

A photograph of three young people, likely students, in a rural, hilly landscape. They are all wearing large backpacks, suggesting they are on an expedition or a field trip. A woman on the left is pointing towards a man in the center, who is looking at a man on the right. They appear to be in a discussion or planning their route. The background shows a dirt path, a wooden fence, and rolling hills under a clear sky.

Delivering the Expedition section

September 2019

Introduction

This information has been compiled to assist DofE centres to plan their expedition provision. It should be used in conjunction with the *DofE Handbook for Leaders*, the *DofE Expedition Guide*, the *Programmes Pack* and the *DofE Managers Resource Pack*.

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Expedition section aim:

‘To inspire young people to develop initiative and a spirit of adventure and discovery, by planning, training for and completing an adventurous self-sufficient journey, as part of a team.

General information

All Licensed Organisations (LOs) are responsible for the safety and well-being of participants whilst undertaking DofE expeditions, or training for those expeditions. In holding a licence to deliver the DofE, the Licensed Organisation has stated that they have appropriate policies in place for the management of trips and outdoor activities, including DofE expeditions.

All those involved in the Expedition section must follow these LO policies at all times, whilst still ensuring that the expedition fulfils the 20 conditions of the Expedition section, and follows DofE guidance. This guidance can be found in the *DofE Expedition Guide* and *DofE Handbook for Leaders*. If a centre's policy conflicts with the DofE rules or guidance then this must be referred to the Regional/ Country Office immediately.

Centre staff should plan their delivery of the Expedition section in consultation with the centre's Education Visits Coordinator (EVC) and possibly the Educational Visits Advisor (EVA).

When considering how to deliver the Expedition section there are a number of factors that need to be taken into account:

- The number of participants who want to take part in the DofE
- The number of staff available to support the Expedition section within the centre
- The qualifications and experience that those staff have
- The equipment available to support expeditions
- The budget and resources available, including how much the participants will contribute to the expedition costs.
- The number of levels (Bronze, Silver and Gold) that will be delivered.

In general there are three main ways to deliver the Expedition section:

- In-house delivery—using staff and volunteers from within the Licensed Organisation to deliver all aspects of the training, and then to supervise and assess the expeditions.
- Using an Approved Activity Provider (AAP)—using a provider who holds an AAP licence from the DofE to deliver the training and expeditions on behalf of the Licensed Organisation. Costs will vary depending on the company used, and the services offered will also vary.
- Using a mixture of in-house and AAP delivery— here some delivery will be by the staff and volunteers and some by the AAP. This might be that the centre staff deliver some of the training and the AAP supervises the actual expeditions. Other centres may deliver Bronze and Silver levels in-house and use an AAP to deliver Gold expeditions.

The table on the next page looks at some of the advantages and disadvantages of in-house delivery against using an AAP.

If centres wish to consider using an AAP then they may choose to use the guidance checklist at Appendix A which supports the discussion that they need to have with the AAP about setting up the delivery systems.

Please note:

Licensed Organisations **may not** contract their expeditions out to freelance staff or instructors, unless they are Approved Activity Providers. This is to ensure that the appropriate licences, insurances and systems are in place.

In-house delivery or using an AAP?

	In-house Delivery	Using an AAP
Advantages	<ul style="list-style-type: none"> • Costs can be reduced by using voluntary time • Allows staff to build a relationship with young people outside the classroom • Engages staff fully and allows for development of staff CPD • Subsidies can be offered to disadvantaged students without large budgetary implications. 	<ul style="list-style-type: none"> • Costs are usually known and fixed per person • Any staff shortages are covered by the AAP at their cost • Highly skilled and experienced staff available • Staff are not side-tracked by expeditions and can concentrate on supporting the other sections • Numbers don't need to be capped and multiple expeditions can be run • No initial investment in group equipment such as tents, stoves and rucksacks is required.
Disadvantages	<ul style="list-style-type: none"> • Training staff is time consuming and can be costly • Once trained, staff can leave the school, putting expeditions in jeopardy • Staff can go sick and sufficient staff are required to cover absences • Lack of staff numbers may lead to capping the number of participants • Sufficient kit store needs to be built up for the number of participants • Can be difficult to source sufficient staff with the right training and qualifications. 	<ul style="list-style-type: none"> • Cost per participant can be high • Time needs to be invested in building a good relationship with the AAP • May be difficult to find an AAP that matches the centre's plans and desires initially.

