people and enabling it to continue when both staff and young people move between establishments is really important.

Section two: How to set up DofE programmes at your establishment

The following step-by-step plan will be useful in setting up and identifying roles and responsibilities at your establishment. For an explanation of each of these steps, please see the pages following this diagram.

Step one	Make links with the DofE.
Step two	Seek approval from the senior management team.
Step three	Identify a small team to champion the DofE.
Step four	Set up an inter-departmental approach.
Step five	Provide appropriate training for all those involved.
Step six	Plan the overall programme.
Step seven	Promote the DofE.
Step eight	Launch the DofE and enrol participants.
Step nine	Review and record participants' progress.
Step ten	Celebrate success.



Step one: Make links with the DofE

The establishment should make contact with the DofE, who will identify the appropriate person to support the establishment in setting up the DofE. The appropriate person (DofE contact) may be a direct link with one of the DofE's Regional/National Offices, or the DofE Manager from the local Licensed Organisation. The DofE will work with you to establish which is going to be better for your circumstances. To find your local contact, see [DofE.org/takepart](https://www.dofe.org/takepart)

Step two: Seek approval from the senior management team

The support and endorsement of the senior management team is critical in establishing the DofE on a firm footing. The senior management team should support with:

- Identifying appropriate staff to facilitate DofE programmes.
- Allocating resources to support the operation of DofE programmes.
- Enabling staff training and development
- Seeking community support.
- Championing the DofE within the establishment.

Running DofE programmes is extremely cost-effective. However, with any effective programme there are resource implications, but many of these are dependent on the group size you decide to facilitate at your establishment and the type of activities you choose to run.

The flexibility of DofE programmes and their capacity to be linked in with existing provision means they can be operated at the level of resource available, reinforcing the point of ensuring there is a whole establishment approach and interdepartmental working towards delivery of the DofE. Resource implications include the following:

For the establishment and staff

- The time of staff who are involved in leading or assisting with delivery.
- Cost of operational materials, handbooks, training materials and provision of activities.
- Other costs may include supporting the cost of Participation Places for young people and expedition equipment (small grants may be available).
- Cost/time for staff training and development to specialise in certain activities and of allowing staff involved with the DofE to attend relevant DofE meetings.

For the young people

- Contribution towards the Participation Place fee (dependent on the decision of the establishment).
- Contribution towards the cost of doing activities dependent upon choice and availability including expedition equipment (small grants may be available to support with this).

Cost of enrolment into the programme

Secure establishments approach the issue of cost of enrolment into the programme in different ways. Some:

- Purchase Participation Places up front, and then sell to the young person at full price when they enrol to do their DofE.
- Purchase Participation Places up front and then recoup all or part of the cost as appropriate from the young person, by means of staged payments. These staged payments can either be collected on a weekly or monthly basis, linked to starting each section of their DofE programme, or linked to completion of a section of their DofE programme.
- The establishment decides to pay for young people's participation in their DofE programme.
- Seek external funding from local grants, businesses or trusts to cover the cost of enrolment and costs related to activities.

It is hoped that the cost of enrolment to do a DofE programme will not be a barrier to participation and many DofE groups seek financial assistance where this could be a danger. In some establishments they encourage the young people to raise some of the cost towards their participation and they feel this improves commitment towards their DofE programme.

Cost of provision of activities

The cost of the activities will depend on what you can offer within the establishment (thereby keeping the costs to an absolute minimum). If you need to look elsewhere for delivery of activities, don't forget to look at other resources in your local community, such as voluntary organisations, emergency services, and community groups, who may have activities which they could run, or the establishment could link up and work together with them, which could give the secure establishment something positive to shout about in the local media.

Funding participation and activities

If you need to look for funding to cover some of the costs, we have listed some helpful places to start:

The Aldo Trust – The DofE Charity holds a small allocation of money given to them by the Aldo Trust to distribute to young people doing their DofE programme within the secure estate. The money can support with the purchase of Participation Places so a young person can do their DofE. It can also help with buying equipment for DofE activities such as specialised art materials which the prison doesn't have, or

expedition equipment. Speak to your DofE contact for further information and see the appendix for an application form.

The Prison Funder Directory – Every establishment has a hard copy of the Prisoner Funder Directory, which is a catalogue of funding opportunities for prisons and prisoners to support them with funding for activities. Alternatively you can find the directory on this website. hardmantrust.org.uk/funder_finder.pdf

Local trusts and companies – You could approach local trusts and companies for support with funding activities as they might like to sponsor the DofE at your establishment. If you do get sponsorship remember to keep them up to date with how DofE programmes are going at your establishment and invite them to share in any celebration which is taking place.

