

The DofE and excellence in HMI inspections

How Good is Our School 4 provides the inspection framework for schools with a focus on self evaluation and improvement. The DofE provides a positive opportunity to describe to HMI the quality of wider achievement provision within the school and its impact on learners. This document will help leaders of learning capture improvement across the frameworks key quality indicators.

Scotland's Curriculum – Curriculum for Excellence – aims to help young people gain the knowledge, skills and attributes needed for life in the 21st century. The DofE believes that it is uniquely placed to support all schools achieve this aim and their ambitions for their pupils.

The Four Capacities of the Curriculum for Excellence are mirrored in the four sections of the DofE.



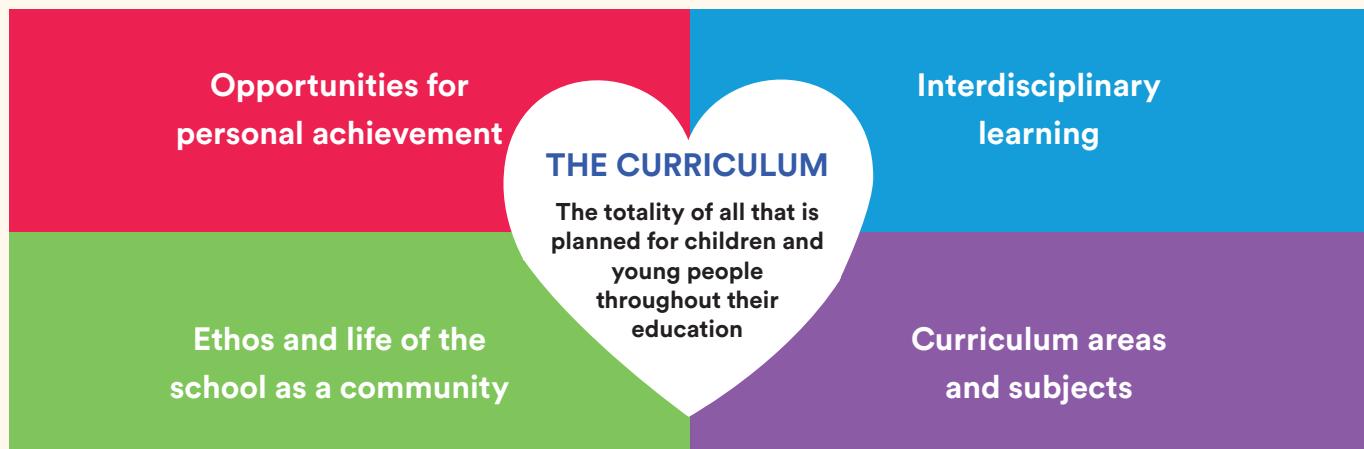
Four capacities	Four sections
Successful Learners	Young people are able to learn a new skills or interest for the first time. Navigation and planning skills are essential for the Expedition section
Confident Individuals	Participants gain a sense of achievement through completion of the Expedition section or through taking a leadership role in the Volunteering section.
Responsible Citizens	Participants learn more about the needs of the community through the Volunteering section and have to commit to at least six-12 months to a cause.
Effective Contributors	Young people commit to a sport or fitness activity through the Physical section and experience teamwork, commitment and continuous improvement in the activity.

At its heart the DofE supports young people's self-development; it encourages meaningful relationships with peers and develops links with their community of interest or geography.

It enables young people to develop their skills and attributes and optimism to be successful in a rapidly changing world, whilst understanding how their active contribution to communities can help them shape the world around them.

The DofE provides opportunities for inter-disciplinary learning and gives practical links to curriculum learning.

It also provides the opportunity to celebrate young people's wider achievements whilst underpinning the development of values and attributes critical to the ethos and life of the school.



Most young people will start their DofE programme within the Broad General Education phase in S3 and many will continue their programme into the Senior Phase. Our programmes of Awards from Bronze through Silver then onto Gold help young people develop skills for learning, life and work.

For many the DofE enables them to explore wider interests which can help them decide their learner pathway beyond school.

The use of Pupil Equity and Scottish Attainment Challenge funding has been used to help Schools schools to increase the reach of wider achievement for all pupils and have these recognised through the DofE programme. Participation in DofE by young people that face a barrier to their participation has risen to 23% of all enrolments.

The DofE Difference

The Duke of Edinburgh's Award is a world-renowned mark of achievement than can encourage all pupils – regardless of their background or academic ability – to expand their talents and interests, broaden their horizons and develop their personal attributes.

The DofE often features positively in HMI reports. The DofE can be mapped against the QIs contained within How Good is our School 4.

