



## Introduction to the DofE

...the world's leading achievement award  
for young people.

Its balanced programme of activities develops the  
mind, body and soul in an environment of social  
interaction and team working.

It encourages young people to  
live life as an adventure.

# Young people have their say

*“Volunteering for the Score Project has been great as I have a laugh while helping others.”*

Faisal, DofE participant



*“Doing your DofE helps you build on an existing hobby. With just a little extra effort you can prove your ability.”*

Emma, DofE participant

*“If there is one thing which the experience of DofE programmes reaffirms and emphasises time and again, it is the involvement and dedication of adults that is absolutely critical to its success.”*



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

# Our guiding principles

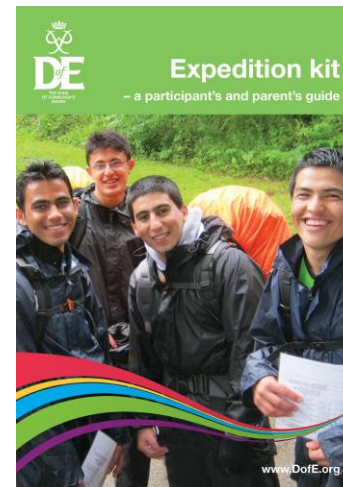
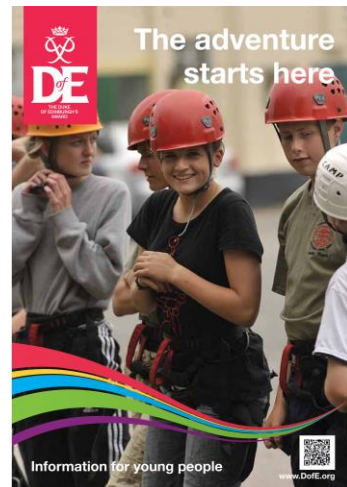
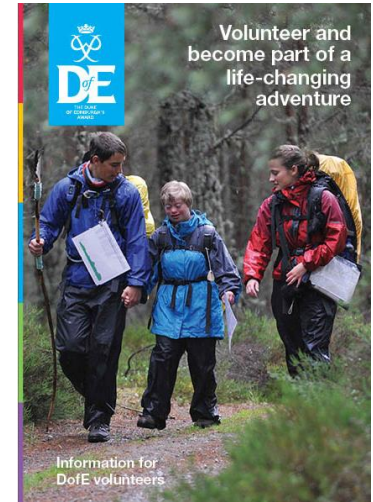
- Non-competitive
- Achievable by all
- Voluntary
- Personal development
- Personalised
- Balanced
- Progressive
- Achievement focused
- Demand commitment
- Enjoyable



- Self-belief
- Self-confidence
- A sense of identity
- Independence of thought and action
- Respect and understanding of people from different backgrounds, cultures and walks of life
- A sense of responsibility

- An awareness of their potential
- New talents and abilities
- An understanding of strengths and weaknesses
- The ability to plan and use time effectively
- The ability to learn from and give to others in the community
- New relationships
- Skills including problem solving, presentation and communication
- The ability to lead and work as part of a team





The Licensed Organisation (LO) holds the licence to manage the delivery of DofE programmes and authorise Awards, for example, a local authority, voluntary organisation or independent school.

## **To get a licence, LOs must:**

- Be able to safeguard young people
- Maintain the DofE's aims and standards
- Have relevant policies and procedures in place
- Have an administrative framework to function correctly and ensure continuity

# Time and age requirements

Level:	Minimum period of participation by:	
	Direct entrants	Previous Award holders
<b>Bronze</b>	<b>6 months</b>	<b>n/a</b>
<b>Silver</b>	<b>12 months</b>	<b>6 months</b>
<b>Gold</b>	<b>18 months</b>	<b>12 months</b>

*Direct entrants are young people starting their DofE programme at either Silver or Gold level, who have not achieved the previous level of Award.*

