

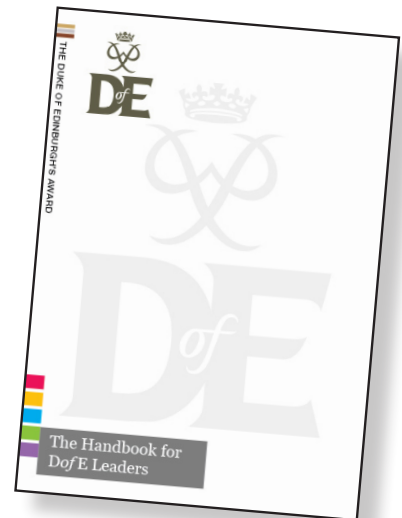
The new Handbook for DofE Leaders Guidance on main changes – September 2008

The new title is *The Handbook for DofE Leaders*.

All of the text has been rewritten into the new brand terminology and tone of voice, and restructured to meet the needs of Leaders, particularly new Leaders.

The new book sets out the responsibilities of a DofE Leader and emphasises the relationship with the Operating Authority, safeguarding and encouraging completion.

Below is a list of the main changes in each chapter:



Chapter 1

Our Guiding Principles (p.3)

These have been amended:

Now 'Achievable by all' rather than 'available to all'

Now 'Personalised' rather than 'flexible'

Now 'Demand commitment' rather than 'marathon not a sprint'

Our Structure (p.5)

New names:

- An Award Group is now a DofE group which is based in a DofE centre.
- An Award Leader is now a DofE Leader or a DofE Co-ordinator who manages several DofE groups in a single DofE centre.
- An Award Officer is now a DofE Manager.
- The Award is now The DofE or The DofE Charity.

Chapter 2

Safeguarding participants is paramount (p.10)

New information included to clarify responsibilities for safeguarding young people doing activities outside their group:

'Given the scope and breadth of DofE programmes, participants may undertake activities that are not directly managed or organised by your group, centre or OA. In such cases, parents and guardians of those under 18 must be informed that it is their responsibility (not yours) to ensure the activity is appropriately managed and insured.'

Chapter 3

When and how young people can do their DofE (p.28)

New information included to clarify when participants can do DofE activities in school hours:

When and how young people can do their DofE

A DofE programme is all about personal choice and responsibility. Participants do their activities either in their own personal time, partly as one of a range of options in supported/core time or as an after-school programme.

Activities may even take place during school hours or working hours but participants must be able to prove that their activities still required a substantial contribution of personal time and voluntary effort.

The amount of personal time required may need to be reduced when necessary, for

example, for young people with learning difficulties or where access to the facilities for an activity is constrained (e.g. by availability times or access).

They should not do activities that are entirely curriculum subjects with no extra personal effort. For example, essay writing purely based on A-level assignments is not acceptable but a programme that includes entering a school writing competition could meet the requirements.

Using programme activities as a framework to support or create an alternative curriculum or education programme, e.g. for young people at risk of exclusion, is also allowed, even if it is done in a school environment and entirely in scheduled lesson time.

Activities undertaken prior to entry (p.30)

Only one section can be retrospectively used. We used to allow several previous activities to be used:

Activities undertaken prior to entry

One activity done before a young person starts their DofE programme could count towards the achievement of an Award if it was done during the preceding three

months, or six months if done with an Approved Activity Provider (*see chapter six*).

All activities must have been done in accordance with DofE programme principles, conditions and age requirements.

The process for a DofE programme (p.31)

There is more emphasis on the process to complete each section, which is done by leaders supporting participants through the following steps:

- Preparation
- Training
- Activity
- Assessment

Chapter 4:

Timescales and dates (p.37)

There is a change in terminology. In the previous Handbook the start date was the date on the initial briefing:

Timescales and dates

The minimum time requirements for every section at each level can be found in chapter three.

The start date for each section should be the date of your first preparation meeting, and the finish date is when the activity has been completed, assessed and the *Record Book* is completed.

Volunteering section (p.39)

The Service Section is now the 'Volunteering section'.

What is required? (p.39)

We have made it clear that people should not be paid, which was not explicitly stated before:

'Volunteering is simple. It's just about choosing to give time to do something useful, without getting paid. It can be helping people, the community, or society, the environment or animals.'

Team Volunteering (p.39)

We are encouraging teamwork as an option for the Volunteering section:

'Why not encourage young people to identify a local need, plan how to meet it and then do their volunteering together? Team volunteering may also be ideal for young people who can not find an appropriate individual opportunity, especially if they are under 16.'

