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Duke of Edinburgh's Award

OPERATING PROCEDURES

Last Review Completed 28/11/2023 next review due 01/11/2024

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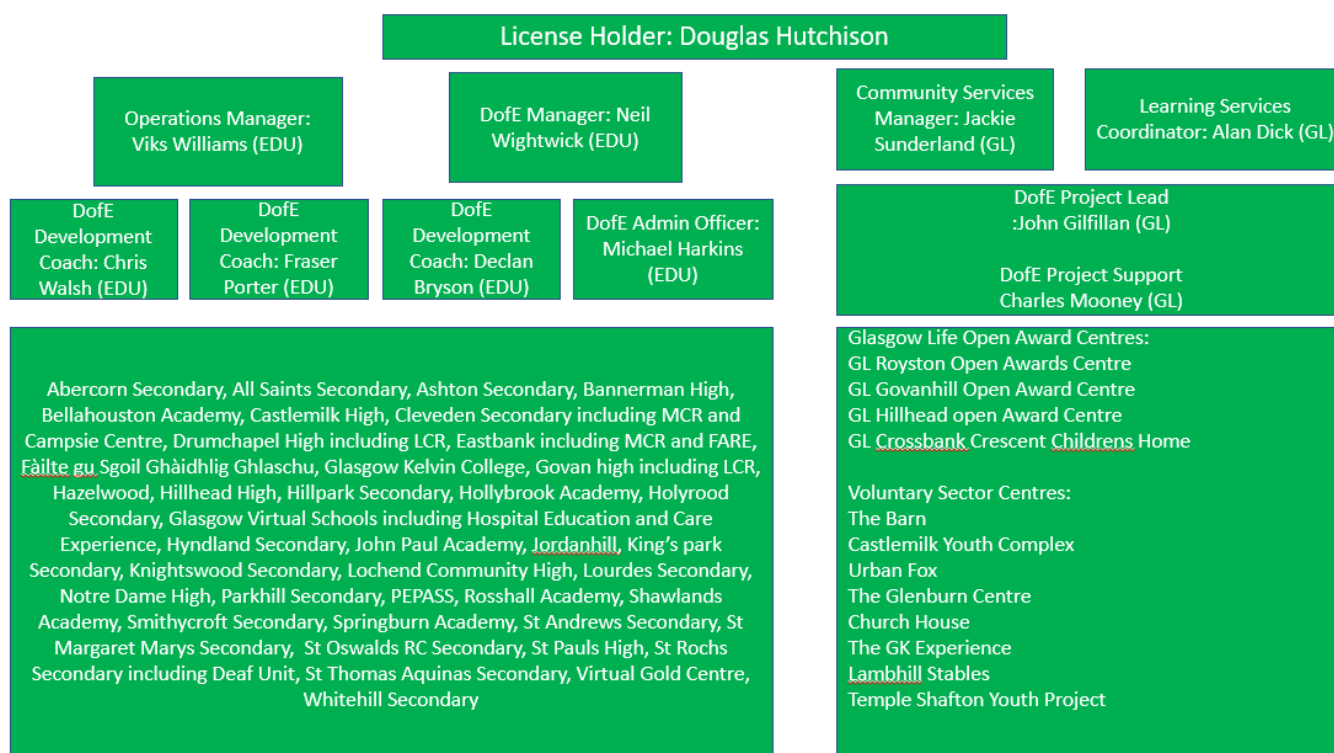
Section 1- Award Structure and Centre Start-up

1.1 Glasgow DofE Award Structure

Glasgow City Council, Education services is licensed to deliver the DofE Award in Glasgow. The DofE Glasgow team within the Blairvadach Outdoor Department, based within Education Services and Glasgow Life will facilitate the delivery of the award, ensuring equality and consistency across the Operating Authority DofE Licence and will be known as DofE Glasgow.

All centres operating under the auspices of Glasgow City Council must adhere to the Operating Authority policies and procedures, this includes any groups being taken out by an external activity provider. Please note that this document is not an exhaustive list for all aspects of DofE and the documents below should be used in collaboration.

- [Management Circular 33](#): Safety in Educational Outdoor Activities. *
- [Management Circular 48](#): School excursions and educational visits*
- [Management Circular 57](#): Child Welfare and Safety*
- [Glasgow Life Child Protection](#) Policy
- [DofE website](#)
- [Health and Safety Reporting Incidents Glasgow Online \(HANDS\)](#)
- DofE Leaders Handbook
- DofE Expedition Handbook



*Documents are available in the edofe resource section to all edofe DofE Glasgow Account holders.

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The below glossary of terms should be utilised for the remainder of the document.

- The Operating Authority is the office responsible for the DofE licence.
- The DofE License Holder is the signatory on the DofE License for Glasgow.
- The DofE Manager and Operations Manager is responsible for ensuring the license agreement is carried out.
- The DofE Officer or Coach is the person who gives support and advice to centre coordinators.
- The DofE Administrator is the person who carries out Centre, Leader and Participant Enrolment. They are also available for eDofE Support.
- The Head of Establishment, Senior Manager who takes responsibility for the entire centre is the Head of Establishment in an educational facility, the senior manager in a Glasgow Life facility or in the case of a Voluntary Organisation, this would be the most highly paid person of the chair of the board.
- The Award Centre is where participants seek advice and training to complete the Award.
- The Centre Coordinator is responsible for the communication of the Award within the centre and the direct point of contact for the Operating Authority. Where a centre may be of a large size there may be more than one centre coordinator, this could be for year groups, award levels etc, this must be agreed with the DofE Officer or Coach.
- The Expedition Supervisor trains and supervises participants for the expedition section.
- The Expedition Assessor evaluates the team's ability to meet the conditions of the Expedition Section.
- The Group Leader is the person who directly communicates with the participants.
- A DofE Glasgow Approved Activity Provider (DofE Glasgow AAP) are a DofE Approved Activity Provider for the Expedition section that have also been approved by Glasgow City Council and meet our operational procedure and procurement protocols.

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1.2 What is the Duke of Edinburgh's Award?

Introduction ([excerpt from DofE Website](#))

"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. 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. From 2018 forward, the age on this in Scotland also encompasses anyone moving up into third year or fourth year from the 1st of June of that year i.e., Bronze can enrol from 1st June and Silver can enrol on the 1st of June. Where eDofE does not automatically support this (due to too big a difference in age) specific approval can be sought through the DofE Administrator if the participant is of the correct year group.

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 university 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.

The Duke of Edinburgh's Award is a registered charity, funded by donations, Participation Places and licences. The charity works with LOs across the UK to increase opportunities for young people to gain the benefits of doing their DofE.

The award is achievable at three levels: bronze, silver and gold. These levels are divided into four key sections: Voluntary, Physical, Skills and Expedition. With a fifth section for gold level which is Residential. The DofE Award is the leading programme for Curriculum of Excellence information on this can be found at www.DofE.org

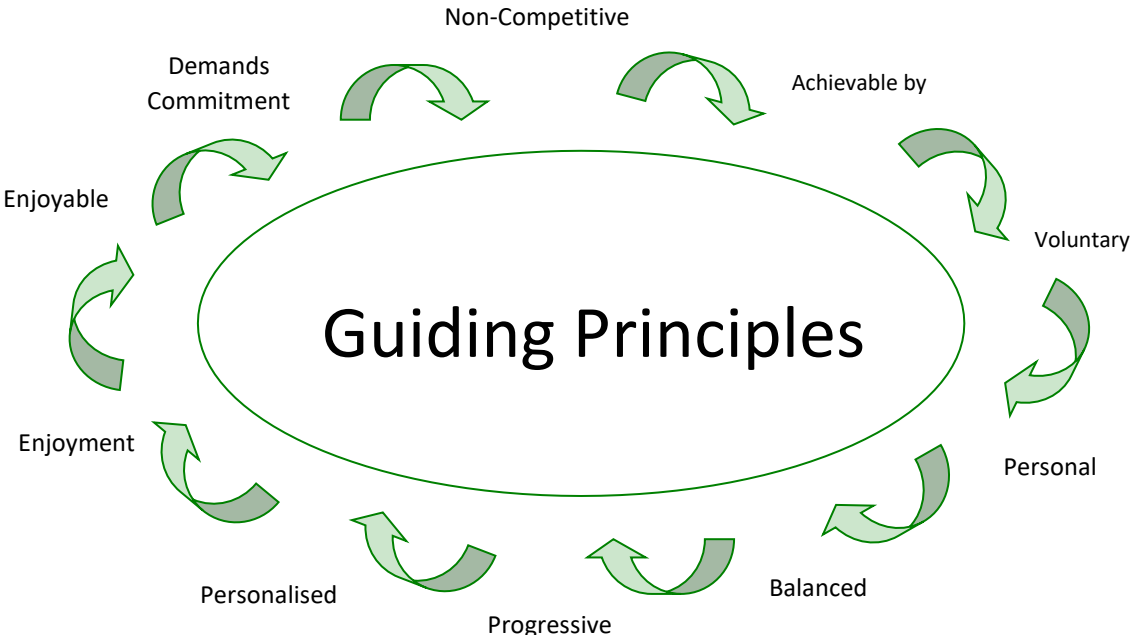
Participants can choose almost any activity for these key sections provided:

- It meets the requirements set out within the levels
- It does not contradict the conditions outlined within Health and Safety Management Circulars of Glasgow City Council, any clarification on this should be sought from your DofE Officer.
- It should be made known to the parent/guardians of participants that only activities offered by the DofE centre are the DofE centres responsibility, where a young person undertakes an activity outside this the parent/guardian is responsible for ensuring that they are satisfied with the quality of service provided.