# Bronze Award (14+ years old)

Volunteering	Physical	Skills	Expedition
3 months	3 months	3 months	Plan, train for and complete a 2 day, 1 night expedition
<i>All participants must undertake a <b>further</b> 3 months in the Volunteering, Physical or Skills section.</i>			

# Silver Award (15+ years old)

Volunteering	Physical	Skills	Expedition
6 months	One section for 6 months and the other section for 3 months		Plan, train for and complete a 3 day, 2 night expedition
<i>Direct entrants must undertake a <b>further</b> 6 months in the Volunteering or the <b>longer</b> of the Physical or Skills sections.</i>			

# Gold Award (16+ years old)

Volunteering	Physical	Skills	Expedition	Residential
12 months	One section for 12 months and the other section for 6 months		Plan, train for and complete a 4 day, 3 night expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights
<i>Direct entrants must undertake a <b>further</b> 6 months in either the Volunteering or the <b>longer</b> of the Physical or Skills section.</i>				

- **Volunteering:** undertaking service to individuals or the community
- **Physical:** improving in an area of sport, dance or fitness activities
- **Skills:** developing practical and social skills and personal interests
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad
- At Gold level, participants must do an additional fifth **Residential** section, which involves working and staying away from home doing a shared activity

# Choosing activities

There is a massive choice of activities that count towards DofE programmes. Participants can select practically any activity they wish – as long as it's legal and morally acceptable.

- Activities are placed in specific sections for a reason.
- Participants need to choose activities they are going to enjoy.
- Activities could be something that they are already doing or perhaps one they've always wanted to try.



When advising on programmes, you should think about:

- **The young person** – their level of expertise, their maturity and level of confidence.
- **The goals** – they should be challenging but achievable.
- **Prior activities** – an activity done during the preceding three months of starting a DofE programme could count towards the achievement of an Award.
- **When activities take place** – participants should be able to show that their activities required a substantial contribution of personal time and voluntary effort.

