



- [Summary](#)
- [What is DofE](#)
- [Benefits of DofE](#)
- [Doing a DofE Award](#)
 - [Levels](#)
 - [Sections](#)
 - [Programme Timescales](#)
 - [Example programme](#)
- [Structure of DofE in Delta](#)
 - [Roles](#)
 - [Programme structure](#)
 - [Progression / Scaling](#)
 - [Managing the Physical, Skill and Volunteering Section](#)
 - [Managing the Expedition section](#)
 - [Cost and funding](#)
 - [Training](#)
- [Dallowgill](#)
- [DofE for New Teachers](#)
 - [Example route](#)
- [Junior Delta Award](#)
- [Next steps](#)



DELTA ACADEMIES TRUST

Executive Summary

The following is a document describing the Duke of Edinburgh's (DofE) Award, its benefits and a usable, scalable approach to a whole Trust delivery of DofE.

Task Objectives

Design a consistent and scalable Duke of Edinburgh's Award programme that is usable by all academies in the Delta Trust. Linking this with a junior Delta Award and with Dallowgill.

Outcomes and Solution

- Appoint key roles at each academy – Importantly a DofE Manager to project manage the programme
- Use existing enrichment in each academy to fulfil the Physical, Skill and Volunteering aspects of the Award to achieve a DofE Certificate of Achievement
- Use Dallowgill for Expeditions or keep Expeditions local
- Keep the barrier to entry low
- Emphasise students' character and personal education journey, investing in themselves, improved mental health, engagement and achievement before receiving an invite to the Expedition section

Key Information

- A DofE licence is needed by each academy
- Bronze in year 9, Silver in year 10, Gold 16+
- Some academies already receiving funding for DofE
- Six out of 18 eligible academies already delivering DofE

Associated Costs

- Annual licence fee £1,100 per academy
- Per head fee of £23 per participant for Bronze and Silver (£30 for Gold)
- Participant's parent/carer normally contributes towards programme costs

Next Steps

1. DofE staff to promote the Award at the Delta conference on the 14th October.
 - a. benefits of the Award and planning fundamentals for Leaders
 - b. Leaders asked to outline their action plan for DofE
2. DofE Operations staff to contact Principals in each academy to start the licence process
3. Academy SLT to identify key DofE Roles
4. DofE Managers to work with DofE Operations staff to launch new DofE programmes

What is DofE?

The Duke of Edinburgh's Award is the world's leading youth achievement award. A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work and a recognised mark of achievement; respected by employers.

The DofE is many things to many people, supporting generations to successfully navigate adult life.

14-24 year-olds can do a DofE programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award.

There are [four sections](#) to complete at Bronze and Silver level and five at Gold. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.

Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and uni and job applications. [Top employers recognise the work-ready skills Award holders bring to their business.](#)

The DofE licenses organisations that work with young people to run DofE programmes, such as schools, colleges, youth groups and clubs. Through the Licensed Organisation (LO) young people (or their parents / carers) pay for a Participation Place and are supported by Leaders who support them through their programmes, helping them to choose their activities, set their objectives and achieve their Award.

*“Before I did DofE, I felt anxious a lot of the time. I believe in myself more now”
DofE Participant*

Benefits of DofE for a Young Person

- Young people develop a whole range of skills and attributes such as resilience/ coping skills, confidence, commitment, drive, self-control, empathy, team working and problem solving.
- Achieving a respected Award that's recognised throughout the world, improves young people's FE, HE and job prospects.
- students develop positive relationships with teachers outside of the classroom, benefiting their wider school life.
- When doing their DofE, young people interact with peers on a level playing field; any young person, of any ability, can start their DofE programme.

Benefits of DofE for an Academy/ Trust

- Holding a DofE Licence is marketable and attracts new students and staff.
- Improved relationships between staff and students as a result of working together beyond outside the classroom.
- Students engaging with meaning volunteering in the community reflects positively on the school and has a measurable Social Impact.
- Excellent links between DofE and Ofsted.
- Clear links with the Gatsby Career benchmarks.
- DfE Character Education Framework, DofE is a cited excellent example.
- A new and affordable avenue of CPD/NGB for staff.
- Involvement in DofE fulfils DfE Teachers' Standards Part 1 Standard 8 and Part 2 for all PGCE Trainee's involved.
- Contributes significantly to your Academies Self Evaluation Form (SEF).