Purpose ([DofE Strategy Document](#))

We help young people build life-long belief in themselves, supporting them to take on their own challenges, follow their passions, and discover talents they never knew they had. Because when you prove to yourself that you're ready for anything, nothing can hold you back.

Guiding Principles



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The Award at a Glance...

	Bronze	Silver	Gold
Starting age	14 or 3 rd year on 1 st June	15 or 4 th year at 1 st of June	16+
Minimum Period of Participation	6 months	6 months (12 for direct entrant)	12 months (18 for direct entrant)
Practise Expedition	Bronze Syllabus Training Whilst at Bronze Expedition level there is no requirement for a remotely supervised practised expedition. In most cases a training expedition will be required.	Silver Syllabus Training Expedition 3 day/ 2 night	Gold Syllabus Training Expedition 4 day/ 3 night where any participant is direct entry or in a journey discipline that the group or any participant in the group hasn't done before.
Qualifying Expedition	2 day/ 1 night	3 days/ 2 nights	4 days/ 3 nights
Minimum Expedition Hours	6 hours activity time/ 3 of which have to be spent journeying	7 hours activity time/ 3.5 of which have to be spent journeying	8 hours activity time/ 4 of which have to be spent journeying
Other Section Requirements	Undertake 3 months in: <ul style="list-style-type: none"> • Volunteering • Physical • Skills Further 3 months in one of the above sections.	Undertake 6 months in: <ul style="list-style-type: none"> • Volunteering Undertake 6 months in one and 3 months in the other between: <ul style="list-style-type: none"> • Physical • Skill Direct entrants: further 6 months in volunteering or the longer between physical and skill.	Undertake 12 months in: <ul style="list-style-type: none"> • Volunteering Undertake 12 months in one and 6 months in the other between: <ul style="list-style-type: none"> • Physical • Skill Direct entrants: further 6 months in volunteering or the longer between physical and skill. <p>Undertake a shared activity in a residential setting away from home for 5 days and 4 nights with young people that they do not know.</p>

1.3 The Award in the Curriculum

At the introduction of Curriculum for Excellence, The Duke of Edinburgh's Award in Scotland developed a pilot project to explore the opportunities provided by DofE and how these linked to Curriculum for Excellence (CfE). A summary of the pilot project is available on [here](#).

Since this time, DofE Scotland has developed a number of resources to support Licensed Organisations and DofE centres with Curriculum for Excellence. These have included briefing papers on CfE and Outdoor Learning, Employability and Experiences and Outcomes, which can be found [online](#) or in the local resource section when accessing an edofe account.

Curricular programme outline

A number of schools are now delivering DofE within the school curriculum. The purpose of this paper is to outline the principles which must be considered with this model of delivery and make suggestions as to a curricular programme outline generally.

Points to remember:

- Explore links with subject areas to assist with delivery of sessions.

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- Think about who can deliver sessions e.g. Schools Outdoor Learning champion, outside speakers, community partners.
- Volunteering can be a team activity as well as an individual one.
- Explore section opportunities within school i.e., weekly sessions helping out in school garden/ green house, extra-curricular clubs and groups, as well as in the wider community (consider taster sessions and presentations on things available locally) however NOT within class time unless permission for this is granted by the DofE Development Officer due to additional requirement.
- DofE must be **voluntary** so it can be an option choice but not a compulsory part of the curriculum.

The following can be delivered in curriculum time (for mainstream):

- Inductions
- Programme planning
- Mentoring and coordination
- Expedition training
- Expedition route planning
- Team building
- eDofE

The following can be delivered in curriculum time (additional support needs):

For groups with additional support needs anything in addition to this to be undertaken within the curriculum must be done so with discussion with the DofE Glasgow Development Coach before the section is initiated. We understand that centre coordinators will know the needs of their young people best and wish to support you through this whilst ensuring a progressive challenge is maintained for the young person.

Some examples of this in action are:

- An ASN school in the south of the city undertaking sign language for their skill section.
- An EAL young person undertaking volunteering as a group project in school time.
- A Group of young complex care experience participants doing the entire award in school time.

It is never appropriate for activities to be delivered in the curriculum only as a capacity solution it should always be determined by the support needs of the participant.

1.4 Award Sections

There is a wide and varied choice of activities that count towards DofE programmes. Participants can select almost any activity, provided it is legal and morally acceptable as can be researched in the DofE Leader Handbook. Leaders can only authorise activities that meet the necessary standards of the Operating Authority set out in the Management Circulars mentioned at the beginning of these Operating Procedures.

For example – Activities which are prohibited or activities which cannot demonstrate progression such as sky diving.

Activities could be something that participants are already doing or something they have always wanted to try. Each activity should be attended for a minimum of 1 hour per week.

Award Centres are only responsible for activities for any section which they are providing. If the young person does an activity for a section provided externally from the site, the parent/guardian is responsible for ensuring they are happy that their participants takes part. Award Centres should ensure that parents/ guardians understand this.

Please find a list of DofE Programme ideas [here](#)

Volunteering

The aim of the volunteering section is 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.

The participants benefit in taking part in the volunteering section as they:

- 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 understanding of personal strengths and weaknesses.
- Develop teamwork and leaderships skills.
- Trust others and be trusted.
- Enjoy new adventures.

Volunteering is simple. It's about choosing to give time to something useful, without getting paid. Team volunteering should be beneficial to you and to the project you choose. 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 or be considered for another section.

For example, if participants are learning First Aid over a 3 month period in a classroom, this would be considered a skill. However, if participants are learning first aid over a few days or weeks and then offering to be a first aider at community events over a period of time, this would be considered volunteering. Participants are free to do this independently or as part of a team. Activities will usually fall under one of the following categories:

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

Please [click here](#) for some frequently asked questions about the Volunteering section.

Suggestions for volunteering activities. (More are available [here](#))

Helping people in need	Fundraising	Leadership
Youth Work	Organising an Event	Supporting a Charity
Peer Education	Administration for Charity	Social Media Awareness
Representation	Helping the Elderly	Environmental Projects
Animal Welfare	Litter Picking	Urban Conservation

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Supporting a Charity	Leadership	
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Skill

The aim of the Skill section is to inspire young people to develop practical and social skills and personal interests. 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.

Personal benefits are gained from the Skill Section as the participants:

- 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.

Although some activities may seem more appropriate to other sections, activities can be attributed to the skill section on the condition that proof of a higher level of coaching or leadership has been achieved. For example– a participant may be taking part in canoeing, which fits the criteria of the Physical section, but if the participant is working towards a level of coaching or leadership award, then it can be considered a Skill instead of a Physical.

Activities from the Skill section will come under one of the following categories:

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

Please click [here](#) for some **frequently asked questions** about the Skills section.

Suggestions for undertaking a skill include: (more are available [here](#))

Photography	Snooker	Playing an Instrument
Jewellery Making	Sports Leadership & Officiating	Cookery
Drama	Construction	Film Making
Circus Skills	Information Technology	Newsletter & Magazine Production
Astronomy	Skills for Employment	

Physical

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

Participants will benefit from taking part in this section as they:

- Improve fitness.
- Discover new abilities.
- Raise self-esteem.

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- Extend personal goals.
- Set and respond to a challenge.
- Experience a sense of achievement.

Through the Physical section the participant should achieve a greater physical fitness through participation and improvement in physical activity. It's sure to make them feel healthier and they should have fun along the way. They can join a team or do it on their own, concentrate on something they're already doing or try something completely different.