Fundraise – Another idea is fundraising. A group of staff and/or prisoners could raise funds to support DofE programmes at your establishment. There are lots of fundraising ideas to choose from – all it takes is agreement from your Governor and a little time and imagination.

Remember, however your raise money for DofE activities, or if you have any stories you would like published in the *DofE magazine*, then get in contact with us (magazine@DofE.org).

HMP & YOI Ashfield, Governor DofE Sponsorship Project

CASE STUDY

At HMP&YOI Ashfield the Governor has seen the benefit of the DofE, as it is adding to the lives of the young people whilst they are at Ashfield. Recognising that there is a group of staff within the age range for doing their DofE programmes and wanting to enable the workforce to feel empowered to continue to develop their personal and social skills, it was decided that an initiative would be set up for those staff who want to do their DofE programme.

The Governor at HMP&YOI Ashfield will sponsor staff who wish to do their DofE programme, including paying for their Participation Place and any additional support they might need to access training etc.

Some staff are doing DofE Leadership for their Volunteering section, which means DofE programmes at the establishment are run by the volunteers, thereby cutting out the need for extra staff time to be found, apart from that of the identified DofE Leader.



This is a great way of showing the young people at the establishment that the DofE is for, and achievable, by everyone and builds upon and improves anyone's existing skills.

Step three: Identify a small team to champion the DofE

Set up a small group of three or four people to become DofE champions within your establishment, including a member of the senior management team. This group will be responsible for the following:

- Making inter-departmental links
- Promoting DofE programmes.
- Launching DofE programmes.
- Facilitating DofE programmes.
- Being a point of contact for those who want to support and get involved.
- Making community links to support activities.

It's best to have a small team doing this because of the sometimes transitory nature of working in the Prison Service. If there is a team of people that are supporting a programme, it is more likely to continue should any member of the team move on to another establishment.

In this small group you need to identify someone who will take the lead in managing the DofE in your establishment. This lead person may become the DofE Leader or the DofE Co-ordinator, depending on the support process that is in place for you, i.e. whether you have a Directly Licensed Centre licence, or whether you run the DofE under someone else's licence.

This person will be responsible for:

- Liaising with the DofE contact.
- Maintaining an excellent knowledge of the DofE.
- Sourcing and arranging training for those involved with the DofE at the establishment.

They will also have a responsibility for obtaining promotional and operational merchandise including Participation Places, although this could be delegated to an administrable duty if available at your establishment.

Step four: Set up an inter-departmental approach

Delivery of DofE programmes is far easier when there is a team approach. Having good inter-departmental relationships and being able to set up a team to support DofE activities means the establishment can offer a wider variety of activities to more young people.

Recruiting volunteers to organise the DofE in your establishment, will help it run smoothly and successfully. Remember, most people who don't currently volunteer say they would if they were asked. There are many ways in which staff can get involved and some of the roles they could undertake are:

- **Assessor:** this person should have knowledge of the activity the young person is undertaking, regularly check the young person's progress with them and agree completion of the section so it can be verified by the DofE Leader.

- **Supervisor:** they should support a young person with their DofE programme, keeping them on track and motivated to continue.
- **Activity provider:** they should help instruct, deliver and support an activity being undertaken in one of the sections of a DofE programme.

Support

All new volunteers need support. What kind of support you provide will depend on the nature of their work and their needs.

Key elements of support can include:

- **Meetings:** Regular meeting time to talk and plan.
- **Training:** everyone must be given sufficient training as this will ensure a quality programme is delivered to the young people (see step five).
- **Recognition:** identifying meaningful ways to recognise the contribution volunteers make.

Motivation

It is useful to think about the possible motivations that adults might have for volunteering. Motivations for volunteering might include:

- Have achieved their Duke of Edinburgh's Award themselves. It had a positive impact on their lives and they want to give young people this opportunity.
- Meet and work with new people, great for improving staff morale and building positive supportive relationships between staff and young people at the establishment.
- Gaining new skills to support with enhancing their career.
- Using existing skills by supporting young people to make a positive change in their life.
- Want to try something completely new.