Using a mixed system

A number of centres use partly AAP delivery and partly in house delivery. This can help where a centre has insufficient trained staff to meet their needs, and they may just purchase in some additional staff from an AAP, possibly to run one level or to help with a large enrolment of participants in one year.

Other centres may choose to deliver their own in-house training, with the AAP delivering the actual expeditions. However, many AAPs prefer to train the participants themselves as they will then be taking the legal responsibility for those participants when they are on expeditions.

Contacting an AAP

Lists of current AAPs are on the DofE website at:

www.dofe.org/opportunity-finder/approved-activity-provider

Licensed Organisation Policies

Every DofE Licensed Organisation must have policies in place for the appropriate supervision of DofE Expeditions. Within a School or Academy this will normally be covered under the Off Sites Visits policy or Educational Visits policy. Some centres may be required to work to the Local Authority's Off Sites Visits policy, and some may have a policy common across a multi-academy trust.

Depending on the organisation or where the expedition is taking place, some organisations may refer to DofE expeditions as 'Adventurous Activities' and may have different policies in place than for normal trips and visits. There is a considerable difference between the staffing required for 30 young people to visit the theatre, and for 30 young people in 6 teams to undertake a Bronze Expedition, being remotely supervised.

The DofE does not advise centres on their policies for managing expeditions, if DofE Managers feel that their current policy does not reflect the type of activities that will be undertaken then they should consult with their Educational Visits Coordinator (EVC), who may in turn work with their Educational Visits Advisor (EVA) to ensure that the policy is appropriate.

If centres are concerned that their policies do not appropriately cover DofE Expeditions then they may choose to seek help from the Outdoor Education Advisors Panel (OEAP) who produce a range of documentation to support EVCs and EVAs. In particular the national guidance documents *3.2d—Approval of Leaders*, *4.2a—Group management and Supervision* and *7b—Duke of Edinburgh's Award Expeditions*, may be most useful and relevant.

Training for Adults

The Duke of Edinburgh's Award has a variety of training courses which are aimed to support leaders delivering and supporting the Expedition section, including various e-learning courses which may be pre-requisites for a number of courses.

Course Title	Who is the course aimed at
Introduction to the DofE (IttDofE)	A basic introduction to the DofE structure, roles, and programme Should be undertaken by all leaders who advise young people on their programme choices and gives a good basic understanding of how the DofE works.
Expedition Supervisor Training Course (ESTC)	A one day theory course looking at planning expedition supervision, understanding the conditions of the Expedition section, and how to undertake the role of an expedition supervisor. Should be undertaken by any leader who is going to take responsibility for teams on their expedition and should be placed alongside their practical skills and knowledge. Requires some practical outdoor skills such as understanding Ordnance Survey maps. This is not an accreditation course and attendance on this course does not entitle or qualify someone to supervise expeditions, that approval can only be granted by the Licensed Organisation, looking at a leader's experience, skills, competency and qualifications.
Expedition Assessor Accreditation Scheme (EAAS)	This course is mandatory for any adult who wishes to assess DofE expeditions. It is important that DofE Managers look at the potential Assessor's skills to ensure that they are technically competent in the mode of travel before the potential Assessor attends this course. Managers, or EVCs will need to sign a declaration of competency prior to accreditation being given.

Training for Adults—Skills and Leadership training

There are a variety of training and assessment courses available for leaders who wish to **lead** or **support** expeditions. DofE Managers must ensure that they have the right ratio of staff with the right training or qualifications for the environment in which the expedition is planned.