Activities for the Physical section will usually fall under one of the following categories:

- Dance
- Fitness
- Team sports
- Individual sports
- Water sports
- Racquet sports

Please click here for some **frequently asked questions** about the Physical section.

Suggestions for the Physical activity section: (more are available [here](#))

Rugby	Salsa	Cycling
Netball	Sailing	Tennis
Athletics	Hockey	Badminton
Basketball	Swimming	Canoeing
Football	Street Dance	

Expedition

The purpose of the Expedition section is to inspire young people to develop initiative, a sense of adventure and discovery, by planning, training for and completing an adventurous journey as part of a team.

The Expedition section helps young people to grow as they:

- 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 process for participants to achieve the Expedition section involves preparation, training, undertaking a practice and qualifying expedition, delivering a briefing report and a final assessment.

There are many modes of travel for an Expedition. Every Expedition must have a purpose. (More are available [here](#))

Walking	Peddling	Kayaking
Canoeing	Sailing	Paddleboard
Skateboard/Scooter	Rafting	Barge

Residential

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To achieve your Gold Award, you need to complete an extra section – the Residential. This involves spending 5 days and 4 nights away from home on a shared activity with people you've never met before, and that do not know each other. i.e., a young person couldn't stay with a family on an exchange trip as the members of the family already know one another. It's a big, exciting, and very fulfilling experience. It may be that you want to build on a talent you've developed in another section, learn something completely new on an intensive course or do something to help others. From learning to snowboard in Scotland to helping at a children's camp, from working with the National Trust to helping on an urban recycling project, or from learning French in Paris to sailing a tall ship, there are loads of exciting possibilities to find the activity that's just right for you.

Please find the DofE Checklist on Residential Sections [here and](#) (more ideas are available [here](#))

Please click here for some **frequently asked questions** about the Residential section.

Doing an outdoor residential with Blairvadach Outdoor Education Centre
Taking part in a multi-faith residential, studying different religions and how they interact with each other.
Attending a conference on climate change as a youth representative for your local authority
Aiding deaf blind young people and adults to enjoy a holiday.
Doing a photography course run by a university and exhibiting your work.
Helping out on a pilgrimage to Sri Lanka.
Learning to snowboard on an intensive course in Scotland.

1.5 Setting up an Award Centre

Step 1: Centre Enrolment

Complete Award Centre registration form DofE1 with your DofE Development Coach and forward to the [DofE Admin Officer](#). This shall be reviewed and if acceptable, will be set up on the online eDofE System.

Step 2: Leader Enrolment

Nominate a centre co-ordinator, to be the main point of contact for the centre, to establish other group's leaders and volunteers within the centre and communicate further information and training opportunities from the Operating Authority.

The Centre Co-ordinator and all leaders should complete DofE 2 Leader Enrolment Form and forward to the DofE support officer within DofE Glasgow. Where centres are very big, they can have additional centre coordinator's for different year groups or project areas this should be approved by the centres identified DofE Development Coach.

Centre Co-ordinators will be taken through a DofE 2a Centre Coordinator checklist by their DofE Development Coach. This process has been introduced for 2024 and will be rolled out immediately to new centre coordinator and catch-up training will be carried out with previous centre coordinators as early as possible within 2024.

Step 3: Leader Approval

All Leaders must have safeguarding checks, i.e., a PVG carried out by the centre, activity provider or Operating Authority which they are representing. Leaders must undertake training within the DofE modular training framework and, where acting, as an Expedition Supervisor should hold the appropriate qualifications as stated in Section 4 of these Operating Procedures and have a working knowledge of Child Protection Policies as referenced at the start of these Operating Procedures.

All DofE Modular Training Framework courses will be attached to the Leaders eDofE account when they carry them out. All National Governing Body Qualifications and First Aid Courses (minimum of 16 hours) should be uploaded by the Leaders onto their Gearlog Account.

The DofE Administrator sets up the edofe accounts and GearLog accounts for each leader as part of the enrolment process for new leaders. Previously existing leaders should set up their own Gearlog Account where they do not have one.

Step 4: Group sizes

Centre Co-ordinators must ensure that the group size is manageable but that has a growing ambition so that as many young people as possible can take part. If a centre has interest to expand but is concerned about doing so, they should contact their DofE Coach to enquire about a higher level of support. It is necessary that when expanding consideration is giving to ensure all participants will have the opportunity to do the Expedition section during their award. It is worth bearing in mind that all Expeditions' group sizes are between 4-7 participants apart from in tandem sports where the maximum group size is 8. Some centres enrol young people and carry out the expedition section across 2 calendar years.

Step 5: Appropriate Level

Decide on the most suitable award level for the group. Whilst most groups start at Bronze, it is possible to start as a direct entrant at either Silver or Gold Level. It is important to take overall contact time and level of support required into account. It is generally seen that young people will do bronze level in 3rd year, silver level in 4th year and Gold in 5th-6th year.

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Step 6: Enrolling Participants

Participants must complete the DofE 3 participant enrolment form to join the Duke of Edinburgh Award Programme, this then covers them for the duration including any DofE Awards that they progress onto. Where relevant this will include Parental/Guardian/Carer signature for entering the entire DofE Programme. An electronic copy of DofE 3a group enrolment spreadsheet should be sent to the [DofE Administrator](#) for participants enrolling for the first time at any level.

For young people progressing to a new level this is not necessary, the leader can either ask for approval to be able to directly add levels themselves or the [DofE Administrator](#) with the list of edofe numbers for participants and the new level which they wish to progress too.

It is the responsibility of the centre to keep a copy of DofE 3 Participant Enrolment Form as per the Glasgow City Council GDPR protocols. Participant details will be registered on eDofE. All registration forms must record whether consent to media coverage has been obtained.

Step 7: Log in and choose sections

All participants must be registered on eDofE to participate in the DofE Award. It should be noted that edofe's participant mobile website is faster than the desktop version so using tablets or mobile phones to assist with evidence upload in classrooms though perhaps difficult to manage can be advantageous.

- Once registered, participants will log in for the first time using their date of birth as a password. (07/04/94 becomes 07041994). Password reset MUST now be set up with the participant's email address and the participants postcode in accordance Glasgow City Council GDPR protocols,
- The participant will then complete personal details and change their password. The participant will also select memorable information to assist when they forget their password. The participants account is now ready to use. Guidelines on how to use eDofE can be found in the resource section on www.DofE.org
- Minimum evidence on eDofE for a Participants award to be approved includes: 5 Photos, a log of dates attended, a reflection piece and an assessor's report.

Step 8: Award Approval and Submission for Verification

To complete each section of the Award, an assessor report must be submitted to the leader for approval. When all sections of the Award have been approved on eDofE by the group leader, the award will be forwarded to the Operating Authority for approval. At Gold level this will then also go through evidence checking to DofE Scotland office.

Step 9: Award Completion

It is important that the centre celebrate the achievement of the young people on their completion of the award. To assist this the Operating Authority also hold a big city-wide award ceremony in November of each year. In order to be eligible for attendance to this Participants must have their awards completed by the 31st of October at 1700 each year.

1.6 Roles and Responsibilities

Expedition Supervisor

The Expedition supervisor has overall responsibility for the group whilst on an Expedition. This responsibility includes the health, safety and welfare of all participants in the group.

The Expedition supervisor must:

- Undertake appropriate training from the modular training framework.
- Hold the appropriate technical qualification for the mode of transport and terrain which they are in as designated in Section 4 of these Operating Procedures.
- Hold the appropriate first aid certificate required as governed by the national governing body of the technical qualification that they hold.
- As well as personal equipment an Expedition Supervisor would be expected to carry appropriate Emergency Equipment (this might include a First Aid Kit, Emergency Bivvy Bag, Foil Blanket, and Group Shelter).

Expedition Assessor

The Expedition Assessor has the responsibility of holding up the quality and safeguarding of the Expedition section. They must ensure that all criteria set out by the Operating Authority are met including the DofE Expedition section as can be further understood on the DofE website.

The Expedition Assessor must:

- Undertake appropriate training from the modular training framework
- Hold the appropriate technical competency for the mode of transport and terrain which they are in.

An Expedition Supervisor acting as an Assessor can assess a group they have trained or supervised at bronze level. The Assessor is allowed to provide training for a team at silver and gold level and can be known to the group.