Step five: Provide appropriate training for all those involved

Some of those people identified to support with DofE programmes will require training. The DofE has a Modular Training Framework which provides several modules of potential training. There is no set method of how these are delivered:

- e-induction (online module).
- Introduction to the DofE.
- Teamwork/Leadership Skills.
- Managing a DofE group.
- Practical DofE leadership.
- Expedition Supervisor Training Course.
- Expedition Assessor Accreditation Scheme (mandatory for those wishing to assess expeditions).

The modules you decide to do and get the DofE team to do at your establishment will vary on how they are involved in facilitating the programme. Your main DofE contact will be able to advise you on which modules are best suited to the roles. Our website lists local training opportunities: [DofE.org/finder](https://www.dofe.org/finder)

Step six: Plan the overall programme

Once you have liaised with the departments and found your feet, your small DofE team should come together and do an audit of all the activities the establishment provides – you'll find that many of the activities already provided, will dovetail into the DofE. Usually, the activities will fit into three sections: Volunteering, Physical and Skills. At Gold level, there is a Residential section – speak to your DofE contact for ideas on what can be used for this section.

There are two ways you can facilitate the DofE in the secure estate:

- **One course at a time:** you recruit and support young people to complete their DofE programme before recruiting the next cohort of participants. You would choose to either run one or two programmes a year.

- **Rolling programme:** young people find out about the DofE programmes which are run at the establishment, and are able to join at any time as long as they meet any selection criteria you have in place.

There will be specific challenges with delivering the Expedition section in the secure estate and for that reason, we have expanded on that section, to help you overcome the challenges.

There are two ways in which the Expedition section can be achieved within the secure estate – either by obtaining Release On Temporary Licence (ROTL) for the expedition team or by carrying out the expedition inside the grounds of the establishment.

The following pages provide you with all the advice you should need for planning, preparing, training and having a successful expedition inside the grounds of your establishment, regardless of whatever space you have available. See the appendix for an example session plan for a Bronze expedition.



The 20 conditions of the Expedition section relating to delivery within secure estate establishments

DofE Qualifying Expedition Conditions	
1	All expeditions must be by the participants' own physical effort, without motorised or outside assistance.
2	All expeditions must be unaccompanied and self-sufficient. In a secure estate environment, the aspiration for the Expedition section is that participants are unaccompanied, remotely supervised and as self-sufficient as is reasonably practical. Variations can be applied if needed
3	All expeditions must be supervised by an adult who is able to accept responsibility for the safety of the team.
4	The expedition must have an aim.
5	All participants must be properly equipped.
6	Participants must have completed the required training and practice expeditions.
7	At least one practice expedition must be undertaken at each level of the programme, in the same mode of travel in a similar environment to the qualifying expedition.
8	The team must plan and organise the expedition.
9	Assessment must be by an approved Accredited Assessor.
10	There must be between four and seven in a team (eight for modes of travel which have tandem).
11	All participants must be within the qualifying age of the programme level.
12	Participants must be at the same level of assessment.
13	The team must not include those who have completed the same or higher level expedition.
14	Accommodation should be by camping.
15	The expedition must be of the correct duration.
16	The expedition should normally take place between the end of March and the end of October.
17	The expedition should take place in the recommended environment.
18	The expedition must meet the minimum hours of planned activity.
19	A substantial meal should be cooked and eaten by participants each day.
20	A presentation must be prepared and delivered after the expedition.

Where participants have individual needs that mean one or more of the above conditions cannot be met, you should speak with your DofE contact for further information.

Expedition roles

There are specific roles within the Expedition section which need to be fulfilled:

Expedition Supervisors

All expeditions, including practice expeditions, must be supervised by a suitably experienced adult who is competent in the chosen mode of travel. Additionally Supervisors should be familiar with the team, their individual strengths and weaknesses and their knowledge of the chosen route.

An understanding of the aims, principles and requirements of the Expedition section is also essential.

Supervisors accept responsibility for the safety and welfare of the team on behalf of the Licensed Organisation. They must be satisfied that participants are capable of understanding the planned expedition. This is important as the qualifying expedition is unaccompanied and should be supervised remotely.

Expedition Assessors

All qualifying expeditions must be assessed by a competent adult who is approved by your Licensed Organisation and accredited by The Duke of Edinburgh's Award.

The role of the Assessor is to:

- Ensure that the aim of the Expedition section is met.
- Ensure that the conditions of the Expedition section are fulfilled.
- Assist with the safety of the participants, by advising them on their route, equipment etc. Responsibility for the health and safety of the team rests entirely with the Supervisor.
- Protect the interests of the DofE. The Assessor represents the DofE's interest in this area. This is largely achieved by using local knowledge to avoid sensitive areas and friction with certain landowners or overburdened communities.