Course Title	Who is the course aimed at
<p>Duke of Edinburgh's Award Expedition Skills (DES)</p>	<p>A three day course which introduces leaders to basic expedition theory and practice. Day 1 is spent looking at: Tents, Stoves, Outdoors Cooking, Basic Navigation Theory, Group and Personal Equipment and Route Planning.</p> <p>The second two days are residential and are spent undertaking practical navigation training out in the field. Leaders will come away from this course with a really good understanding of basic navigation and the skills needed for a Bronze Expedition.</p> <p>Ideal for those with no background in the outdoors and wanting a basic training course to enable them to support expeditions and training.</p>
<p>Lowland Leader Award (LLA)</p> <p>Lowland Expedition Leader (LEL)</p> <p>Countryside Leader Award (CLA)</p> <p>Each of the above is provided by a different Awarding Body.</p>	<p>The LLA, LEL and CLA all function in a similar way with a Training course and then an Assessment of personal and leadership skills.</p> <p>These awards are suitable for leading expeditions in farmland, valleys and woodland with no hazardous terrain (e.g. cliffs, very steep slopes, water hazards etc.) and no more than 3km away from a key access point such as a car park, lay-by or populated area (any potential escape routes should also lie within Lowland Country). Walks must follow paths or tracks that are both marked on a map and clearly visible on the ground and that do not require navigation across untracked areas, and must use bridges or other recognised water crossing points.</p> <p>The Lowland Leader Award does not include an assessment of camping skills, a separate module is available for this, the other awards include camping within the assessment.</p> <p>Each award will have different pre-requirements for enrolling and for attending assessment.</p>
<p>Hill and Moorland Award</p> <p>Training and Assessment is required</p>	<p>This award is appropriate for those wishing to lead expeditions in Open, uncultivated, non-mountainous, high or remote country (known variously as upland, moor, bog, fell, hill or down), which should not require movement on steep or rocky terrain in either a planned or unplanned situation. Walks should be in areas enclosed by well-defined geographical or man-made boundaries such as classified roads (areas that merge with mountain regions without well-defined boundaries should be regarded as Mountainous Country).</p>
<p>Mountain Leader Award</p> <p>Training and Assessment is required</p>	<p>This award is suitable for areas of wild country, which may contain steep and rocky ground where walkers are dependent upon themselves for immediate help.</p>

The LO's policies will state what level of training and assessment leaders should undertake to be responsible for the supervision of expedition teams, this may include local accreditation schemes or an in-house sign off scheme.

Experience, skills, qualifications and competence should all be looked at when the decision is made to allow an individual to supervise an expedition team.

Training for Adults—How long does it take?

Every leader is different and comes from a different starting point, some will have considerable previous experience, some will have no experience at all. Leaders will also have different time pressures at home which will affect how quickly they can gain experience and work towards an assessment.

The average time between training and assessment along with some pre-requirements are listed below to give an idea of how long it may take to get staff trained up.