DofE Modular Training Framework

The Duke of Edinburgh's Award has its own modular training framework. The most relevant modules on offer specific to Leaders include, information on these and the other modules available can be found at www.DofeTraining.org

- Foundations Pathway (replaces intro to DofE)
- Delivering the DofE Pathway
- Expedition Supervisor and Assessors Pathway (replaces EAAS)
- eDofE Training

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DofE Leader Skills Matrix

Staff/Leader Role	Foundation s Pathway	Delivering the DofE Pathway	eDofE Modules	PVG.	Appropriate First Aid	Technical Qualificatio n, see Qualificatio ns Table	Combined Expedition Supervisor and Assessor Training (DofE)
Centre Coordinator	Mandatory	Mandatory	Mandatory	Mandatory			Desirable
Group Leader	Mandatory	Mandatory	Mandatory	Mandatory			
Section Mentor	Desirable			Desirable			
Section Assessor							
Expedition Supervisor	Desirable	Desirable	Desirable	Mandatory	Mandatory	Mandatory	Mandatory
Expedition Assessor	Desirable	Desirable	Desirable	Mandatory	Desirable	Proof of Competency	Mandatory

Section 2: eDofE Leader Guide

2.1 eDofE Introduction

System Requirements

eDofE supports most modern browsers, however, to maintain security of your personal data, eDofE does not support some older browsers and/or browser versions. You can see a list of such browsers below:

- Internet Explorer 11 (or older)
- Firefox Version 48 (or older)
- Google Chrome Version 43 (or older)
- Safari Version 9.1.2 (or older)

You can check which browser you are using on this website: <https://www.whatsmybrowser.org/>

What is eDofE?

eDofE is our digital system where participants record your DofE programme and activities online, and get each section approved by your DofE Leader. Once you enrol, your DofE Leader will set up an account for you in eDofE and you'll then be sent an email with your signing in details. Then you're ready to activate your account and start choosing your activities and setting objectives.

On eDofE you can easily select what you want to do for each section and get your DofE Leader to approve your choices and Assessor. You can check your progress throughout your programme and submit evidence in a variety of formats. You can message your DofE Leader and other participants in your group from within eDofE. You can also download your DofE Voucher from eDofE, giving you savings of at least 10% at our recommended retailers.

What is your role as DofE centre account user?

You will still work with participants by guiding and motivating your participants or help administrate the DofE in your centre. The benefit is that you can now see and check participant's work wherever you have internet access. You can also continue approving sections and Awards via this system. eDofE enables you to:

- Create and manage groups (only Centre Co-ordinators can create groups).
- Allocate Leaders/Helpers to groups (only the DofE development coaches and Administrator can create Leaders).
- Monitor participant's progress.
- Message participants and staff (within your group/centre).
- Check and approve/reject participants' evidence and sections when complete.
- Add evidence to your participants' online record including expedition section records.
- When all the sections are completed, the Leader notifies the Operating Authority for final Award approval.

How do you get an eDofE Account?

For a Centre to be registered on eDofE, then DofE 1 must be filled in and sent to DofE Glasgow, a Centre Co-ordinator or Leader must fill in DofE 2 and a Participant DofE 3.

Participants Role in eDofE

How to Add Evidence as a participant?

A participant can add as much evidence that an activity has been completed as they like but the minimum for each section is:

- A minimum of 3 pieces of evidence generated through the activity e.g., photos/ videos/ course certificates/diary of dates attended
- Assessor Report that relates specifically to the participant and their personal achievement.
- One Reflective Account - this is the participant's reflection on the section and the impact it had on them and should be written by them.

It should be noted that only where there is good quality evidence can a Leader assess participant for an activity where there is no adult ongoing support i.e., map my run for example or where the assessor is no longer available to the young person (this is only acceptable in Volunteering, skill, physical and residential sections, within the expedition section the assessor must be an accredited expedition assessor)

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eDofE Guidance

eDofE is often updated and resources are fast moving. The most up to date resources can be found in either the resource section on eDofE or at www.dofe.org Please check the training course calendar each year as well for practical courses on edofe. [DofE Glasgow](#) also have eDofE Resources available.

Assessors Role on eDofE

What is an assessor report?

Please note that though the sectional assessors can be anyone with knowledge and competency in that activity for the Expedition Section, the Assessor must be part of the Expedition Assessor Accreditation Scheme.

What to include in an Assessor Report?

An assessor report should be a personalised report for each young person. An assessor report should contain the following.

- Participants Name.
- Activity undertaken.
- Dates of the activity.
- A short complimentary report about the participants achievements; and
- The name and role of the Assessor (and qualifications where appropriate).

How to Add an Assessor Report as an Assessor?

There are a number of ways that this can be done, the most effective can be seen below:

1. The Assessor will need the participant's eDofE number, they then go to www.DofE.org/Assessors and fill in the mandatory fields.
2. The Assessor can fill in the participants keeping track booklet then it can be scanned or photographed and uploaded to eDofE by either the participant or the leader.

What must leaders do on edofe?

Leaders must ensure that evidence is approved within 2 weeks of going online to ensure that young people do not lose interest in uploading. Leaders should encourage young people to put up assessor reports as soon as their section time is complete, as it may harder to get them later on.

ASSESSORS must be independent and over the age of 18. Therefore, they cannot be a member of your family.

Please note assessor reports cannot be photos or certificates.

Section 3: When using an External Provider

Prior to using an external provider to deliver the Expedition Section of the Award, Glasgow City Council as the Operating Authority must enter into an agreement with the external provider.

DofE Glasgow AAPs have issued the DofE Development Officer a current copy of their DofE AAP license, there AALS license and a copy of their insurance policy which insures them over £5M.

Providers which have adhered to this policy at 01/04/2019 for the Expedition Section are as follows, however a list of these providers will be on edofe in the local resource section.

Aspen Outdoors Limited
Go Venture
Outlook Adventure Scotland

For the Residential section young people can go to any AAP listed on the DofE Scotland website. Where young people have an opportunity outside this, it should be verified with the DofE Development officer to ensure that it will count. Providers which are recommended for the Residential Section are Blairvadach outdoor centre which run residential throughout the year further details can be found [here](#)

Section 4: Expedition Standard Operating Procedures

All groups operating under the auspices of Glasgow City Council must adhere to the Operating Authority policies and procedures, including groups using external activity providers. Please note that these Operating Procedures are not an exhaustive list for all aspects of DofE and that the below documents should be used in collaboration.

- [Management Circular 33](#): Safety in Educational Outdoor Activities.
- [Management Circular 48](#): School excursions and educational visits
- [Management Circular 57](#): Child Welfare and Safety/ [Glasgow Life Child Protection](#)
- DofE website- www.dofe.org/scotland/
- [Health and Safety Reporting Incidents Glasgow Online \(HANDS\)](#)
- DofE Leader Handbook
- DofE Expedition Handbook

All Glasgow City Council Management Circulars can be found [here](#) and also within the edofe local resources section.

Any Expedition operating in contradiction of these policies and procedures are liable to have their Expedition approval and award centre status withdrawn for the operation of the Duke of Edinburgh's Award under Glasgow City Council.

Expeditions Abroad- Where a centre may be interested in planning an Expedition abroad, they should get in touch immediately with DofE Development Officer. It should be noted that the policies, procedures, and qualifications in this section are for Expeditions taking place within the UK and that Expeditions taking place abroad may have to meet slightly different criteria to be approved.

"Glasgow City Council, Education Services guidance of the provision of DofE expeditions.

The expedition section of the DofE Award is now more inclusive than ever. In order to maintain the high quality DofE experience that Glasgow's pupils have historically benefited from, it is important that all young people have access to appropriate challenging opportunities that promote resilience and foster the adventurous ethos of the award. Overnight expeditions in wild* places continue to be the expected type of experience. An assessment of individual support needs should be undertaken to determine the appropriate environment and expedition type. Only where there is no other option, organisers could consider expedition options that allows participants to return home overnight.

***Please ensure that you speak with your DofE Development Coach. We wish to ensure that the award is accessible and also maintains the highest quality." Douglas Hutchison
Summer 2023***

****wild could be rural, countryside or more remote area's***

4.1 Expedition Section Programme Overview

1. Plan expedition timetable including training and expeditions.

2. Carry out training using appropriate level training framework

3. Expedition Logistics including project aim, venue, transport, equipment and staffing of the expedition training framework and the appropriate mode of travel guidance

4. Send out and receive consent forms and expedition details to parents/guardians/carers

5. Send paperwork to DofE Coach for initial approval who will submit to Area Teams Coordinator and DofE Development Officer

6. Receive Approval from OA

7. Training or Practice Expedition

8. Debrief the Expedition Team and ascertain any further training required, then return to step 3.

9. Repeat 3-6 and go on Qualifying Expedition

10. De brief Qualifying Expedition If successful Receive Assessor report and deliver presentation or complete further training and qualifying expedition

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An example of an Expedition training calendar can be found in the resource section of eDofE, it should be noted that the Expedition season is generally from April-October, and Practice and Qualifying Expeditions should go out during this time. Expeditions may be approved out with these dates should the centre have the appropriately qualified staff, accommodations, and equipment in place. Any DofE Practice or Qualifying Expeditions must have been permitted by DofE Glasgow, any practice day walks are out with the remit of DofE Glasgow, however, it is important that each centre follow the procedures in place by their organisation for an outdoor day trip in this situation.