All Expedition Assessors must be accredited at the appropriate level through The Duke of Edinburgh's Award Expedition Assessor Accreditation Scheme. Please note:

- At Bronze and Silver level, Assessors should not have been involved in any training or instruction of the team.
- At Gold level, the Assessor must be independent of your DofE group and not associated with the team in any way.

Expeditions within the institution's grounds

There are five points to explore when planning for and facilitating an internal expedition, these are:

- Selection of the young people.
- Permission and clearance.
- Role of the DofE Leader on an internal expedition.
- Planning the expedition and involving the young people.

- Equipment, cooking and camp logistics.
- We will now look at each of these sections in a bit more detail:

Selection of the young people

Many establishments use the below criteria for allowing a young person to do their expedition:

- No young people are stopped from taking part in their DofE expedition unless they have previous for escape attempts.
- No violent behaviour towards staff or other young people.
- No failed substance misuse tests.
- No illegal items in the establishment.

Permission and clearance

We would recommend involving your DofE group in asking permission from the Governor as this shows the Governor that the young people want to do it. It also keeps a positive rapport with the senior management team, keeping them informed of what the DofE is and who in their establishment is taking up its challenge.

Ensuring you have the support for the expedition to take place in the establishment is vital, especially from senior managers and security.

Below are some suggested good practice ideas we've picked up from other establishments offering DofE programmes:

- All equipment is issued as per an external expedition and all equipment is counted out and back in.
- No escape risk to the young people on camp.
- Brief given to group about movement at night.
- Radios carried by all staff and regularly checked.
- Yard patrols check on camp and a member of staff to patrol area throughout the night.
- Young people given individual tents to reduce risk of bullying/assaults.
- Risk assessment carried out of the camp.
- Security department briefed and in support of the camp.
- Camp set up in an open area away from the fence.
- Curfew given to young people for sleep.
- Ratio of one member of staff to two young people.
- No movement from field area during roll check times.
- Control informed of any movement around prison.
- Young people not told date of expedition until morning of the camp.



Role of the DofE Leader on an internal expedition

We have found that through internal expeditions, the role of the DofE Leader within the secure estate works best as follows:

- Ensure all security issues are met. Have a good relationship with your security PO.
- Prepare all young people thoroughly with good pre-training and equipment.
- Ensure all weather is accounted for in planning, i.e. cover required if it is raining. An area central to the camp under cover.
- Ensure journey is fun and varied no matter how bland the surroundings.
- Be enthusiastic.
- Allow young people to express themselves and develop during the journey. Listen to ideas from them.
- Be open to any adaptation that may occur during the journey due to weather, injury, etc.
- Have enough activities in the evening to keep young people occupied. See example activity sheets items.

Planning the expedition and involving the young people

Your DofE group should be involved with as much of the planning of their expedition as they can be, in light of any security and risk management challenges. They should definitely be responsible for packing their kit and planning their menus and ensuring they know how to plan a route even if it's not the one they are taking. Giving them time to work together and observing this, gives you time to explore the group dynamics, understand the different roles they create in their team and allow you to identify any risk factors which might equate to a young person not being able to do their expedition. The whole expedition process should be kept as close to a standard expedition as it can be.

Equipment, cooking and camp logistics

Food: The young people should be responsible for planning their expedition diet and should use their DofE Leader as an advocate to get anything which needs to be prepared by the kitchen or to be purchased externally and brought in for the camp.

Below is an example of what could happen with regard to the food and cookery logistics:

Breakfast:	Prepared and cooked by the young people (usually beans, sausages, bacon and bread).
Lunch:	Packed lunch (prepared by the prison kitchen, or by the young people in advance).
Evening meal:	Ideally cooked on a stove.
Water:	Provided by the prison for the young people.
Snacks:	Provided by the prison for the young people.

Clothing: The young people usually borrow clothing from the prison to do their expedition. This means the establishment can build up a stock of expedition equipment which can be used in the future. The young people usually have the clothing checked out in the morning of the expedition and, when the expedition is completed, it gets checked back in then sent over to be cleaned in the laundry. Your DofE contact may be able to help you borrow kit.

Toilet facilities: whilst there may be toilets which are in a convenient and easily accessible part of the establishment to use, at some establishments this hasn't always been the case and the Governor has requested a portable toilet for use during the expedition. This means the young people on expedition are kept contained and do not interfere with the day-to-day prison regime which still has to continue.