[Video Link](#)

Doing a DofE Award

Award Levels

There are three **DofE Levels: Bronze, Silver and Gold**. The difference between these is time commitment. The DofE does not require students to go better (although we would expect to see this with commitment to activities!), it's about personal challenge and achievable outcomes. At Gold, there is an additional Residential section.

Bronze can start at the beginning of year 9, Silver usually starts at the beginning of year 10. Each level is completed within the appropriate academic year. Our suggestion is that students focus on their assessments and exams in year 11 and resume DofE Gold at Post 16.

Sections

There are 4 core DofE sections and an additional Residential section at Gold:

- **Physical** - Anything that requires a sustained level of energy and physical activity. Ultimately, encouraging healthy lifestyles, positive wellbeing and mental health.
- **Skill** - Broadened students' understanding of a talent, interest or hobby, to increase expertise in a chosen skill. It should not be a physical activity.
- **Volunteering** - Is about choosing to give time to help people, the community or society, the environment or animals in a meaningful way. This cannot be done for a profitable business.
- **Expedition** - Plan, train for and complete an unaccompanied, self-reliant expedition with an agreed aim.
- **Residential (Gold Only)** - Students need to undertake a shared activity or specific course with people they don't know, in a residential setting away from home and in an unfamiliar environment. Evenings are often as much a part of the experience as daytime activities.

Timescales

	Volunteering	Physical	Skills	Expedition	Residential
Bronze 14yrs + (or Year 9)	3 months	3 months	3 months	2 days / 1 night (1 x Practice Expedition and 1 x Assessed Expedition)	N/A (Gold level only)
	Averaging at least 1 hour per week. Plus an additional 3 months for either Volunteering, Physical or Skills)				
Silver 15yrs +	6 months	One section for 3 months and the other section for 6 months		3 days / 2 night (1 x Practice Expedition and 1 x Assessed Expedition)	N/A (Gold level only)
	Averaging at least 1 hour per week. If you didn't do Bronze or haven't completed it, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.				
Gold 16yrs +	12 months	One section for 6 months and the other section for 12 months		4 days / 3 night (1 x Practice Expedition and 1 x Assessed Expedition)	5 days / 4 nights (A residential setting away from home)
	Averaging at least 1 hour per week. If you didn't do Silver or haven't completed it, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.				

Each of the Physical, Skill and Volunteering sections requires an average commitment of one hour per week.

Participants can enter DofE at any level. Starting at Silver or Gold means a student is a Direct Entrant, this entails extra time commitment.

Example programme

Goole Academy a Bronze student programme:

Section	Activity	When/Where
Physical	Unicycling	Thursdays 2:30pm, Canopy
Skill	Photography	Monday at 2:30pm, Art 2/3
Volunteering	School mentor	Ongoing
Expedition	Training – use of a drop down day to cover key expedition skills followed by a local day walk to practice navigation. Expedition - Two day one night expedition based at Dallowgill at the end of term.	Local / Dallowgill

Structure of DofE in Delta

One of the key reasons that the DofE Award is successful is because it's flexible to meet the needs of students participating in the Award and flexible enough to accommodate the needs of organisations who run it. Each Delta academy can tailor DofE to meet their requirements while staying true to the consistency of delivery across the Trust.

Currently, six of the 18 eligible Academies in the Delta Trust run DofE. These are:

- Hull Trinity Academy
- Darton Academy
- Ingleby Manor Academy
- John Whitgift Academy
- Garforth Academy
- Manor Croft Academy.

DofE Roles

The key to consistency is identification of four key roles in each academy: An SLT Link, DofE Manager, DofE Coordinator/ Assistant Manager and Award Verifier.