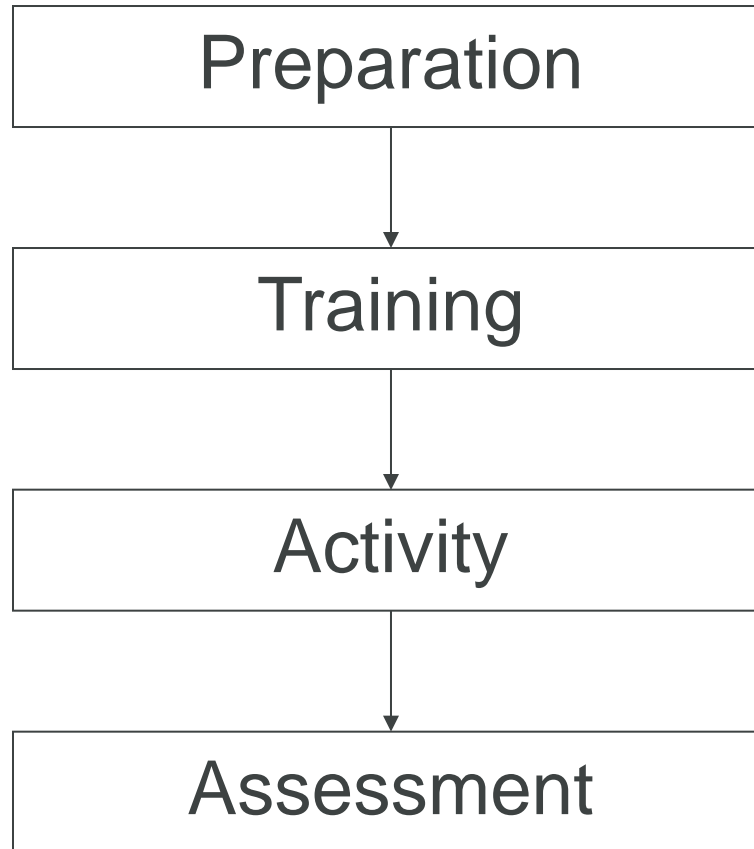
# Starting the next level

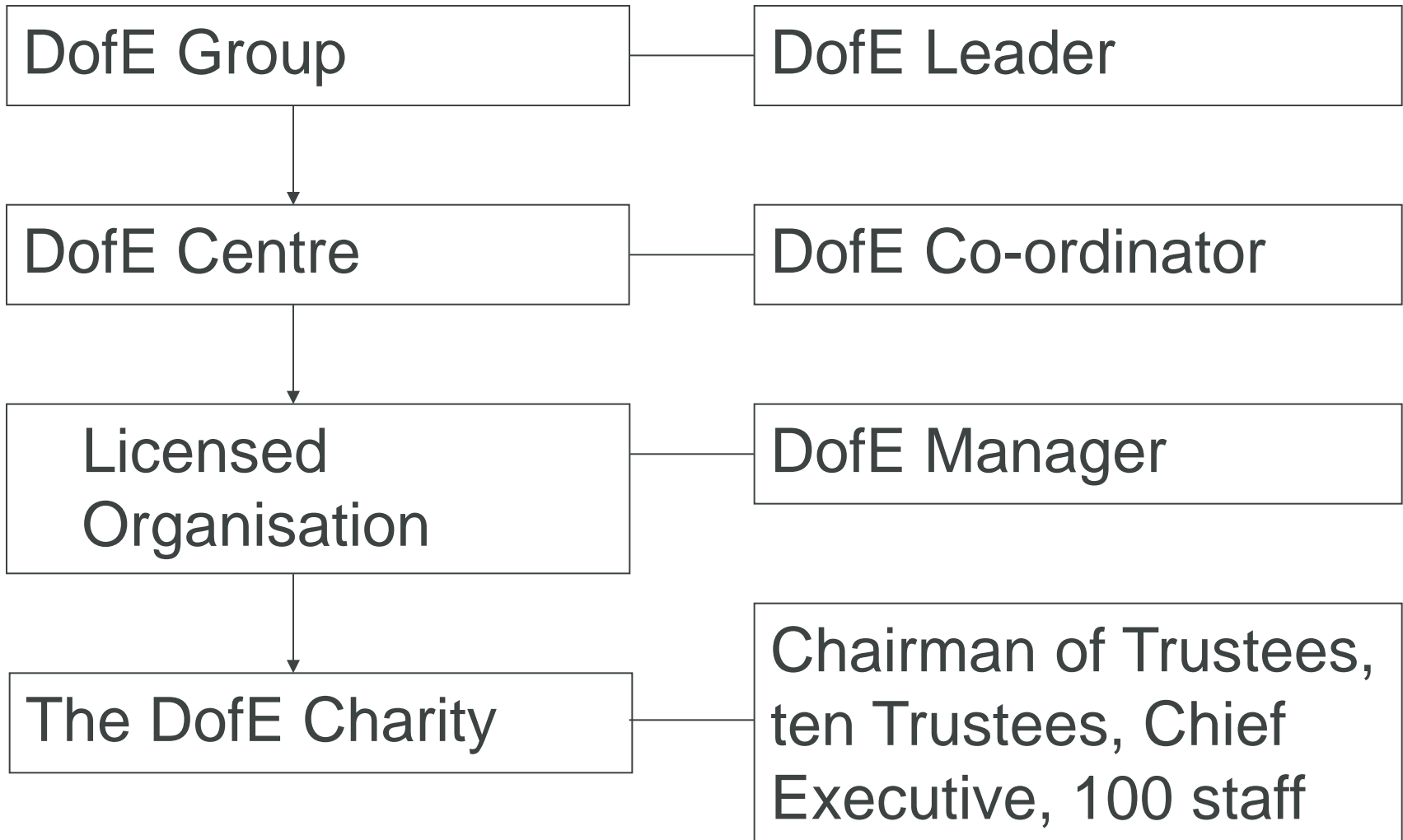
Participants should be encouraged to achieve their Award before embarking on the next level.

They may start on a section of the next level if they:

- Have reached the minimum age of entry.
- Obtain a Participation Place for this level.
- Have completed that section of the previous Award.
- Are not working on all three levels at the same time.