Evening entertainment: It's nice to have something to do in the evening and whilst many of the young people just enjoy being outside, having a few games up your sleeve for them to play might be an idea, for example, swing ball, football, quiz, trivial pursuits and team games.

Step seven: Promote the DofE

Before jumping straight into promoting the DofE, it's worth considering a few areas first. What is your criteria around group size/composition? This will be personal to your establishment and may also impact on the type of programme you can facilitate. You may find that you generate a lot of interest in doing the DofE and therefore you may be in the position of needing to decide who you can accept. Some establishments have to have selection criteria to ensure they manage risk appropriately.

Here are some examples which currently exist in establishments:

- Length of sentence (to ensure a young person gets the chance to achieve a whole Award whilst they are with you, they will need a minimum of six months).
- At a certain point in their sentence.
- The level of enhancement they are on.
- They cannot do a DofE programme because of the type of offence they have committed.

How will you recruit?

You'll need to generate interest in the DofE to young people. This can be achieved in many ways, including:

- Displaying posters.
- Running taster sessions.
- Showing a DVD/presentation.
- A display on boards.
- Prison radio.

Once your first DofE group has achieved Awards, they will of course act as your best method of promotion to other groups.



Remember to involve as many of your DofE champions/delivery team as possible, so that there are lots of you to answer questions etc.

There are resources available, such as posters and leaflets to help you to recruit young people to do a DofE programme at your establishment – see DofE.org/go/brandcentre and DofE.org/downloads. In addition to these, visit DofEshop.org to see a variety of other resources to help you, including promotional items.

What happens next?

Once you have run your recruitment campaign/presentation, you'll need to collect in the enrolment forms. Your DofE contact will explain how to order the participation places needed for your young people. When you have received them, you'll need to assign the electronic places to the participants in eDofE and issue the *Welcome Packs* to them as well.

All that remains is for you to get the programme started... and have fun!

Step eight: Launch the DofE and enrol participants

The DofE Charity has tried to keep administration involved for participants, volunteers and Licensed Organisations to a minimum but, as with any programme, there is some administration involved to monitor and ensure a high quality programme is delivered.

When a young person completes their enrolment form and pays their Participation Place fee, they will receive a Participation Place to do their DofE. This Participation Place is comprised of two elements: an account in eDofE and a *Welcome Pack*.

The *Welcome Pack* should be used in conjunction with eDofE. It contains cards which can be used to record a young person's activities and can be given to the Assessor to sign off their activities when they are completed.

The benefits of eDofE

eDofE is easy to use and, because it is web-based, can be accessed anywhere you or the participants have internet access. The system enables young people to plan and manage their DofE programme, using technology they are familiar with, and allows them to choose their activities and record a range of evidence, including photos, blogs, PDFs, Assessors' comments and more to show what they have achieved.

It helps Leaders to monitor their participant's progress, manage their DofE involvement, improve communication, keep up-to-date with news from the DofE and their Licensed Organisation and have access to a wide range of useful resources.

Challenges within the secure estate

We know that in the secure estate young people don't always have direct access to computers and especially the internet, but some establishments are overcoming these challenges so young people can evidence their DofE programme using eDofE.

Below are a few case studies which show how some establishments are embracing eDofE.

Leader accesses and updates participants' eDofE information

EXAMPLE

The DofE Leader has set up pages for the participants on eDofE. The DofE Leader accesses the participant's pages on a regular basis to update their evidence and approve it.

When a young person is due for release all their DofE work gets photocopied and sent out in their case file to YOT or probation.

The young person is also given their username and password so they can access their eDofE page from any computer with an internet connection.



eDofE on the Virtual Campus

eDofE is now available on the Virtual Campus platform, allowing young people in the secure estate the opportunity to log in to a secure intranet version of eDofE and to record their planned programme and progress.

This simplified version of eDofE holds all the usual information and gives the participants a greater sense of ownership in planning and completing their DofE programme and means that they will have access when they get released from custody



Resources available

There are some resources which you may find useful in setting up your DofE group:

- **Enrolment forms** – to be completed when a young person registers to do their DofE.
- **Activity logs** – young people may like to use these to monitor their attendance at activity sessions.
- **Register** – to keep track of attendance at DofE sessions – you probably already have one of these for your sessions and can add a DofE column.