- **DofE Manager** – Is the project manager for the DofE programme, oversees the day to day running of the project and ensures everything is in place to enable young people to succeed. (If a TLR is offered, this is who it should be attributed to).
- **DofE Coordinator/ Assistant Manager** – A DofE Coordinator takes responsibility for an area of a programme (e.g. Bronze level) and assists the DofE Manager with organising the DofE programme for this area. Having a designated Assistant Manager also improves the resilience of the DofE programme (e.g. if the Manager is sick).
- **SLT Link** – Represents DofE within the senior team, champions the DofE programme and promotes the success of young people within the senior team.
- **Award Verifier (AV)** – Checks that completed awards meet the DofE requirements. This role takes approximately 5 hours per year depending on the size of the programme. The AV maintains quality in a DofE programme.

While the above roles are key to a DofE project's success, depending on the size of a DofE programme, more volunteers may be needed to assist on expeditions, help on eDofE etc. These are broadly called **DofE Leaders**.

Expedition Leaders

Expeditions must be staffed by adults competent to lead students on their chosen route. A DofE Expedition Supervisor must be able to take responsibility of students on expedition.

For Assessed expeditions, there must also be a **DofE Expedition Assessor** who can be present on assessed expeditions to ensure that the venture meets the 20 conditions of a DofE expedition.

My confidence and ability to speak with new people has improved, as has my confidence to take risks and put myself in a position where I'm not entirely comfortable in order to learn from the experience."

"DofE Participant

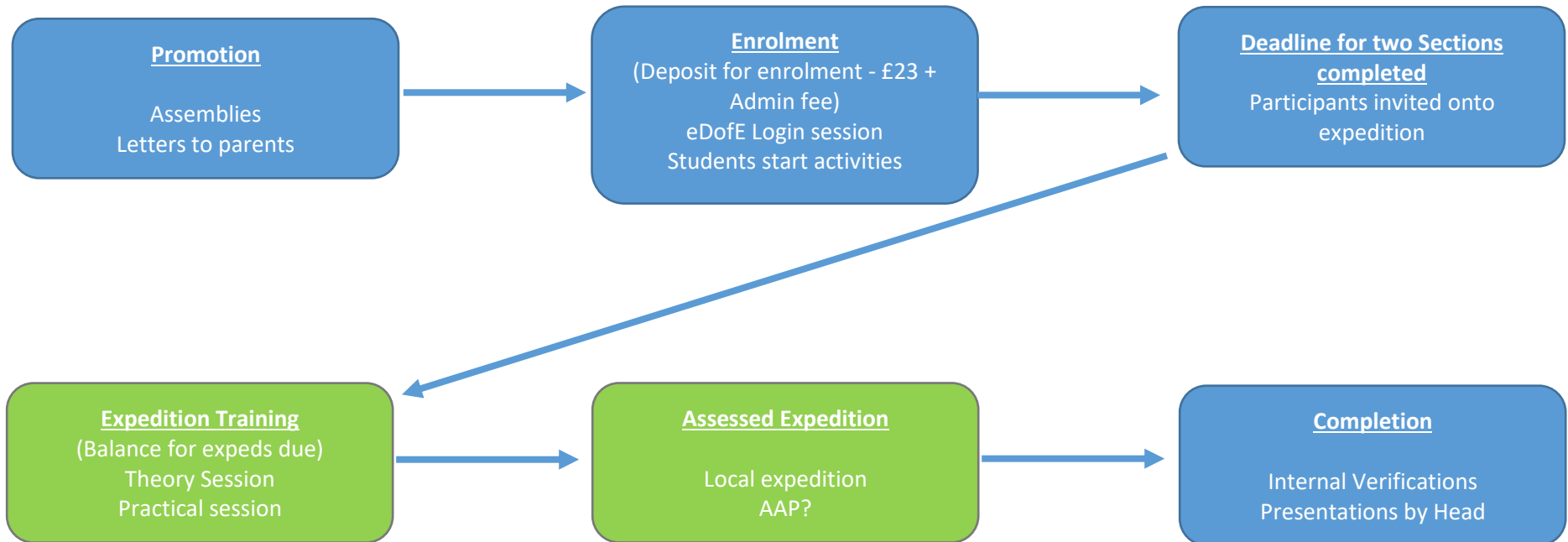
"DofE is so important for young people today. It gives them a sense of belonging, that can be lacking in their community. It allows them to realise that they do make a difference and that this difference affects others, not just themselves."