Course	Pre-requirements and average length of time to completion
Duke of Edinburgh's Award Expedition Skills (DES)	No prior experience at all needed, but a reasonable level of fitness 2 online e-learning modules—30 minutes each 1 day of theory—weekday 2 days residential—Weekend
Lowland Leader Award	Registration with Mountain Training on Lowland Leader Scheme (£47) 10 day walks logged prior to training Lowland Leader Training—2 days A minimum of 10 further day walks (20 in total) 16 hour first Aid Certificate—2 days Lowland Leader Assessment—2 days Expedition Skills Module—2 days if leaders want to supervise camping and teach navigation skills. On average it will take a leader 4-12 months to complete a Lowland Leader Award with all of the pre-requirements depending on their starting point
Hill and Moorland Award	Registration with Mountain Training on Hill and Moorland Scheme (£47) & Membership of British Mountaineering Council (£39.95 per year) 20 logged Hill days—in Moorland terrain Hill and Moorland Training course—3 days A minimum of 20 further Hill days (40 in total as a minimum) 16 hour First aid certificate—2 days Hill and Moorland Assessment—3 days Expedition Skills Module—2 days if leaders want to supervise camping and teach navigation skills (and if not already done at Lowland Leader) On average it will take a leader 9-18 months to complete a Hill and Moorland Award with all of the pre-requirements and a minimum of 40 hill days.
Summer Mountain Leader	Registration with Mountain Training on Mountain Leader Scheme (£47) & Membership of British Mountaineering Council (£39.95 per year) 20 logged Mountain days Mountain Leader Training course—6 days A minimum of 20 further Mountain days (40 in total as a minimum) 16 hour First aid certificate—2 days Mountain Training Assessment—5 days including a full 3 days self supported expedition On average it will take a leader 18-36 months to complete a Mountain Leader Award with all of the pre-requirements and a minimum of 40 mountain days.

How many staff will I need?

The DofE is unable to give advice on the number of staff that you will need as this will be individual to each centre, depending on the policies that the centre has.

Your Off-Site Visits Policy should specify the ratio of staff to participants for the type of terrain that the teams will be journeying in, and this should also specify what qualifications or experience they need to have.

Some policies may require different levels of staffing depending on whether the participants are under training, undertaking a practice expedition or undertaking a qualifying expedition.

An expedition team will comprise between four and seven participants (eight for modes of travel where they are tandem, such as canoes). Therefore standard ratios such as one leader to ten participants may not be appropriate when young people are operating independently in expedition teams.

At Bronze level the role of the Supervisor and Assessor can be carried out by the same person, but at Silver and Gold the Assessor must be a different person from the Supervisor, and therefore this should also be factored into any staffing plans.

- The Supervisor is responsible for the safety of the participants whilst on their expedition
- The Assessor is responsible for ensuring that the conditions of the Expedition section are met

Male and female leaders may also need to be considered if this is a requirement of the off-site visits policy.

Remember that with any staff planning it is always wise to have a little bit of extra capacity in the system in case of sudden staff sickness or absence, to avoid expeditions having to be cancelled or postponed.

Think also about how many expeditions you are going to run, if you are taking 60 participants will you take these all on the same expedition, or will you do them in two batches of 30? Less staff will be required but they will need to do more days away.

Support available

Regional/Country Operations Officers—Your Operations Officer will be able to discuss solutions with you and help you to look at the best options for delivery. They will be able to advise you on local training opportunities, put you in touch with other centres with similar delivery systems and support you as you become established.

Publications—*The DofE Handbook for Leaders 7th Edition* and the *DofE Expedition Guide 13th Edition* both have excellent advice on planning and delivering expeditions.

DofE Resource Zone

- There is a huge amount of support available on the DofE website to support expeditions which can be found here www.dofe.org/resourcencentre

Regional/Country Training Teams

- Responsible for the delivery of outdoor training across Regions/Countries, and offering all types of outdoor courses, see the website for details of courses and dates and prices.

Outdoor Education Advisers' Panel—OEAP

- This organisation produces national guidance for those who plan and lead trips and visits from academic establishments, and has a variety of resources on their website to support leaders and managers www.outdooreducationadvisers.co.uk/
- Their website can also support Licensed Organisations that need to employ an Educational Visits Advisor for advice and support with adventurous activities.

Planning expeditions—some key things to think about

Where are you going to go?

Bronze expeditions should be local to your centre, and can be in areas that young people are familiar with, so walking the local footpaths in the local area is ideal. Silver should offer more challenging terrain and Gold should be within one of the DofE's specified Wild Country areas.

Local Bronze expeditions also mean that some staff may be able to support just during the day time and go home in the evenings if they have family commitments.

How will you get there?

Ideally at Bronze young people will be able to make their own way to the start point, either by public transport or by parents dropping them off. Having to use coaches and minibuses increases costs and can result in capping numbers. In some areas expeditions can literally start at the school gates.