Step nine: Review and record participants' progress

Regular review meetings between the staff member responsible for the DofE or the Supervisor and participant provide an opportunity to monitor progress of their programme, track changes and make any amendments. This is also a great time to offer encouragement and support to keep motivation levels up. The use of eDofE also provides this opportunity on a regular basis, as young people upload evidence to their account, the DofE Leader is required to verify it and in doing so is confirming with the young person that what they are doing is correct and provides encouragement for them to continue. This is fantastic, as it means that you can review their progress and provide encouragement, even when you don't have a DofE meeting.

Discuss with your participants how much evidence you expect from them. Some participants will be very enthusiastic and upload lots of evidence which will all need your approval, others will need to be encouraged to enter more evidence.

The evidence uploaded on eDofE is used to create the participants' *Achievement Pack* once they have achieved their Award. This is a portfolio of evidence and reflection for the young person to keep as a lasting memory and show to friends, family and potentially future employers. Find out more about this at DofE.org/go/achievementpack

You may want to agree expectations on level of evidence submitted with the participants depending on how many participants you are supporting and how much time and support from other Leaders you have.

Step ten: Celebrate successes

Ensure that throughout a young person's DofE programme you celebrate both individual and group success.

You can recognise achievement of completion of a section not only through eDofE, but by handing out sectional certificates.

Once they have completed their full DofE programme and achieved an Award, invite your DofE contact to celebrate in your success, or have a family fun day which brings the families of the young people on site and shows them what they have achieved.

For young people who have achieved their DofE Award in custody this may be the first time they have achieved and been recognised for something positive they have done and this should definitely be celebrated.

Ideas for celebrating participants' achievements

Internal presentation event

Many establishments hold internal presentation ceremonies, where they will invite representatives from the DofE Charity/their DofE contact, any supporters or funders who have helped the DofE financially at the establishment. These may include case workers, Youth Offending Team and probation workers, or even the Governor or members of the senior management team.

Family day

This links on from the presentation event – you are just opening up the invitation list.

Family days tend to work best when the young people have something to showcase, so they could do presentations of their experiences of doing their DofE programme and/or show all the photographs they have of them doing activities.

It's a nice way of showing the family that positive and life changing things do happen on the inside.

Family day

The young people who do DofE here know that if they achieve their Bronze DofE Award they will get an extra visit from their family; this is how we like to celebrate the achievement of them sticking to something for a whole six months.

We work with the young people to decide what they want to showcase and usually it is their work for the Volunteering and Expedition sections they want to show off.

The family day kicks off at about 11am and they are invited into the multi-faith room where they will hear presentations from the staff of the adult special needs group who the young people support for their Volunteering section. They usually show photos or bring some members of the special needs group with them. They talk about how much the adults get out of coming to the establishment and what great work the lads do with them. Then the young people show off about what they did for their expedition. It doesn't matter whether they did it inside or outside the establishment, they all want to share the experiences they have had. The Governor also says a few words and that's about it for the morning. We provide everyone with lunch and people chat.

After lunch the Governor formally presents the certificates to the lads and it's really nice to see how proud lots of the families are. The formal stuff is all over by about 2.00 p.m. and the lads get an extra two-hour visit with their family and people leave at 4.00 p.m. We know that the lads and their families really appreciate this and I get a great sense of pride that we have helped them to achieve something which is so big.



Scrapbook

Many establishments create a DofE scrapbook, which they then use to support the recruitment of the next group of participants. The DofE Leader takes lots of photos of the DofE group whilst they are involved and doing their activities. When the DofE group is nearly finished they come together and evaluate their experiences creating the scrapbook in this session. This is a great way of signing off the DofE group and finding out from them what they did and what they would do differently if they got to do it again. It's also a great time to inspire them to progress to the next level, either in the establishment or when they are released.

eDofE and the Achievement Pack

The *Achievement Pack* is what young people can get once they have achieved their Award using eDofE, provided they have uploaded enough evidence. It is a personalised record of achievement which they create themselves. They insert pictures from eDofE and add captions to record their memories. The *Achievement Pack* is a fun, visual way to create a memento of their DofE experiences. Talk to your DofE contact, who will guide you through this system.

How to generate publicity for your DofE group

Whichever way you decide to celebrate the achievements of your young people, consider what publicity you could get from your event to raise the profile of the DofE and your establishment. Whilst there are many ways to engage with the media, we have concentrated on getting articles into local press for this document as it is likely this will be the most common type of media contact you will have.

The most important point to remember is confidentiality for the young people who are doing their DofE in custody and also being sensitive to the victims of crime that may read the article. You want the article to show that young people in custody are given the chance to turn their lives around so when they come back into society they can adjust to positive members of the community who will not re-offend.