The Expedition section will develop a young person's sense of adventure and independence. This section of the award empowers young people to use creativity, develop group working skills, self-reliance and leadership qualities including decision making to overcome challenges. The Centre co-ordinator is responsible to ensure that there is an appropriate training programme in place for all participants, this will be done in direct communication with the Expedition Supervisor. This must cover the training of participants, transport, the time of the Expedition, the route and the project work.

4.2 Training for Participants

The following training topics must be covered before a group can go out on expedition regardless of Expedition type:

- Topic 1- First Aid and Emergency Procedures
- Topic 2- An awareness of risk and health and safety issues
- Topic 3- Navigation, Route Planning and Compass Skills
- Topic 4- Camp craft, equipment, and hygiene
- Topic 5- Food and Cooking
- Topic 6- Countryside Access, Highway and Water sports Code
- Topic 7- Observation and Recording
- Topic 8- Team Building
- Topic 9- [Proficiency in the mode of travel](#)

Training Syllabus's for each level of the award can be found at [here](#)

Expedition Supervisors and Leaders must ensure that participants are trained to an appropriate level for the nature of the expedition that they are going to be undertaking and its environment.

The training plan for an expedition team should be a progressive process, with skills being acquired on training sessions and then practised in the outdoor environment until participants are able to carry out the skills without support or adult intervention.

For their qualifying expedition participants must be unaccompanied (remotely supervised) and self-sufficient. The team must be properly equipped and supervised remotely, with consideration for what is reasonable for participants and ensuring their welfare is paramount. Therefore, they must have not only the skills, but the confidence to apply these skills to any situation they might encounter – this confidence is developed through a training programme at Bronze, and both training and a practice expedition at Silver and Gold.

It is important that teams are trained to deal with the unexpected; they should therefore be able to apply their skills in poor weather, bad visibility, and other difficult circumstances. The DofE Leader must mark training as complete on eDofE once the Expedition Supervisor is satisfied the participants have evidenced the required competence. Please note that the Licensed Organisation or Approved Activity Provider is responsible for ensuring all participants are adequately trained and safe to complete a remotely supervised qualifying expedition.

At Bronze level though a practice expedition is not defined as necessary it should be noted that it takes around 16 hours to train a group up in the practical aspects of the training framework and then a minimum of a further 16 hours to introduce them to the different supervision types and ensure that they have had a progression through direct, close and remote supervision to deem them to have a skill level to be remotely supervised in the typical bronze environments. It is important to note that some groups will take longer than this.

4.3 Expedition Criteria

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Expedition Aim (excerpt from DofE Website)

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. Participants choose where and how they want to do their expedition.

The Expedition Criteria used to be made up of the 20 conditions, after the relaunch of this section after the #dofewithadifference COVID guidance that was in place from October 2019-October 2023; these new parameters are in place from the 1st of November 2023 onwards and include three areas of criteria, before an expedition, planning the expedition and on expedition. Please note a presentation also needs to be delivered after the expedition at silver and gold level.

Before an expedition – DofE Supervisors/Assessors must ensure the appropriate parameters are in place:

All participants must be within the qualifying age of the programme level and at the same Award level (i.e., not have completed the same or higher level of expedition). There must be between four and seven participants in a team (eight for modes of travel which can be used by two people at once e.g., tandem bikes, open canoes).

The expedition must be of the correct duration and meet the minimum hours of planned activity.

- **Bronze:** A minimum of 2 days, 1 night; 6 hours of planned activity each day.
- **Silver:** A minimum of 3 days, 2 nights; 7 hours of planned activity each day.
- **Gold:** A minimum of 4 days, 3 nights; 8 hours of planned activity each day.

All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team. Assessment must be by an Accredited Assessor. At Bronze level only, the Assessor may also be the Expedition Supervisor.

Participants must be adequately trained to safely complete an expedition in the environment in which they will be operating:

- **Bronze:** Teams must complete the required training.
- **Silver:** Teams must complete the required training and a practice expedition of a minimum **2 days, 2 nights**.
- **Gold:** Teams must complete the required training and a practice expedition of a minimum **2 days, 2 nights**.

Planning an Expedition

Participants must plan how they're going to do their expedition:

Team Goal- Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft skills.

Environment- The environment chosen must become progressively more challenging through the award levels – environments could include rural or restricted spaces.

Accommodation- Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses.

Time of Year- Expeditions will usually take place between the end of March and the end of October. There should be a reasonable gap between the practice and qualifying expeditions.

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Mode of Travel- Participants must choose an appropriate mode of travel for the environment they'll be journeying through. Journeying must be by participants' own physical effort, although mobility aids may be used where appropriate to the needs of the participant

Food- Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal each day (optional on the final day).

On expedition – Supervisors/Assessors should ensure:

Participants must behave responsibly with respect for their team members, Leaders, landowners, the public and animals, and must understand and adhere to the Countryside, Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).

Expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely, considering what is reasonably practicable for participants and ensuring their welfare is paramount.

Participants must actively participate in a debrief with their Assessor at the end of the expedition and, at silver and gold level, a presentation must be delivered **after the expedition**.

Expedition Team Goal Suggestions

All Qualifying Expeditions must have a team goal. The award group decides on the aim they want to report on; however the following factors must be taken into consideration:

- Every group member must be involved and contribute to the project.
- How much time each day will be spent on the team goal?
- The purpose of the Expedition is to enhance prior research carried out by the participant.
- The record of work for this does not have to be pages and pages of bound document, some examples would include podcast, web pages, photos, eDofE, and video.
- On return the group should deliver a presentation either individually or as a group to a recognised representative of the centre.

4.4 Expedition Logistics

Venue/Terrain Land Expedition

Where an Expedition takes place in a higher recommended terrain the Expedition group should receive the training syllabus appropriate for that terrain. As part of the need to experience isolation and self-reliance all expeditions should avoid villages and populated areas where possible. It is not about taking the fastest and most direct route. Teams should not use long distance footpaths although using small parts of these paths or trails is acceptable to link up other elements of the expedition for the needs of the aim is acceptable.

Level	Activity/Journey Time	Recommended Environment
Bronze	6hrs activity/ 3 of which MUST be journeying	Normal open countryside which can be familiar to the participants and inspires interest and appreciation of the outdoors. Routes need to embrace the spirit of isolation. Bronze Expeditions often take in a famous land marks to spark interest in the team.
Silver	7hrs activity/ 3.5 of which MUST be journeying	Normal, rural open countryside or forest which is unfamiliar to participants. Where possible the expedition should include areas of open country or forest. As part of the progressive nature of the DofE teams who have completed their Bronze Award should progress to more challenging environments. The environment should be thought of as an intermediate stage between normal rural environment and Wild Country.
Gold	8hrs activity / 4hrs of which MUST be journeying	Wild country (removed from habitation) which is unfamiliar to the participants. A list of these areas in the UK can be found at www.DofE.org/expedition . As part of the progressive nature of the DofE teams who have completed their Silver Award should progress to more challenging environments. Remote estuaries, marshes, ferns and coastal areas may provide an appropriate environment for an expedition with the emphasis on exploring rather than doing the journey. The choice of area should be based on the aim, but considerations of travel costs can be a barrier to using some areas. The Expedition should be through rather than over wild country.

Other Expedition Types

It should be noted that DofE do not issue a recommendation for water environments for the various levels however there are specifications for what training levels they must adhere too to be in specific water environments. This can be found in the section on training and on [Proficiency in the mode of travel](#)

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Expedition Supervisor Walking Qualifications

The Expedition Supervisors and Assessors must be competent. Competency is determined by holding a recognised qualification and having appropriate experience. The table below shows recommended terrain for participants at each level of award.