# The steps for the sections





# Volunteering

## Aim

- To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others.



# Benefits

---

- Learn about their community and feel a sense of belonging and purpose.
- Learn to take responsibility for their communities and their own actions.
- Build new relationships.
- Further understand their own strengths and weaknesses.
- Develop teamwork and leaderships skills.
- Trust others and be trusted.
- Enjoy new adventures.

# What is required?

---

- Volunteering is simple. It's about choosing to give time to something useful, without getting paid.
- Team volunteering can be beneficial to young people and to the project they have chosen.
- At least 3/4 of activity needs to be practical volunteering, so only a 1/4 can be training.
- Training courses, therefore, must either:
  - Change their content to include practical volunteering e.g. raising awareness project
  - Count towards the Skills section – Life skills category

# Volunteering categories

- Helping people
- Community action and raising awareness
- Coaching, teaching and leadership
- Working with the environment or animals
- Helping a charity or community organisation





# Physical

## Aim

- To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.



# Benefits

---

- Enjoy keeping fit.
- Improve fitness.
- Discover new abilities.
- Raise self-esteem.
- Extend personal goals.
- Set and respond to a challenge.
- Experience a sense of achievement.

# What is a physical activity?

---

In short, anything that requires a sustained level of physical energy and involves doing an activity.

Participants are free to do this section independently or as part of a team.

# Physical categories

- Team sports
- Individual sports
- Water sports
- Racquet sports
- Dance
- Fitness
- Extreme sports
- Martial arts



# Skills

## Aim

- To inspire young people to develop practical and social skills and personal interests.



# Benefits

---

- Develop a new talent.
- Improve self-esteem and confidence.
- Develop practical and social skills.
- Develop better organisational and time management skills.
- Sharpen research skills.
- Learn how to set and rise to a challenge.

# Something old or something new

---

Ultimately participants must be able to prove that they have broadened their understanding and increased their expertise in the chosen skill.

Activities can be undertaken on either an individual or group basis.

# Skills categories

- Creative arts
- Performance arts
- Science and technology
- Care of animals
- Music
- Life skills
- Learning and collecting
- Media and communication
- Natural world
- Games and sports