The value of local PR is enormous:

- It is estimated that local newspapers are read by nine out of ten adults every week and they tend to stay around in the home longer than any other.
- People are actively interested in what is happening in their area. They are likely to seek out and read articles, posters and advertisements which are relevant to them.

Because you do not pay the media to cover your story, there is no guarantee that it will appear in exactly the way that you intend, hence it is important to prepare your story and press release and to develop a good relationship with the press.

What a newspaper and magazine editor is looking for:

- DofE presentations.
- A DofE group giving back or supporting their local community or organisation.
- Good local personal stories.
- A local angle that really relates to your area but links with what's happening nationally.
- Something that people not involved in the DofE will find interesting.
- A good picture with caption – this really does make an enormous difference.
- Attributable facts and quotes – current DofE statistics are available at www.DofE.org/aboutus

How to get a story into the press

Be proactive – don't assume that the press will know about the DofE and that they will approach you for a story. This does not mean that your story is not newsworthy. It is estimated that 50% of stories that appear in the local press are the result of members of the public sending in their stories.

Get to know your local press. Look at their reader profile, the area they cover and the types of stories they report on. You can carry out some research on your local newspapers on the internet – the Newspaper Society's web site at www.adweb.co.uk has a breakdown of circulation and location. Try to build a personal relationship with local press contacts, such as reporters, picture editors and news editors so you can let them know when you have a story of interest.

Send a press release, which is a one or two-page summary of your 'story'. Ensure the press release is sent to the right person and find out when the paper goes to print and when the deadlines occur – this will vary depending on the publication and if it is a weekly or daily newspaper.

A press release template and notes to editors is available in the appendix.

Make contact to follow-up the story:

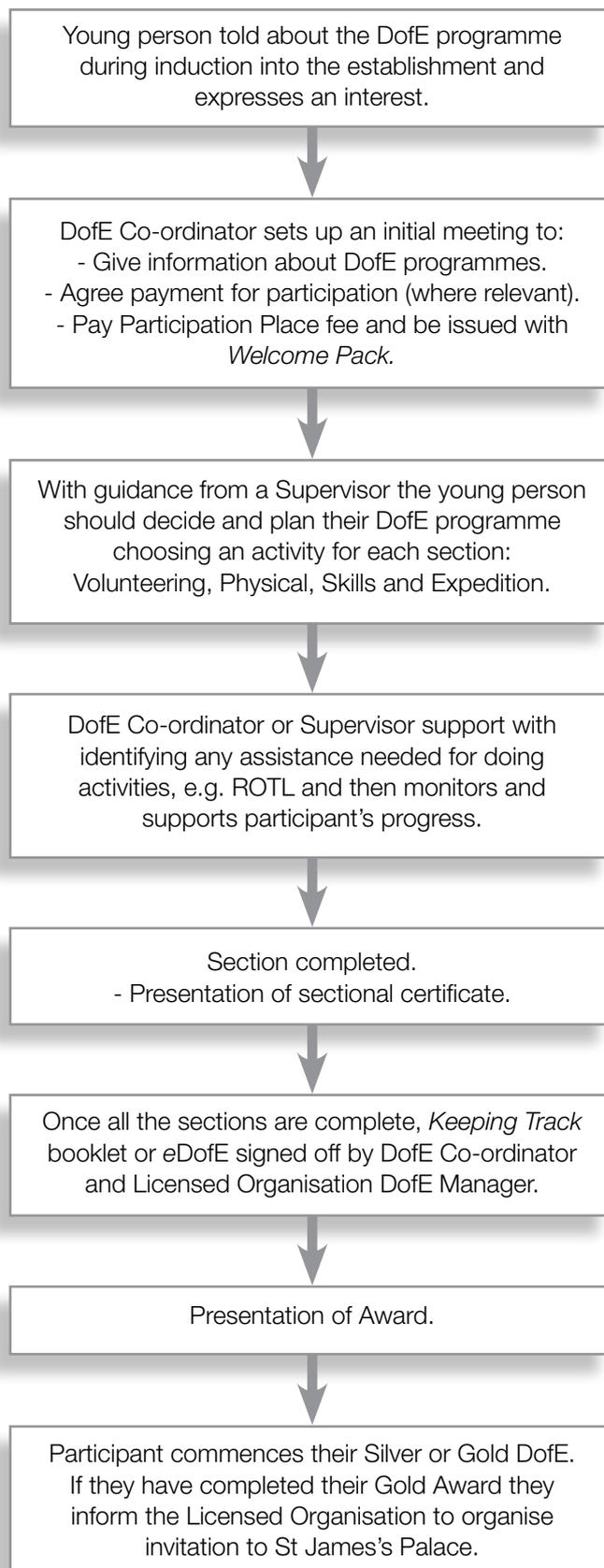
- Don't call journalists during their busy times right before going to press (it's best to contact editorial offices between the hours of 10.00 a.m. - 1.00 p.m. and 2.00 p.m. - 3.00 p.m.).
- Don't assume the journalist received your press release – they can get lost in a busy environment. If the journalist is not familiar with your press release, don't be disillusioned. Simply explain the story briefly, offer to send it again and follow up again a few hours or a day after re-sending. This is why following-up the story is so important.
- If you can't get through to the journalist you want, don't expect them to return your call. Say you will phone back – gentle persistence will work, but never persist to the point of being a nuisance.