Qualification	Area/Terrain	Bronze	Silver	Gold
Summer/Winter Mountain Leader Assessed	All areas—summer conditions/ winter conditions in the UK	Yes	Yes	Yes
Hill and Moorland Leader Assessed + Expedition Module (replaced with the camping leader 2022)	Open, uncultivated, non-mountainous or remote country previously known as upland, moor, bog, fell, Hill or down.	Yes	Yes	Yes (within remit of Qualification)
Lowland Leader Assessed + Expedition Module (replaced with the camping leader in 2022)	The Lowland Leader Award trains and assesses candidates in the skills required to lead others on walks in lowland countryside and woodland.	Yes (within remit of Qualification)	No (unless group are taking part in lower level expedition due to ASN requirement)	Only where the terrain choice is reflective of the group's needs, team goal and progression through the award (ASN)
Basic Expedition Leader Assessed and completed	Normal country less than 30 minutes travelling time from road access. Camping Areas must provide water and toilets	Yes- camping must provide drinking water and toilet facilities unless completed Glasgow Wild camping Training	Yes (within remit of Qualification) camping must provide drinking water and toilet facilities unless completed Glasgow Wild camping Training	Only where the terrain choice is reflective of the group's needs, team goal and progression through the award (ASN)

Further information on the determination of the competency levels for these qualifications can be found at <http://www.mountain-training.org/walking> and <http://sportsleaders.org/>.

Up to date qualifications for all DofE Leaders in Glasgow are kept on Gearlog, these are the responsibility of the leader to update.

Alternative recognised qualifications may also be suitable however this is determined at the discretion of DofE Glasgow. When looking at qualifications it is necessary to take into account the award level and expedition area to suit the needs of the participants.

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Expedition Supervisor Biking Qualifications

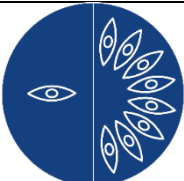
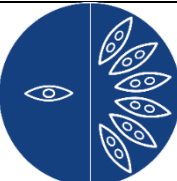



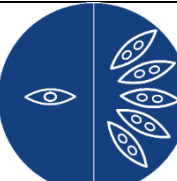
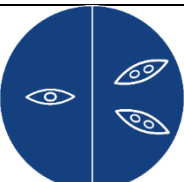
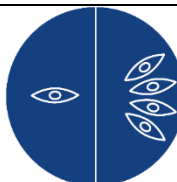
Hazard Level	Group Instructor/Leader
<p>Lowland Country and Hill and Moorland country-on simple non-technical paths as defined by training provider</p> <p>Public highways, cycle ways, forestry tracks and non-technical routes no further than a 30 minutes' walk to an accessible road.</p>	<p><i>Either;</i></p> <p>BC Level 2 MTB Leader with Scottish Cycling Expedition Module;</p> <p><i>or</i></p> <p>MIAS Mountain Bike Leader Level 2 with MIAS Expedition Module AND Lowland Leader, BEL, HML as appropriate;</p> <p><i>or</i></p> <p>Cycling UK MTB Trail Leader with Expedition Module or Camping Leader</p>
<p>Mountain Country or routes in Hill and moorland on technical path as defined by Qualification Provider</p>	<p><i>Either;</i></p> <p>BC Level 3 Mountain Bike Leader Award</p> <p><i>or</i></p> <p>MIAS Mountain Bike Leader Level 3 with MIAS Expedition Module AND BEL, HML, ML as appropriate.</p> <p><i>or</i></p> <p>Cycling UK Advanced MTB Trail Leader with Expedition Module or Camping Leader</p>

*This information is taken from AALS recommendations on MTB activities document 6.12

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Expedition Supervisor Paddlesport Qualifications

Coaching Qualifications and Environment Definition's from BC

Water Type	Maximum Suggested Coach/Leader to Participant ratio	
<p>Very Sheltered Water Quiet canals with easy bankside access and egress; small lakes, which are not large enough and do not have difficult landing, where problems could occur if there is a sudden change in conditions; gentle, slow-moving rivers. The definition implies weather conditions that are not in themselves likely to cause problems. At any point, the paddler should not be more than 50 metres from the bank.</p> <p>Enclosed swimming pools are also defined as very sheltered water environment Note the definition implies normal conditions and care is advised when water and air temperatures are low.</p>	 <p>Solo Craft 1:8</p>	 <p>Crew Craft 1:12</p>
<p>Sheltered Water Ungraded sections of slow moving rivers where the group could paddle upstream against the flow (not involving the shooting of, or playing on, weirs or running rapids). Areas of open water (e.g. lakes and lochs) where the paddlers are no more than 200 metres offshore and the wind strength does not exceed Beaufort force 3, avoiding the group being swept/blown out of the safe working area. Slow moving estuaries (less than 0.5 Knots)</p> <p>Examples: Small enclosed bays, enclosed harbours where there is minimal possibility of being blown offshore, defined beaches with easy places to land throughout, no tide races, overfalls or surf. Note The definition implies normal conditions and care is advised when water and air temperatures are low.</p>	 <p>Solo Craft 1:8</p>	 <p>Crew Craft 1:12</p>
<p>Moderate Water</p> <p>Inland: Large areas of open water that exceed the sheltered water definition, where the paddlers are no more than 500 metres off shore and in wind strengths that do not exceed Beaufort force 4.</p> <p>White Water: Grade 2(3) white water or equivalent weirs.</p> <p>Sea: A stretch of coastline with some areas where it is not easy to land but there will always be straight forward land points a maximum of two nautical miles apart. Crossings not exceeding two nautical miles. Up to 2 Knots of tide (but not involving tide race or overfalls). Wind strengths do not exceed Beaufort force 4. Launching and landing through surf (up to 1 metre, trough to crest height).</p> <p>Surf: Sections of sandy beaches free from significant hazard (e.g. rocks and strong rips) and easy access. Gentle, sloping and spilling waves, preferably peeling. Not pitching or dumping. Wave height should be no more than double overhead when seated in a kayak in the trough of the wave (head high for a stand up surfer).</p>	 <p>Solo Craft 1:6</p>	 <p>Crew Craft 1:10</p>
<p>Advanced Water</p> <p>Inland: Large areas of open water which exceed Moderate Inland Water and/or have winds in excess of Beaufort force 4.</p> <p>White Water: Grade 3(4) white water for canoe. Rivers up to and including grade 4(5) for kayak.</p> <p>Sea: Any journey on the sea where tidal races, overfalls or open crossings may be encountered and which cannot be avoided; sections of coastline where landings may not be possible or are difficult; sea state 4 and winds above Beaufort force 4; launching and landing through surf (up to 1.5 metres trough to crest height).</p> <p>Surf: Reefs, points, offshore breaks and sandy beaches, which may have significant hazards (e.g. rocks, strong rips, etc.) and may be remote and/or have difficult access. Waves may be powerful, steep, pitching, fast, hollow and heavy. Up to, and above double overhead when seated in a kayak in the trough of the wave (or head high and above for a stand up surfer).</p>	 <p>Solo Craft 1:4</p>	 <p>Crew Craft 1:4</p>

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Beaufort Wind Force Scale

Beaufort wind force scale	Mean wind speed		Limits of wind speed		Wind descriptive terms	Probable wave height in metres at sea <small>Note: Inland waters are likely to be less</small>	Probable maximum wave height in metres at sea <small>Note: Inland waters are likely to be less</small>	Sea state	Sea descriptive terms	Land descriptive terms
	Knots	ms ⁻¹	Knots	ms ⁻¹						
2	5	3	4-6	2-3	Light breeze	0.2	0.3	3	Smooth (wavelets)	Wind felt on face. leaves rustle
3	9	5	7-10	4-5	Gentle breeze	0.6	1.0	3	Slight	Leaves and twigs in constant motion, light flags extended
4	13	7	11-16	6-8	Moderate breeze	1.0	1.5	3-4	Slight-Moderate	Raises dust and loose paper; small branches moved
5	19	10	17-21	9-11	Fresh breeze	2.0	2.5	4	Moderate	Small trees in leaf begin to sway, crested wavelets form on inland waters

River Grades

Ungraded	Ungraded sections of slow moving rivers where the group could paddle upstream against the flow (not involving the shooting of, or playing on, weirs or running rapids).
Grade 1	Moving water with occasional small rapids. Few or no obstacles to negotiate.
Grade 2	Small rapids featuring regular waves. Some manoeuvring required.
Grade 2(3)	The overall standard of the run is grade 2, but there may be a few (normally one or two) grade 3 rapids that can be portaged if required.
Grade 3	Most rapids will have irregular waves and hazards that need avoiding. More difficult manoeuvring will be required but routes are normally obvious. Scouting from shore is occasionally necessary to maintain line of sight.
Grade 4	Large rapids that require careful manoeuvring. Scouting from the shore is often necessary and rescue is usually difficult. Kayakers should be able to roll before tackling these rapids. In the event of a mishap there is significant risk of loss, damage and/or injury.
Grade 4(5)	The overall standard of the run is grade 4, but there may be a few (normally one or two) grade 5 rapids that can be portaged if required.
Grade 5	Extremely difficult – long and very violent rapids with severe hazards. Continuous, powerful, confused water makes route-finding difficult and scouting from the shore is essential. Precise manoeuvring is critical and for kayakers, rolling ability needs to be 100%. Rescue is very difficult or impossible and in the event of a mishap there is significant hazard to life.