Where will you camp?

Your campsites choices are critical to the expedition, so think about;

- How many footpaths are in the local area, will all the teams have to come in the same way?
- How busy is the campsite, is it open to the general public?
- If the public are there are they there for a relaxing weekend? They might not appreciate the DofE groups getting up at 6.30am and cooking breakfast and taking down tents.
- Are you confident about the security of the site?
- At Bronze and Silver leaders may be on the same site as the teams, at Gold they should be on a different site.
- Will the site cope if you are taking a large number of teams, and what impact will 50 plus young people have on the enjoyment of other campers?
- What facilities are there? DofE teams only need toilets and taps, they don't need shops and showers!
- Can you use a farmer's field or other non-official campsite to reduce costs?

Where will you start and finish your expeditions?

Think about your start and finish points. Is there car parking available, space for parents to drop off, toilets, will you need to pay for pay and display tickets?

If all your groups start from the same point then they will be very bunched up. Remember that teams should not be following each other, each team should be on a separate route, which they have planned themselves. If you have large numbers of teams out, consider multiple start points, even if they are going to end up at the same campsite.

Access issues

Think about where your routes will be going, are there any difficult sections such as crossing major roads or railway lines? Is the walking on public footpaths or on unmarked roads? Many young people plan routes thinking that all roads are accessible, but many are private tracks or roads and have no public access allowed.

Are there known areas of friction between land owners and walkers, a quick internet search might highlight areas that are best avoided.

Training your participants

All participants must be trained to a sufficient standard to be able to undertake a remotely supervised qualifying expedition.

The DofE has a Training Framework for each level of award which can be found in the eDofE resource zone to download, and is clear about the topics that teams must cover.

Learning to work together as a team and being able to navigate successfully without adult leadership and intervention takes time. Training needs to be delivered so that participants can be allowed to journey unaccompanied in the countryside with remote supervision from their Supervisors.

A training plan therefore needs to be devised that allows young people time to learn the essential skills and practice them before their qualifying expedition.

At Silver and Gold a formal practice expedition must be undertaken before the qualifying expedition, whilst at Bronze participants must be able to demonstrate to their supervisors that they have gained sufficient skills to journey unaccompanied in the countryside.

Who can deliver training?

Some elements of the training framework might be delivered by the DofE Supervisors and Leaders within the centre, other training might require additional people with other skills. For example First Aid training might be delivered by an external trainer, a qualified parent, or a member of the team with specific skills. A geography teacher might help with map reading sessions, and a Design and Technology teacher with helping to sort out menus and food planning.

When the training will take the young people away from their normal environment, such as a day walk to practice their navigation skills, then the Licensed Organisation's policies for off-site visits should be followed, along with any guidance for DofE activities or adventurous activities.

Training will often require a higher ratio of staffing than qualifying expeditions, as at this stage teams are unable to operate independently for any length of time.

How is training delivered?

Training usually delivered in one of two ways; over weekly sessions or in short intensive bursts. There are advantages and disadvantages to both types of training.

	Weekly Training	Intensive block sessions (such as a weekend)
Advantages	<ul style="list-style-type: none"> Keeps training in small bite sized chunks which is easy to digest and learn Lots of different people can be involved in the training at different times Helps maintain enthusiasm in some participants. 	<ul style="list-style-type: none"> Training is delivered close to the expedition so is not forgotten All participants attend the training days so no need to repeat for those absent Cheaper if using an AAP as they won't travel for weekly sessions Can be more practical and delivered in the outdoors rather than classroom focused.
Disadvantages	<ul style="list-style-type: none"> Training started early in the year can be forgotten by the time the expedition comes around Young people can miss odd sessions making it necessary to repeat sessions multiple times Some participants may perceive that the training is never ending. 	<ul style="list-style-type: none"> Highly intensive and can be overwhelming for some participants Intensive for staff to deliver and can be daunting for new or inexperienced staff All equipment and resources are needed at the same time rather than over a period of time.