A good news story will be a really valuable tool, as you'll be able to use it to publicise the DofE and sell the benefits to your next DofE group.



The journey a young person takes doing their DofE programme in custody

The diagram below shows the journey a young person goes on when doing their Bronze DofE programme in the secure estate.



Section three: Supporting resettlement

Successful resettlement of a young person leaving custody usually relies on them having a safe place to call home, something to do in the day such as a job or a course or a way of being able to pay the bills and the confidence to do this. This can all be completely bewildering for a young person that has been in a safe warm place, with people supporting them and opportunities for them to get involved in.

How the DofE supports resettlement

As a DofE Leader, you should always work with young people to empower them to take responsibility for what they do and achieve as part of their DofE programme, you should also try to encourage progression. It might be the case that progression to their next DofE level, or the completion of the level they are currently doing is not possible while they are in your establishment. However, there are many young people who want to continue to do their DofE programme when they are released from custody, as it is something which is familiar to them and because they want to achieve something.

Doing a DofE programme can support a young person's resettlement by giving them a familiar structure to work with. As they have already done the DofE programme in custody they will have an understanding of what it is they need to do to achieve. The activities the young people choose to do for their DofE programme on release can also be tailored to meet the needs they have, for example, they may choose to do Life Skills for their Skills section, as this would help them with CV building, interview techniques, money management etc.

What your responsibility is as a DofE Leader

As a DofE Leader you have a responsibility to ensure that all information relating to any young person and their DofE programme gets given to them and copied into their Youth Offending Team or Probation worker. Printed here is a checklist to ensure that everything is included to support a young person to continue doing their DofE programme on release. The resources are on eDofE and contain an example letter for you to send to the relevant person, or to include in the young person's case file.

How eDofE will support resettlement

Because eDofE can be accessed from anywhere which has the internet, it means that young person will be able to access their DofE programme information from the moment they leave your establishment. During the time that their account information is being transferred to their new DofE centre, you are still able to support them via the system.

DofE Leader's resettlement checklist

This checklist will ensure that a young person can continue their DofE programme on release.

- Ensure eDofE account is up to date and signed off where applicable.
- All plans and goals for sections approved and evidence approved for partially completed sections.
- Write letter to include in young person's case file.
- Liaise with your DofE contact to transfer the participant to a new centre on eDofE.
- Take copies of hard evidence and records, in case you are asked to verify anything in the future.
- Give the young person all original documentation to take to their YOT or Probation worker.



Section four: Useful resources

The following documents are available through the Resources area in eDofE and from [DofE.org/publications](https://www.dofe.org/publications).

- Volunteering case studies for DofE Leaders
- Physical case studies for DofE Leaders
- Skills case studies for DofE Leaders
- Expedition case studies for DofE Leaders
- Session plans
- Example session plan for Bronze expedition
- Leaflet for potential secure estate DofE volunteers
- Leaflet for potential secure estate participants
- Participant enrolment form
- Leaders enrolment form
- Programme ideas – Volunteering
- Programme ideas – Physical
- Programme ideas – Skills
- Programme ideas – Expedition
- Programme ideas – Residential
- Programme planner – Volunteering
- Programme planner – Physical
- Programme planner – Skills
- Programme planner – Expedition
- Programme planner – Residential
- Activity log - Volunteering
- Activity log - Physical
- Activity log - Skills
- Leaders' programmes checklist
- Model release form
- Press release template
- Briefing paper – Restorative Justice
- DofE map
- ALDO application form
- Example resettlement letter