Paddlesport Coaching Qualifications and Environment

Qualification	Very Sheltered Water	Sheltered Water	Moderate Water	Advanced Water
BCU Level 1 Coach	✓			
BC Paddlesport Instructor	✓			
BC (UKCC) Level 1 Coach (Supervised)	✓			
BCU Level 2 Coach	✓	✓		
BC (UKCC) Level 2 Coach	✓	✓		
BC Moderate Water Endorsement	✓	✓	✓	
BC Advanced Water Endorsement	✓	✓	✓	✓
BC Coach Award (Sheltered water)	✓	✓		
BC Coach Award (Moderate water)	✓	✓	✓	
BC Coach Award (Advanced water)	✓	✓	✓	✓
BCU Level 3 Coach	✓	✓	✓	
BC (UKCC) Level 3 Coach	✓	✓	✓	
BC Performance Coach				
BCU Level 4 Coach	✓	✓	✓	✓
BCU Level 5 Coach	✓	✓	✓	✓

*BCU refers to the qualifications taken prior to the UKCC qualifications, BC (UKCC) and the endorsement refers to

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UKCC qualifications, BC refers to the qualifications taken from 2018.

Paddlesport Leadership Awards and Environment

Award	Very Sheltered Water	Sheltered Water	Moderate Water	Advanced Water
BC Paddlesport Leader	✓	✓		
BC 4 Star Leader BC Moderate Water Leader BC Touring Leader	✓	✓	✓	
BC 5 Star Leader BC Advanced Water Leader	✓	✓	✓	✓

Note: Apart from the Paddlesport Leader, the certificate awarded states both craft and environment that the coach/leader can operate in.

There are many leading and coaching qualifications in paddle sports, leaders and coaches should have the appropriate level as is detailed in the appendix for these trips regarding the environment that they are in. Paddlesport Supervisors should also understand that there environment is forever changing and that it could change for the worse so that they become out of remit or out of their suggested ratio, there should therefore be alternative route and action plans which can be taken in place.

Where Supervisors are delivering any aspect of training they MUST have an appropriate coaching award to do this. Where supervisors are simply supervising only i.e. on a Qualifying Expedition a leadership award may be suffice.

Expedition paddlesport staff should also have either an Expedition module or qualification from another discipline or where they don't have this, they should have the British Canoeing Guide Module for camp craft and expedition skills.

First Aid

A valid Standard First Aid Certificate is essential for all GROUP leaders of activities. Careful consideration should be given to the type of first aid certificate and speed of access to emergency services.

All group leaders and supervisors should carry a First Aid kit appropriate to the seriousness of the activity for which they are responsible.

These awards must be kept up to date and valid (currently three years). Unless otherwise stated the level of first aid training required by the authority for all activities is a course comprising of 16 hours of instruction, which meets the requirements of the Health and Safety (First Aid) Regulations 1981. Course time formats vary with different providers. It should be noted that this length of course is the minimum number of hours required and it is advised that this should be an outdoor first aid course.

It should be recognised that expeditions may go to locations that are more remote and a more in depth advanced outdoor first aid course which covers far from help strategies may be more appropriate.

Qualifications Storing

All centres should store the qualifications of their own staff and volunteers independently to ensure they are happy that they are in place prior to programme planning.

DofE Glasgow utilises the system Gearlog which is a secure online Database with the function of allowing DofE Glasgow Leaders and Volunteers to store their qualifications and also to hire equipment from the DofE Glasgow Store.

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2023 is a transition year where all new leaders will have a Gearlog created for them when they register this allows there DofE 2 Leader Enrolment and other qualifications to be stored and uploaded by the account holder. Those with edofe account prior to this new step can set up a Gearlog account for themselves. They can get a link for this by contacting the DofE Administrator.

eDofE records all DofE Modular Training Framework courses and course bookings (but not results) for the user.

Supervision Planning

The supervisor should have a supervision plan for every expedition group. This is simply an informal plan to give the supervisor strategy and confidence to successfully fulfil their role and ensure that the award group enjoys a safe and successful expedition. An example of this is in the Appendix.

Supervision Methods

Supervision definitions for DoE state that there are three forms of supervision, direct, close and remote.

- **Direct Supervision-** Where the supervisor is in direct contact with the group and accompanying them.
- **Close Supervision-** Where the supervision is close enough to intervene if necessary, in order to offer support and guidance or stop mistakes from being made. Groups are usually aware of the supervisor's presence and are in visual or hearing contact at all times.
- **Remote Supervision** - Where the group cannot see the supervisor. This allows participants to accomplish the Expedition without intervention.

Parents must be fully informed of the definitions of the supervision and what these types of supervision entail. Agreement from parents will be sought as part of the consent forms.

The supervisor must ensure that the group is prepared for the additional responsibility, by progressive training, appropriate Practise Expeditions and completion of an appropriate pre- expedition check.

Management Circular 48 Remote Supervision excerpt-

Remote supervision is the term used when the leader is not directly present with participants. Remote supervision comes in varying degrees and is used in a variety of circumstances. In its simplest form participants may be given time to look round a museum on their own: at the other end of the spectrum, young people may take part in wild country expeditions where they have limited contact with their leaders for long periods of time.

Working without immediate supervision can help learners to develop independence and self-reliance. When such activity is planned the visit leader must be confident that learners have the appropriate skills to operate without undue risk. Training and briefing should reflect this.

Visit leaders remain responsible for participants even when not in direct contact with them. They should not underestimate the challenges of remote supervision. It requires extra planning and contingencies to be put in place. This should be reflected in the Visit Plan.

Mountain Training have developed a very useful resource around remote supervision methods which can be found [here](#)

It is recognised that to progress from stages from Direct-Close-Remote is not often a linear process and that it will be necessary to move from one to another and back again as knowledge and skill is confirmed. This process takes time and from practise it is not possible to introduce remote supervision in less than 16 hours of training time in typical Bronze Terrain. The amount of time on this may take longer with some groups.

Equipment

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Expedition equipment should be fit for purpose and maintained in good working condition whether it has been provided by the young person, the school or another party. The expedition supervisor is responsible for ensuring this equipment is fit for purpose before the expedition takes place.

An appropriate and effective inspection and defect reporting/repair monitoring system must be in place for *all* equipment used. All equipment must be inspected regularly for wear /damage and the results recorded. The manufacturers' advice as to lifespan must be adhered to.

At all times, participants should be clothed appropriate to the weather conditions, water temperature, personal ability and level/type of activity being undertaken. Appropriate head covering should be available to suit the conditions.

DofE Glasgow also have an equipment store. Equipment from this can be hired through Gearlog. Equipment is available for walking expeditions, paddlesport expeditions including multi fleet, kayak and canoe and there is also bike trailers for bike expedition but centres would need to arrange the actual bikes from elsewhere. Advice can be requested on this from your DofE Development Coach.

Expedition Group Ratio and Staffing Allocation

There must be between four and seven participants in a DofE group for solo journey activities. For tandem activities the ratio of the group may be four to eight, however, where an environmental factor may drop the ratio recommended by British Canoeing the Supervisor **MUST** follow whichever ratio is the smallest. Please also note that it is possible to run expeds that are multi-craft with 8 even in SUP or Kayak to allow for appropriate tactics to manage the group in the wind.

Each group must have their own qualified supervisor approved by DofEGlasgow. The Expedition will not be given authorisation to proceed unless the Expedition Criteria is met. In the event where a group require two qualified supervisors due to additional support needs or environmental factors, one of those two should be identified as the lead supervisor.

There must be pastoral care in place for the Expedition relevant to the gender section of the risk assessment and needs analysis taken of the specific group if this is an overnight trip. All decisions in the risk assessment and needs analysis should be based on the needs of the participant and NEVER on staff availability.