Funding the Expedition section

When starting to deliver the DofE the cost of the Expedition section can seem like a large barrier but there are ways of reducing the costs both to the participants and to the centre.

What can the participants contribute?—the young people will be receiving a high quality experience over a number of days and need to contribute something towards this to ensure that they have some ownership of the section, even if it is only £10.

For some participants in school based centres help might be forthcoming from the pupil premium fund, but other parents may be able to help with a reasonable contribution towards the cost of the expedition. You will know your participants best and understand their financial situation, but do ask for a contribution, or even the full cost where this is feasible.

Staff training costs—these may seem initially high but there are ways of reducing the cost. Block booking a course for staff will nearly always be cheaper than sending staff on a course individually.

For example a 16 hour First Aid course booked through the Regional Office will cost £120 per person for individuals but just £700 for up to 12 staff, working out at less than £60 per person. Even if you don't have 12 staff needing to do the 16 hour course your spare spaces can be used by other staff needing to renew their Emergency First Aid at Work qualification.

If you are part of a multi-academy trust or local group of schools, then you could book the course between the trust or group, and share the cost between you, this also helps to build trust and relationships between staff from different centres.

Can you borrow kit?—again if you are part of a trust could you look to borrow equipment from one of the other schools in the trust to save money on duplicating equipment? Most DofE equipment is used for about 8 outings a year, so it makes sense to maximise the use of the kit.

Can you share resources?—if other schools are going on expedition on the same weekend can you share transport if it is necessary? Sharing a coach to the Lake District can be a lot more cost effective than half filling it with participants from just one school.

Can you hire equipment?—some local authority areas still have equipment stores where kit can be hired rather than bought, saving you the cost of purchasing equipment at the very start.

Buying second-hand—some centres may decide to replace tents or stoves after a period, some of these may still have plenty of life left in them.

If you are using an AAP and booking large numbers ask if there is a discount for participants who are in receipt of pupil premium. There might not be, but if you don't ask you don't get!

Applying for funding

If you need to apply for funding to support the Expedition section then make sure that you apply in good time. Many funding organisations will take three to six months to process an application for funding, and there is no guarantee of success.

If you are applying to grant making bodies and trusts for money then read their application criteria carefully and make sure that you meet all of the requirements.

Think carefully about what you need the money for, most trusts and charities want to fund something that will be ongoing and self sustaining, so applying for help to pay for an AAP may not be successful, unless you can show how you plan to fund this in future years.

Cost out your requirements and show that you have done your research, a bid for £4875.50 is more likely to be successful than a bid for £5000 as it shows that you have costed the items that you need.

One of the first places to try for funding might be the school parents. Many large companies run grant making schemes which employees can bid to, in order to support an organisation that they are linked with.

This sort of funding can also help raise the profile of the school as well with local businesses and highlight the activities being undertaken by the young people.

Parent Teacher Associations may also be able to help school based centres with fundraising activities to support the purchase of expedition equipment or resources.

Fundraising activities—participants can become involved in these activities, whether it is a car wash or bag pack at the local supermarket to support purchasing equipment that they are going to use on their expedition.

Your Operations Officer may be able to suggest other sources of funding locally.

Different delivery methods in practice

Wombourne High School and Sixth Form—using an AAP to deliver to large numbers

Wombourne High School have delivered the DofE for a number of years but the numbers enrolling have always been small due to a limited capacity to support the Expedition section. Just being able to support a couple of expedition teams a year seriously restricted the numbers able to enrol.

The DofE Manager decided that he wanted to make the DofE available to all young people that wanted to enrol, and to do this he had to find a different way of delivering expeditions.

After talking to AAPs he chose one that was able to deliver to their participants and then opened up the DofE to everyone.

In the first year the result was incredible with the numbers enrolling going from 14 to 70, with the AAP able to support all of these young people to undertake their Expedition section.