Leadership and management

Quality indicator	Features of highly effective practice	What the DofE can offer	Supporting evidence – research?
1.1 Self evaluation and self improvement	<p>Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements and to taking improvements forward.</p> <p>Staff make effective use of up to date data and research from Scotland and Beyond.</p>	<p>eDofE provides school with access to participation data highlighting opportunities for growth. Introducing the DofE gives all pupils the chance to push themselves and achieve, regardless of their background or academic abilities.</p> <p>DofE provides schools and authorities to DofE participant data and associated demographics through the online achievement system – eDofE. This has helped authorities to close the 'Achievement Gap' by targeting opportunities for young people that previously had not been supported through the programme.</p>	<p>57% of teachers said running the DofE had improved the way pupils responded to them in class.</p> <p>78% said it had improved the understand and respect between teachers and students.</p>
1.3 Leadership of change	<p>All staff have consistently high expectations of all learners.</p> <p>The vision of the school is ambitious and focuses on improvements in outcomes for all.</p>	<p>The DofE is open to all young people and provides an opportunity to celebrate achievement across year groups promoting equity.</p> <p>Many schools are now ensuring whole year groups are able to participate in the DofE programme ensuring everyone has the opportunity to celebrate wider achievements.</p> <p>The DofE engages staff with their colleagues and students, giving them opportunities beyond their day to day to role, enhancing their experience and positive influencing their career progression.</p> <p>Schools have identified DofE activity as an area of 'Excellent' practice demonstrating pupils engagement in the community. Planning for DofE delivery has been included in the school improvement plan demonstrating where the programme can be improved and how increase in participation can be achieved.</p> <p>DofE Award ceremonies provide the opportunity to celebrate the wider achievements of pupils and engage the community and parent/carers in celebrating the achievements of the school.</p>	<p>23% of DofE participation in Scotland is with young people who face a barrier to their participation.</p> <p>50% of ASL school units have an active DofE group.</p> <p>The DofE is challenging but inclusive. Its non-competitive and achievable by all young people, giving them a chance to achieve and develop – regardless of ability, background, gender, race, religion or sexual orientation.</p>

“

We know that physical, social, emotional and economic wellbeing have a significant impact on children and young people's success in school and beyond school. We also know that aspects of these factors are significant barriers to learning and achievement for a large proportion of our learners.

This new self-evaluation framework highlights partnership and collaboration as significant features of a highly-effective school and a high-performing learning system.”

How Good is our School 4, Education Scotland

Quality indicator	Features of highly effective practice	What the DofE can offer	Supporting evidence – research?
1.4 Leadership and management of staff	Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional Update.	The DofE engages staff with their colleagues and students, giving them opportunities beyond their day to day role, enhancing their experience and positively influencing their career progression. The DofE Modular Training Framework suite of courses enables staff to present their DofE programme management and skills at interview and promotion stages of their career.	
1.5 Management of resources	Senior Leaders ensure the use of financial resources are transparent and ensure equity for all. Resources across the schools are well maintained and organised to enable effective and efficient use.	Schools and authorities have made effective use of the Pupil Equity Fund and Scottish Attainment Challenge Fund monies to ensure young people from the lowest SIMD decile areas have opportunities to take part and achieve a DofE Award. A number of schools have invested in dedicated class time for teachers (e.g. two periods per week) or have budgeted up to three days per week for a DofE Co-ordinator to ensure DofE participation within the school can be developed. Many schools now have dedicated DofE ‘kit’ stores to support participation across the school. Many of these kit stores have been supported by Parent groups.	

Learning provision

Quality indicator	Features of highly effective practice	What the DofE can offer	Supporting evidence – research?
2.2 Curriculum	All staff and partners are ambitious and expect high levels of attainment and achievement for all learners. Outdoor Learning is a regular, progressive curriculum led experience for all learners The curriculum has a strong focus on developing the skills our young people need in the world of work.	The DofE gives all pupils the chance to push themselves and achieve, regardless of their background or academic abilities. The Expedition section of the DofE is a proven methodology for providing young people with an adventurous team building journey in the outdoors which develops team building skills and the opportunity for teachers to learn more about their pupils. Doing their DofE gives young people skills and attributes they can use later in life. Research shows that 95% of UK Senior managers regard ‘soft skills’ as equally or more important than exam results alone and 90% said they were more likely to employ a candidate who demonstrates achievements beyond their grades.	
2.3 Learning, Teaching and assessment	Learners play an active role in the school and wider community and regularly take on leadership roles including leading learning.	A DofE programme – particularly the Volunteering section – gives young people the chance to engage with new parts of their community, challenging and developing their own perspectives, and increasing their understanding of others’ faiths, feelings and values. Through the DofE young people have the opportunity to lead and evidence their own learning and demonstrate how they are supporting others. DofE promotes ‘active learning’, and gives them responsibility for developing their own outcomes.	
2.4 Personalised Support	Both universal and targeted learning and support is embedded and is having a positive impact on childrens progression with their learning.	The use of PEF and SAC funding for DofE activities has been a successful and cost effective way for schools to achieve positive outcomes. Among others, schools have used it to support vocational learning pathway programmes, subsidise expeditions and residential, provide equipment and resource, subsidise staff costs and contribute to staff and volunteer expedition training. DofE can support any young person to achieve and be successful and by its nature provides a flexible approach to engage all learners.	