Preparation is Everything (p.41)

New information to encourage participants to prepare their own programme and clarify expectations:

'Before starting their volunteering activity participants must thoroughly research the charity, organisation or people they are helping and have an Assessor willing to support them.'

Training (p.32)

First Aid and Fire Service courses in themselves are no longer acceptable in this section, unless they are part of a practical volunteering programme, and are now considered Skills section activities.

'In the Volunteering section, training can count towards the time requirements as long as it is in proportion and the aim of the section is clearly achieved. Volunteering must be based around practical help to the community not just training in a skill that may help the community in the future.'

Training may be required (p.41)

We are reinforcing the need for practical volunteering by emphasising that they should only spend one quarter of their time training and that three quarters of their time is spent on practical activity:

'If possible, any training undertaken should result in accreditation or a qualification. Furthermore, it should take place towards the beginning of the time period and take up no more than a quarter of the overall time.'

Activity – time to start volunteering! (p.42)

New information to clarify the community benefit required:

'Volunteering must not be done for a business. For example, helping at the local vets would not count, whereas time spent at an animal shelter would.'

Volunteering section ideas (p.44)

New categorisation of programme ideas.

Physical section (p.47)

Name change – we have dropped the word 'Recreation'.

So what is a physical activity? (p.47)

New information to define a Physical section activity and ensure that the programme is agreed in advance:

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

For example, playing sport regularly and showing personal improvement would count. However, learning to become a coach in the same sport would be a Skills section activity, whilst being a volunteer coach counts for the Volunteering section.'

'If your participant is unsure which category an activity falls into, or whether it is acceptable, they must get approval from you, your DofE Co-ordinator and your OA before starting.'

Physical section ideas (p.52)

New categorisation of programme ideas.

Skills section (p.55)

Selecting a skill (p.55)

New information to provide choice whilst ensuring that the Leader's role is achievable:

'Most DofE groups/centres are only able to offer a small selection of activities that count as a skill. If a young person wishes to try something else they can organise it themselves and check the details with you for approval. This must be done before they start.'

Skills section ideas (p.60)

New categorisation of programme ideas.

Expedition section (p.63)

Name change: no longer 'expeditions section'.

What is involved? (p.63)

New information to emphasise the process of participation rather than focus on the qualifying expedition:

'The Expedition section involves planning, training for and completing an unaccompanied, self-reliant expedition with an agreed aim.'

'All participants must do at least one practice expedition and a qualifying expedition (the one that is assessed) in order to complete the section.'

The 20 conditions of the expedition section (p.70)

Set out with further explanation and interpretation see <http://snipurl.com/3o6d2>

Variations to the 20 conditions (p.72)

New system for variations:

'Where participants have individual needs that mean one or more of the 20 conditions cannot be met, they may apply for a variation to enable them to complete their DofE expedition...written approval of these variations should be attached to the appropriate expedition notification form when submitted for approval. The application form must be sent in sufficient time to reach the relevant office at least 12 weeks prior to the date of departure.'

Multiple teams (p.72)

New information to clarify our position and encourage good practice:

'The DofE strongly discourages multiple teams using the same expedition route. Multiple teams must always operate independently and discreetly. Where the use of the same route is unavoidable...teams must be separated by at least 30 minutes journeying time.'

Expeditions outside the United Kingdom (p.72)

New information – a UK practice expedition is a new requirement to ensure participants are competent:

'All Expedition section conditions apply equally to expeditions taking place outside the United Kingdom. In addition all participants must complete at least one practice expedition in the UK before departure.'

Adventurous projects (previously 'Other Adventurous Projects') (p.73)

New application process.

Expedition Assessors (p.76)

New policy to ensure quality:

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

Residential section (p.81)

Name change: no longer 'Residential Project'.

Who they can do it with (p.83)

New information to clarify expectations and reduce errors:

'This section offers a high degree of flexibility but it must be done with an organised group, registered charity or Approved Activity Provider. They must join a residential activity individually and not as part of an existing group of friends. It is acceptable to know a few of the others taking part, but the vast majority should not be people already known to the participant... School or youth group trips are therefore not acceptable.'

Residential section ideas (p.86)

New categorisation of ideas.

Chapter 6: Other important information and sources of support

New information included on:

- Complaints, feedback and enquiries (p.104)
- National information desk (p.104)
- Approved Activity Providers (p.105)
- Commercial partners (p.106)
- DofE policies (p.106)

We have new information on the following policies:

- Equal opportunities
 - Safeguarding and Child Protection
 - Code of Behaviour for DofE Leaders and volunteers
 - Bullying and harrassment
 - Care for the environment
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