Whilst parents now do have to pay more for the section this is offset by the knowledge now that if their child wants to do the DofE they can.

Matt Ward the DofE Manager said; *“I am delighted that we are now able to offer the DofE to all those who want to take part, and we are now looking at how we progress to offering Silver next year.”*



South Bromsgrove High School—large in-house delivery

As one of the largest DofE Centres in the country, South Bromsgrove High School enrol an incredible 460 young people each year, across all three levels of the DofE.

All of their expeditions are delivered in house by a large team of teaching and support staff.

Expedition training and planning takes place after school on one specific day each week, so that other events and meetings do not clash.

The key to running such a large delivery system is recruiting and supporting a large team of volunteer staff, ensuring that they have a positive experience. Over 70% of the staff help deliver the DofE in some way at the school, with most of them training and supervising the Expeditions.

Staff also assess some students for the Physical, Skill or Volunteering activities.

The school invests heavily in staff development. Every three years staff are able to renew their first aid qualifications in school time, and the school organises its own training courses

for expedition leadership, from Lowland Leader to Mountain Leader, every few years.

Due to taking such large numbers for Bronze and Silver, expeditions are run in two blocks. For example, the first Bronze teams go out on Day 1 and 2, and then the second teams do their expeditions on Day 3 and 4. Thus, the Silver expeditions take six days to fit in. Practice expeditions take place over a long weekend, but the qualifying expeditions take place during two school weeks in July each year.

Whilst there is a cost implication to having so many staff out of school for several days, this is more than repaid by the benefits that the leaders see in working with the participants in a less formal setting, and being able to encourage their participants to achieve success.

Bronze and Silver expeditions are run locally within Worcestershire to keep down the cost and make them accessible, and over the years the school has built up a large store of equipment and resources to support the DofE.

Dame Elizabeth Cadbury School—in-house delivery

Dame Elizabeth Cadbury School is in an area of Birmingham with high levels of deprivation. The school has been offering the DofE for over 10 years but, due to gaps in staff training, were having to use an external Approved Activity Provider to deliver the Expedition section at a cost of £210 per student.

The cost of the Expedition section was creating a significant barrier to participation and meant that delivery of the DofE was becoming unsustainable. The school used Pupil Premium to fund some places but simply did not have enough money to offer the award to everyone who wanted to take part. 63% of those enrolled on the DofE programme at the school are classed as disadvantaged.

With support from the Regional Office 4 leaders undertook their Lowland Leader Training and 2 have now completed their Lowland Leader Assessment.

This means that staff at the school are now qualified to lead and supervise DofE Expeditions for their students.

The cost of participation has now been reduced to just £50 with Pupil Premium being used to fund places for those in greatest need. Award enrolment has increased 118% from 32 to 70 students. The financial savings the school has made by bringing the Expedition section in-house has meant that they have been able to afford some new equipment.

Dame Elizabeth Cadbury School are looking forward to offering even more students the chance to complete their Bronze and Silver DofE awards in the future.



Claydon High School—Lowland Leader and DES

Starting the DofE for the first time, Graham Davenport at Claydon High School searched for an appropriate staffing solution that would allow the school to deliver expeditions to the 45 participants that enrolled.

Using a mixture of qualifications and training as per their expedition policy, allowed the school to send leaders on the most appropriate courses. Graham completed his Lowland Leader Training and Assessment with courses provided by the Regional Office, whilst another leader attended the Duke of

Edinburgh's Award Expedition Skills (DES) course.

Some leaders within the school already had qualifications and they were also able to help the school in their first year.

Mixing the levels of training ensured that staff were ready to support the young people when the expedition season arrived and their first year was highly successful.

The school also arranged a first aid course to ensure that all those helping with the Expedition section had an up to date first aid certificate that was relevant to the outdoors.