Headteacher at DofE Licenced organisation

Award Structure

To stay true to the shared belief between The DofE and Delta, we do not recommend capping DofE programmes and actively encourage equality and inclusivity. We do recognise that managing capacity is important. To do this, we recommend keeping the barrier to entry low but asking students to invest in themselves before the academy invests in support and expeditions.

Below is an outline of a Bronze programme that does this. By opening the programme to all students that what to try DofE and keeping costs to a minimum at that point of entry means more young people can start their DofE. However, students do not get invited onto the expedition until they have successfully completed two of the Physical, Skill or Volunteering sections. By doing this, students show they are committed to completing their award and maximise the time used by staff on expeditions.



Progression

Below is a suggested scalable model for rolling out DofE. The key here is a steady increase in capacity rather than starting all levels to all students immediately.

Year 1 DofE Bronze

- Complete a development plan and sign a DofE Licence
- Appoint an SLT link, DofE Manager, AV and DofE Coordinator for Bronze.
- Launch Bronze to year 9 only.

Year 2 DofE Bronze and Silver

- Appoint a new DofE Coordinator for Silver
- Launch Bronze to year 9
- Launch Silver to year 10

Year 3 DofE Bronze and Silver, if applicable Gold

- If applicable, appoint a DofE Coordinator for Gold
- Launch Bronze to year 9
- Launch Silver to year 10
- Launch Gold to year 12

This scalable approach mixed with the above programme structure gives an outline of how DofE can be launched in all Delta Academies and enhanced in academies already running DofE.

Managing the Physical, Skill and Volunteering Sections

Students would be expected to complete these sections with direction and support from identified DofE staff internally, but ultimately completed independently. Students can use existing activities that they take part in or start something new.

The existing academy enrichment timetable already gives an abundance of options for students to participate in. Marking these options with a Physical, Skill or Volunteering logo/ letter (P, S, or V) will help students quickly identify and choose suitable activities.

Students are expected to record their intentions and evidence in eDofE, which will be monitored by internal staff (DofE Leaders). Training on eDofE will be given to appropriate staff by the DofE Operations team.

The Trust has no responsibility to assess the suitability of activities that take place away from the academies e.g. volunteering options, uniformed services etc. This responsibility is with the parent/ carer of students.

Managing the Expedition section

Licensed Organisations will either deliver the Expedition section in-house using their own staff and volunteers, or they may outsource it to Approved Activity Providers (AAP).

Academies are responsible for the safety and wellbeing of their participants and, therefore, approving their Supervisor's and Assessor's experience and qualifications. All expeditions must be run within your organisation's off-site visits policy.

The Expedition Supervisor is responsible for the suitability of expeditions, safety aspects, the adequacy of the training of the young people and the emergency procedures.

Supervisors need to be suitably competent. It is essential that appropriate risk assessments, preventative actions, emergency procedures and reviews are completed for all expeditions to ensure the safety of the young people involved and, of course, compliance with the 20 Conditions of the Expedition section.

All adults involved in the delivery of DofE expeditions must be suitably competent and trained for the tasks they will be undertaking. Parents and Carers must be informed what a DofE Expedition entails. They need to understand what their young person will be doing, and the steps taken to ensure their safety, welfare and enjoyment.

“We are looking forward to getting back out into the community and local environment and encouraging our students to challenge themselves. The Covid-19 Lockdown has had an impact on the opportunities available to our students and their confidence and we believe the Bronze D of E is the perfect vehicle to rebuild self-esteem, independence and resilience.”
DofE Manager

Preparation

Participants plan an expedition. This includes deciding on team members, aim, how they will travel and the environment they intend to travel through. Expeditions may be undertaken by foot, bicycle, sailing boat, canoe, kayak, paddleboard, wheelchair or horseback.

Training

Participants undergo training in expedition skills and their chosen mode of travel.

Practice expedition (not required at Bronze)

Participants must undertake sufficient practice to enable them to travel safely and complete their qualifying expedition.

Qualifying expedition, debrief and presentation

Once prepared, participants undertake their expedition, which will be observed by their Accredited Assessor. Upon completion, participants will be debriefed by their Assessor and then prepare and give a presentation (not required at Bronze) in any medium about their expedition, which covers their aim, experiences and outcomes.