Quality indicator	Features of highly effective practice	What the DofE can offer	Supporting evidence – research?
	Children requiring additional support have high quality individualised and meaningful progression pathways.	The flexibility of a DofE programme enables young people, and their teachers, to tailor the opportunities and experiences relevant both to the setting and the individual. As the DofE programme is recognised by employers a number of schools have used the accreditation, provided by the DofE, as a way to increase the quality of ‘profiling’ for young people and to help them describe their portfolio of skills. Each pupil’s individualised timetable can be framed around their DofE programme.	
2.7 Partnerships	The schools learning pathways take account of key features of the local community. The school can demonstrate the impact of partnerships through improved outcomes for learners.	The DofE connects participants with new people and perspectives – whether in their expedition groups, in clubs or teams for their Physical or skills sections, or in their community when volunteering – fostering respect for others and an understanding of the value of active Citizenship. Volunteering encourages young people to play a part in their school community, helping others and supporting causes that they believe in. For many the impact will last a lifetime.	77% of young people said volunteering made them feel more responsible. 66% carried on their volunteering after achieving their award. 69% said volunteering gave them a sense of achievement.

Successes and achievements

Quality indicator	Features of highly effective practice	What the DofE can offer	Supporting evidence – research?
3.1 Ensuring Wellbeing, Equality and Inclusion	Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green spaces with wellbeing. Staff and young people know, understand and use the wellbeing indicators as an integral feature of school life.	The DofE Expedition section provides an ‘authentic’ outdoor challenge to young people where they are asked to work as part of a team and undertake a venture unaccompanied in the countryside. Whilst supervised by an adult Leader the emphasis of the experience is helping young people to learn to take responsibility for navigation, safety and decision making – developing a sense of responsibility. Many schools have used the expedition framework to promote regular experience of being in the outdoors developing a range of skills and habits that can be used later with all the associated health benefits. Every young person chooses a physical activity as part of their DofE – anything from football and hockey, to yoga, rock climbing or shinty. The choice is down to the participant – they can pick something they enjoy, so regular fitness activity becomes fun. They can discover new abilities and boost their self esteem as their performance improves. The DofE is widely recognised by teachers, Further Education and Higher Education leaders and employers as one of the best models for encouraging and celebrating qualities like confidence and independence. Planning and executing an expedition gives young people resilience, confidence, determination and self reliance, while for many giving back to their community by volunteering can bring benefits for their own mental health.	61% of young people said that they were fitter as a result of their DofE. More than half said their DofE let them try a new sport or physical activity. Nearly half said they took part in sports or physical activity more often. Two thirds of Leaders said the DofE helped young people stay calm and overcome anxiety in new situations 85% said it helped young people take things in their stride and look for new solutions.

Quality indicator	Features of highly effective practice	What the DofE can offer	Supporting evidence – research?
3.2 Raising attainment and achievement	<p>All young people are successful in moving on to a sustained positive destination on leaving school.</p> <p>There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.</p>	<p>Leading employers look favourably on a DofE Award for the employability skills that it develops including confidence, resilience and teamwork. The breadth of a DofE programme means young people also discover new passions and talents which can influence their future careers.</p> <p>The independence and self determination, central to a DofE programme, can increase young people's curiosity about themselves, other people and the wider world. Setting goals and overcoming challenges help them learn more about their capabilities, as they discover they can achieve things they had not thought possible.</p> <p>DofE Managers and Leaders report an increase in pupils' confidence, motivation, responsibility and reliability, which can transfer to the classroom. Their commitment to the school and to wider curriculum activities improves as they work towards their DofE goals.</p> <p>Students develop positive relationships with teachers as they interact with them outside of the classroom and staff can increase their understanding of students' abilities, interests and aspirations. Starting a DofE programme encourages young people to link other Award programmes and achievements across arts and sports.</p>	<p>77% of young people said their DofE had given them new skills.</p> <p>61% said it would give them an advantage in the job market.</p> <p>57% wanted to do their DofE because it was attractive to employers.</p> <p>57% of teachers said running the DofE has improved the way students respond to them in lessons.</p> <p>78% said it had improved the understanding and respect between teachers and students.</p>

Running the DofE gives teachers valuable leadership and management experience, enhancing their professional development in their core teaching role, helping their career progression and benefitting the school as a whole.

In a 2018 survey of teachers and headteachers who help run the DofE, almost half of teachers believed volunteering had given them professional development opportunities – and 70% said positive student-teacher working relationships make a DofE school different.

“

Being involved with the DofE has improved my relationships with pupils, parents, colleagues and the leadership team within the school. By running the DofE they get to see you in a different light. Pupils see you as a person instead of just a teacher.”

Head of Outdoor Learning and DofE Co-ordinator,
Queen Anne High School, Fife



The world's leading achievement award for young people.



Our Vision is:

To reach more young people from diverse backgrounds and equip them to succeed in life.

Our Mission is:

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

Further information

For further details email scotland@DofE.org or visit DofE.org/scotland

Curriculum for Excellence – Refreshed Narrative: scotlandscurriculum.scot/4

How Good is Our School 4: education.gov.scot/improvement/self-evaluation/HGIOS4



@DofEScotland



DofEScotland



DofEScotland



DofEUK

* Statistics are from the DofE's impact survey of 14,555 Award holders and alumni and 623 DofE Leaders and Managers in 2017; and of 2,205 young people and 286 DofE Leaders working within the teaching profession in 2018.