Blythe Bridge High School and Sixth Form—Mixed delivery with an AAP

Following a transition to delivering the Bronze Award in year 9 Blythe Bridge High School and Sixth Form had very large numbers of Bronze participants enrolling. To ensure that all of these young people were able to take part the school employed the services of an AAP to deliver the expeditions at Bronze and Gold.

As the school already had trained staff who could deliver the Silver expeditions the school continues to deliver these in-house, reducing costs and also ensuring that the workload on the staff and volunteers is appropriate.

In this way the AAP is able to deal with the large numbers at Bronze and supply leaders with the appropriate qualifications for Gold, whilst the staff and volunteers can support all of their Silver participants.

DofE Manager James Gibbons said, "This is the ideal compromise for us, our staff and volunteers are still involved with expedition delivery but the pressure has been removed as we know that the AAP can supply as many staff as are needed to deal with our large numbers at Bronze. Having a smaller core team means that training and recruiting leaders is more straightforward."

Guidance check sheet for using an AAP

The LO or Centre must make the AAP aware of their LO policies, and the AAP must work to these as a minimum.

Your Contract with the AAP	Yes	No	Comments
Do you have a written contract between the Centre and the AAP?			
What is to be included and excluded in the contract?			e.g. transport, kit use, campsite fees, fuel, food, assessor fees?
Is the price per person/per team stated, and how much?			
Does the contract cover the contingency if your numbers increase/decrease? If yes, what is it?			
Is it clear what differing financial arrangements would occur if your numbers alter?			
Is there a stated date by which numbers must be confirmed?			
Is there a contingency if a young person is sick at the time of the expedition and unable to attend?			
Is there a contingency if a young person fails to complete the practice or qualifying expedition?			
Is the contract clear about what staff you need to provide and what their role is – pastoral, supervisory, assessment?			
	Yes	No	Comments
Have you made the AAP aware of your LO guidelines with regards to the supervision qualifications and ratios of staff to young people? The AAP must use these as a minimum level of staffing.			
How many assessors are being provided, taking into account the terrain and route choices? The DofE would not normally expect an assessor to work with more than 4 teams at any time.			
Is the invoicing for the contract clear, will you be billed in advance, at the time of the expeditions or after the expeditions are completed.			
Is a timescale provided, by which the AAP will provide the assessors reports?			
What arrangements will be made if the AAP decides that a team is not ready for assessment? Will there be an extra charge for this?			
Will the AAP be required to make all in field decisions relating to the expedition? If they are required to consult with the Centre / LO, how will that consultation take place?			

	Yes	No	Comments
<p>AAPs can run open or closed expeditions.</p> <p>Closed expeditions are restricted to participants from one centre, where the centre has the contract with the AAP.</p> <p>Open expeditions are open to participants from any centre, who book directly with the AAP.</p> <p>Does your contract make it clear that the expedition is only for participants from your Centre?</p>			

Responsibilities of the Centre and the AAP	Centre	AAP	Notes
Who will be responsible for:			
Training the participants in First Aid			
Training in Camp Craft, Navigation & Route planning, Health and Hygiene, Cooking, Awareness of risk etc.			
Training in the mode of travel			
Supervising the Practice Expedition			
Pastoral support* during the Practice Expedition			
Supervising the Qualifying Expedition			
Pastoral support* during the Qualifying Expedition			
Assessing the Qualifying Expedition			
Submitting expedition paperwork to the Assessor Network/Regional Office if appropriate (Green and Blue forms)			
Submitting expedition paperwork to the EVC			
Completing Risk Assessments for the Expeditions			
Communicating information to parents			
Uploading assessor reports			

*Pastoral support – this is the support offered to young people on an expedition that is not related to their health and safety; which is the responsibility of the AAP.

They may feel ill, be homesick or have behavioural needs that need addressing.

Centre staff providing pastoral support may have no expedition experience, and are not included in the AAPs supervision ratios and are not expected to perform supervision duties.

Be clear about who is providing overnight support for participants, are the AAP staff staying on the same campsite, or are they off site. (At Gold they must be off site.)