Level	Duration	Minimum hours of planned activity each day
Bronze	2 days, 1 night	At least 6 hours during the daytime, at least 3 of which must be spent journeying.
Silver	3 days, 2 nights	At least 7 hours during the daytime, at least 3.5 of which must be spent journeying.
Gold	4 days, 3 nights	At least 8 hours during the daytime, at least 4 of which must be spent journeying.

Assessment

The Accredited Assessor should upload their report onto eDofE following the qualifying expedition.

All expeditions must meet the DofE's 20 Conditions. These can be found at [DofE.org/20conditions](https://www.dofe.org/20conditions).

Cost and Funding

The cost for DofE is split into two parts:

- An annual licence fee for organisations of £1,100 +VAT pro rata annual Licence Fee for organisations of £1,100 +VAT pro rata
- A per head student fee of £23 for Bronze/ Silver and £30 for Gold for their Welcome Pack and eDofE access

It is common practice to ask students to contribute to the cost of their DofE programme.

Especially, the enrollment fee and expedition costs.

However, by splitting these into a non-refundable deposit (covering enrolment and a small admin fee) and expedition fees, students can enroll and start their DofE Award without having to carry the burden of the expedition cost upfront.

Once enrolled, students hold their eDofE account till their 25th birthday and can be moved with them if they change schools or progress to college/ university.

The DofE Charity works hard to attract funding to assist young people to start their DofE Award. Currently the charity has already funded or expects to fund several Delta Academies.

- Ingleby Manor Academy recently received £650 towards Expedition equipment and participation places for young people from disadvantaged backgrounds.
- John Whitgift Academy is currently on a support package as part of the North East Lincolnshire licence transition worth £1,800.
- Ash Hill Academy, De Warenne Academy and Serlby Park Academy have been identified as part of the DofE's new initiative to help fund new DofE programmes. Once confirmed and released, this funding is worth £8,000 per academy.
- Garforth Academy received funding for DofE Adult Training, Mountain Training Lowland Leader Training and Assessment courses.
- Manor Croft Academy received funding for 20 Pupil Premium Bronze Places, expedition support for £350 and programme support for £300, plus staff Training. This academic year DofE have agreed £300 of funding for further staff training.

There are further funding opportunities available for academies to apply to depending on their circumstance. Local DofE operations teams will be able to guide and support DofE Managers through this.

DofE Training

DofE offer a range of DofE related training to equip staff with the knowledge and skills they need to support DofE programmes. These courses are currently run virtually. Our three core training courses are:

Introduction to DofE (6 hours / £25)– This course is aimed at staff new to DofE and gives the foundation knowledge needed to support students through a DofE Award. This course is needed for all DofE Managers.

Expedition Assessor and Supervisor Training Course (6 hours / £45) – arms staff with the practical knowledge and understanding of the principles and conditions of the Expedition section.

Award Verifier Course (3 hours / £25pp) – This training course equips Award Verifiers with the necessary DofE programme and practical knowledge to confidently meet the purpose of the role. This course is needed for all Award Verifiers.

In addition to the above, we also offer national awards in outdoor leadership through the Lowland Leader Award scheme. This is split into two parts (Training and Assessment) and offers a robust, nationally recognised qualification for key expedition staff.

“Aroon has blossomed so far during his participation in his Award Programme. He got so much out of his expeditions, working with his team mates and leaders in a completely new situation for him.”

DofE Participant’s Parent

Dallowgill



Dallowgill offers an excellent opportunity for the Delta Trust's DofE programme. Their site is ideally located to host training for DofE expeditions and the expeditions themselves.

There are options to stay at Dallowgill for the entirety of an expedition or to use some of the local campsites to facilitate a multi-day venture for Silver and Gold – in the South How Stean Gorge, Bewerley Park and Manor House Farm campsite. In the North, Masham has several campsites that could be used.

*"I love DofE, it's helping me improve my confidence and I can't wait to go on the expedition."
DofE Participant*

Delta DofE Award Plan

Bellow is an example of an DofE Bronze Expedition route on an OS map using Dallowgill (route marked in pale blue). Starting at Fountains Abbey, staying overnight at Dallowgill and following a circular route back to the Dallowgill.