# Expedition

## Aim

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



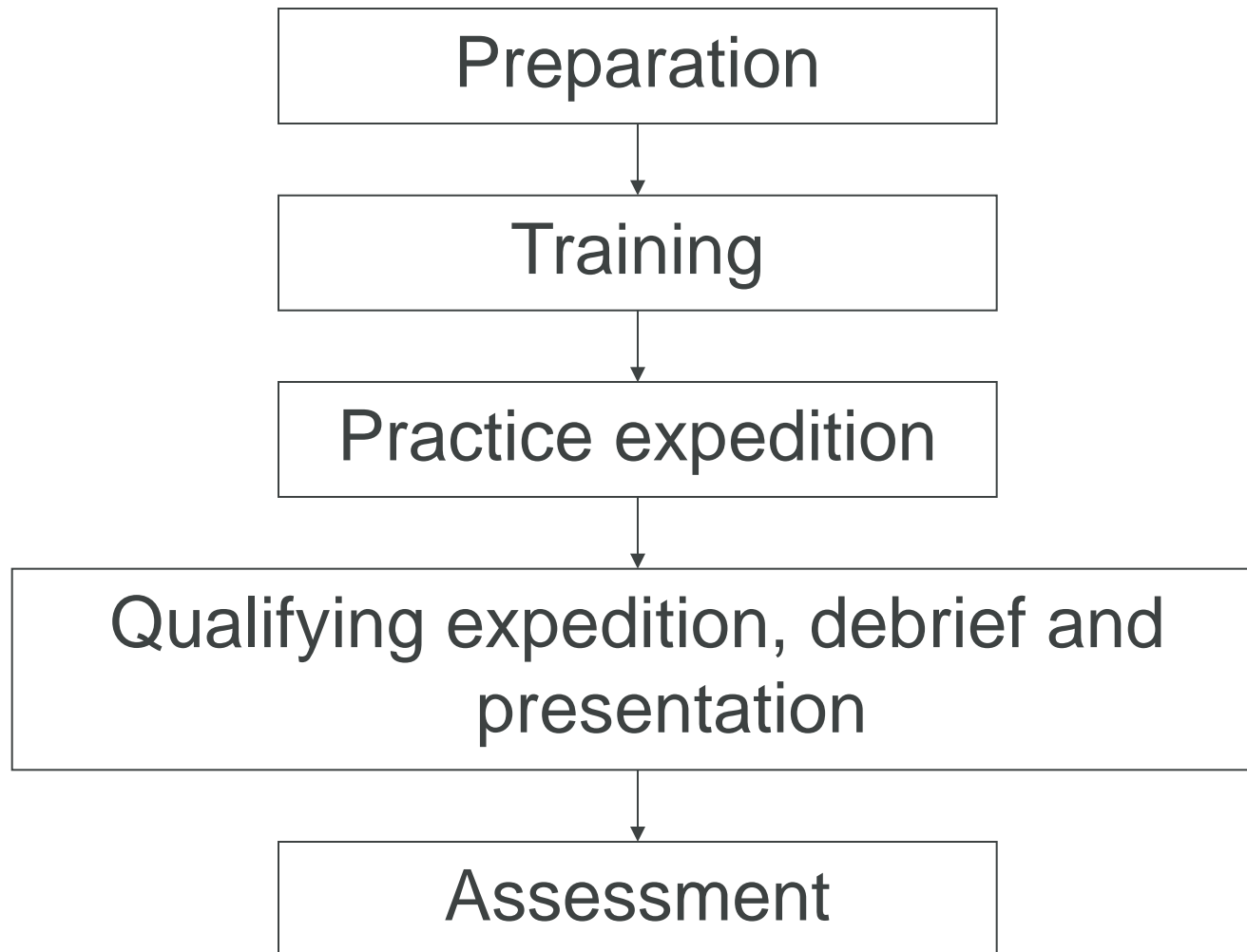
# Benefits

---

- Gain an appreciation of and respect for the outdoor environment.
- Learn the value of sharing responsibility for success.
- Learn the importance of attention to detail and organisational ability.
- Develop and demonstrate enterprise and imagination.
- Become more self-reliant.
- Become more able to overcome challenges.
- Recognise the needs and strengths of others.
- Improve decision-making skills and the ability to accept consequences.
- Gain skills to reflect on personal performance.
- Learn to manage risk.
- Learn through experience.

# The expedition process

---



# Expedition examples

- This can be far flung or close to home:
  - Exploring team dynamics on foot in the Cairngorms
  - Using cycle paths in Germany to compare to the UK
  - Following a disused railway track by wheelchair
  - Utilising canoe trails in Canada on a wilderness trip
  - Exploring bridle paths in the Brecon Beacons



# Timescales for qualifying expeditions

Level	Duration	Minimum hours of planned activity each day
<b>Bronze</b>	2 days and 1 night	At least 6 hours during the daytime (at least 3 of which must be spent journeying)
<b>Silver</b>	3 days and 2 nights	At least 7 hours during the daytime (at least 3½ of which must be spent journeying)
<b>Gold</b>	4 days and 3 nights	At least 8 hours during the daytime (at least 4 of which must be spent journeying)

# Residential

## Aim

- To inspire participants through a concentrated involvement with people they don't know, who are usually from different backgrounds, and bring alternative views to the challenges they will face.



# Benefits

---

- Meet people.
- Develop the confidence to thrive in an unfamiliar environment.
- Build new relationships and show concern for others.
- Work as part of a team towards shared goals.
- Accept responsibility for themselves and others.
- Develop communication skills and effective coping mechanisms.
- Develop respect and understanding for others.
- Show initiative.
- Develop the skills and attitudes to live and work with others.

# Residential examples

- Developing an existing interest or something new:
  - Assisting at a kids' summer camp
  - Joining a conservation project
  - Doing a photography course
  - Improving language skills on an intensive course





**Thank You**

**Any questions?**