DofE & Professional Development Opportunities for Teacher Trainees, ECTs

DofE - How being involved can help your Teaching career?

- **Benefits to being involved, develop your:**
- Self-belief & Self-confidence
- New talents and abilities
- Great rapport in the classroom and beyond with all stakeholders
- A sense of identity and responsibility
- Independence of thought and action
- An understanding of strengths and areas of development
- An awareness of their potential
- Respect and understanding of people from different backgrounds, cultures (SMCS) and British Values
- Meets and supports NQT/ QTS standards
- Leadership / Management Progression and Promotion with whole school focus
- Qualifications through DofE CPD
- Share in Life Changing Experiences
- Personal development journey
- Outdoor NGB's
- Enhanced job satisfaction, happiness and sense of wellbeing

Learn to:

- Lead and work as part of a team
- Plan and use time more effectively
- Learn from and give to others in the community
- Form new relationships and build rapport with all stakeholders
- Develop skills around problem solving, presentation and communication
- Develop resilience

Character Education (DfE / Ofsted)

- Significant contributions to SEF
- Character and Personal Education Standards met (see DofE & Ofsted Guidance)
- Personal Development

DofE & Teacher Trainee's

- **DfE Teachers' Standards Part 1 - Teaching.** DofE contributes significantly to all Standards 1 – 7 and can sign off entirely Standard 8 through involvement and engagement with DofE.
- **Part 2 - Professional Conduct.** DofE contributes to all aspects of Part 2, especially when involved in the DofE Modular Training Framework training and planning/ delivery of Expeditions.

Delta Trust Trainee's and DofE Partnership

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

We can deliver:

- Sessions to all your Trainee's annually to help them understand about DofE, how it works and is embedded into the culture of your Trust, the benefits and how they could get involved within their Teaching career.
- Also, we can offer them the opportunity to undertake their own **DofE Gold** (age dependent) woven into their PGCE.

Additionally, we can offer Funding for your Teacher Trainee's to complete MTF courses:

- The Intro to DofE course (IttDofE 6hr virtual course)
- Expedition Assessor Supervisors Training Course (EASTC 6hr Virtual Course)

Junior Delta Award

While The DofE Charity does not recognise a junior DofE Award, we can share some learning and make some recommendations for this award. While The DofE Charity do not recognise a junior DofE Award, we can share some learning and make some recommendations for this award. I would be happy to help in any further conversations around this and it represents a great opportunity to harness the benefits of DofE for younger students.

- Keep it broad enough to fit all young people – one of the reasons DofE works is because each award is tailored by young people for themselves. E.g., ‘Learn a new skill’ instead of ‘improve at playing an instrument’
- Let young people lead their own learning by deciding how they want to complete the award – one size won’t fit all.
- Consider the journey of a young person entering the award. how does a student start, progress, record and sign off their award?
- Changing the DofE expedition to a night away from home/ Adventure would be suitable for younger students.
- Echo the DofE sections, e.g., Get Active, Learn something new, Help others, Adventure – this offers a holistic approach to self-improvement, building resilience, personal development and character education.
- How long do you want the award to take? One example could be
 - Junior (yr. 3 – 4), Primary (yr. 5 – 6) and Secondary, (yr. 7 – 9)
 - This would then lead to DofE Bronze (yr. 9), Silver (yr10) and Gold (16+)

Next Steps

1. DofE staff to promote the Award at the Delta conference on the 14th October.
 - a. benefits of the Award and planning fundamentals for Leaders
 - b. Leaders asked to outline their action plan for DofE
2. DofE Operations staff to contact Principals in each academy to start the licence process
3. Academy SLT to identify key DofE Roles
4. DofE Managers to work with DofE Operations staff to launch new DofE programmes

“DofE has enabled so many of our students to be exposed to new challenges and opportunities, which they would not otherwise have had. We have young people volunteering in food banks, the community coffee shop and at our school farm. This keeps many of our young people feeling safe and loved, which is fundamental when working in an inner city school.”

DofE Leader