The pastoral care for Bronze levels must be provided by the Centre that the group is from. The head of establishment or senior management must approve this ratio in relation to the gender section of the risk assessment. Where further guidance or advice may be required the following publications are very helpful:

<https://www.gov.scot/publications/supporting-transgender-young-people-schools-guidance-scottish-schools/pages/3/>
<https://education.gov.scot/improvement/learning-resources/supporting-transgender-young-people-guidance-for-schools-in-scotland/>

It is always recommended that silver and gold expeditions have a member of staff from the DofE centre attend. However, if there is no suitable person available to attend from the DofE centre all supervision and pastoral care staff could be provided directly by a GCC DofE Glasgow Approved Activity Provider. This forms the minimum standard of supervision and pastoral care for silver and gold level. Higher tariff or ASN expedition groups should be risk assessed to determine the supervision and pastoral care required. In all cases guidance and approval will be sought from the head of establishment. In some cases, one supervisor may be able to utilise the supervisor of another group to be their pastoral care and vice versa if they are at the same camp site.

It should also be noted that on overnight excursions Supervisors should not be lone working and whilst only one supervisor may be required an additional responsible adult is needed. Below are some examples of acceptable Supervision:

1. Seven young people in one group on an overnight walking expedition with 1 Qualified Supervisor and 1 Member of Staff as Pastoral care.
2. Sixteen young people in two groups on an overnight tandem canoe expedition where each group has 1 Qualified Supervisor who is acting as the Pastoral Care for the other group.
3. Seven young people in one group on an overnight biking expedition with 1 Qualified Supervisor and 1 Assessor who has also agreed to be the Pastoral Care for the group.

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4. Seven young people in one group on an overnight SUP expedition with 1 Qualified Supervisor, 1 Assessor who is not pastoral care and an additional member of staff acting as pastoral care.

It should be noted that parents/guardians or carers should be informed of the supervision and pastoral care as part of the consent form and trip information letter process.

Pastoral Care

Where the pastoral care person has no qualification or technical competency recognised by DofE Glasgow they are the responsibility of the Expedition Supervisor whilst out on the expedition. It is the centre coordinator and head of establishments responsibility to ensure that the pastoral care member of staff has had sight of and understands the risk assessment of the trip.

Home Base Contact

Every Expedition must have a home base contact. The Centre Co-ordinator and the Expedition Supervisor must brief the home base contact and supply the necessary information within the agreed timescales.

It is advisable that the home base contact is someone who is not emotionally attached to a member of the Expedition venture.

The home base contact must take their responsibility seriously and know what the role fully entails. There could be serious implications if a home-based contact is unavailable for a call or unable to act as necessary in the event of an emergency.

The home base contact should provide alternative telephone numbers for the Expedition Supervisor.

The home base contact provides three main areas of support:

- Contact point between parents/carers of Participants and the Expedition Supervisor, this could include an emergency situation at home.
- Ensures the group stay safe by monitoring check in times.
- To be the person to report to the Head of Establishment if a serious incident is reported.

The Home Base Contact must be given the following before the expedition commences:

- A complete record of all parental/carers consent forms and participant emergency contact listing.
- Expedition Paperwork.
- Travel details, including vehicle registrations and descriptions and vehicle parking locations.
- Description of all significant equipment deployed e.g. canoes, bikes, tents.

Means of communication

An appropriate communications strategy will be implemented, including an overdue (delays) procedure for activity excursions.

All groups must be fully conversant and equipped with internationally recognised means of signalling distress (visual and sound) appropriate to the particular environment/activity.

Consent Forms

Consent forms must be signed by both parents/guardians/carers (as applicable) and participants.

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A copy of the consent form can be found within the Appendix of Management Circular 48.

Glasgow Life groups should use the standard GL Consent form.

Participants with additional medical or support needs will require arrangements to be put in place in line with MC 48

Parent, guardians and carers must always receive written information in addition to parental consent. This must be obtained for all activities, day visits, residential away from home and activities off the school premises.

The following information should be sent to parents in an accompanying document:

- Confirmation that the supervisor is qualified
- Explanation around supervision definitions including remote supervision.
- Gender of Leaders participating and that the pastoral needs of the young people are met.
- Dates, times and meeting places
- Mode of transport and emergency transport or get home strategies
- Cost of venture
- Contingency Plans including for levels of behaviour
- Use of Mobile Phones
- Home Based Contact Telephone numbers
- Emergency Procedures

Incidents and Accidents

School excursions and educational visits can involve an element of risk. Whilst organisers of activities cannot give guarantees of safety to participants (or their parents/carers) it is essential nevertheless that all possible precautions should be taken to ensure the safety of all involved. The expectations of the authority would be that leaders responsible for children and young people would undertake the same care that would be expected of a prudent parent/carer.

Excursions and educational visits are an important and valuable part of our education system. The objective of this circular is to clarify the procedures to be adopted and to enhance the quality of these visits.

If things do go wrong during a trip, provided sensible and proportionate steps have been taken, it is highly unlikely that there would be any breach of health and safety involved.

Weather Implications

The weather can have huge implications on the safety of a trip and should not be underestimated. The weather should be checked in the weeks leading up to the expedition, the week before the expedition, the day before the expedition and where possible whilst on expedition. Do not assume that these forecasts will always be 100% correct; the expedition supervisor must be vigilant and prepared at all times.

When undertaking any outdoor activity where participants are exposed to the weather, group leaders must always get a weather forecast and consider whether the activities should proceed if there is any indication that the weather is expected to be particularly inclement.

'Winter' means when winter conditions, including snow and ice, prevail or are forecast. This cannot be defined by a portion of the year. Summer means any conditions not covered under 'winter'

When working in tidal areas sea conditions and the state of the tide must always be considered prior to undertaking any activity

In the event of a severe weather warning being issued from the Met office in an expedition area - the venture should be moved to a different location or rescheduled.

Consideration should be given to the length of time participants are exposed to strong sunlight and appropriate barrier creams and protective clothing should be worn.

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The occurrence of severe sunburn should be reported on the [Glasgow City Council HANDS reporting system](#). It is important that such records are kept because the incidence of avoidable sunburn injuries may, in the future, have legal implications.

Ticks

Due to the apparent increasing prevalence of sheep and deer ticks and with the possibility of developing Lyme's Disease, leaders are advised to insist on full arm and leg cover when in areas of bracken and similar high grass.

A record of any tick bite should be kept.

In the case of a pupil receiving a tick bite, this information should be passed to the parent/carer to ensure they understand how to monitor the bite. Information on tick bites can be found here: <https://www.nhsinform.scot/self-help-guides/self-help-guide-tick-bites>

Access

The Land Reform (Scotland) Act 2003 clearly sets down in statute a presumption in favour of access, if taken responsibly, over most areas of land and inland water. It establishes statutory rights of non-motorised access (e.g. for walking, cycling, horse riding, canoeing) to land and inland water for passage, recreation, education and commercial activities. The access rights must be exercised in a responsible manner and there are reciprocal obligations on land managers to act in a responsible manner towards access takers, both in their behaviour and in the way they manage the land.

Heads of Establishment must ensure that group leaders and young people are fully conversant with the Scottish Outdoor Access Code, a comprehensive explanation of responsible conduct in the outdoors.
<http://www.outdooraccess-scotland.com/>

Paddling NOT Bathing in Natural Waters

General Information on bathing can be found in Management Circular 33. The below discusses paddling ONLY.

It may be possible for a DofE Activity Risk Assessment to include paddling (paddling is an activity where you can walk or move through the water without the need for swimming) it is suggested that for this to be managed safely it should include:

- Direct supervision
- Knowledge of the water depth
- Knowledge of any sudden depth changes
- Inland and Tidal water would have no current or be negligible current
- A clear brief i.e. not above knee deep etc.

This should only be carry out where it has been identified on the risk assessment which has therefore also been signed off by the head of establishment.

Stoves and Fires

All stoves commonly used for cooking during Expeditions can be dangerous if mishandled with a consequent risk of fire and burn injuries.

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The introduction to the use of such stoves by children and young people must be closely supervised. It is essential that thorough training in a controlled environment is given before stoves are used during Expeditions. As in all outdoor activities, consideration must be given to the venue used when camping with novices with due regard to the means of access to emergency services.

All staff must ensure that they are fully conversant with the safest method of using a particular type of stove, fully understand the method of operation, and the hazards associated with the fuels used.

The suitability or otherwise of a particular stove and fuel type must be evaluated within the risk Assessment. An appreciation of this aspect is a feature of many outdoor leadership courses.

General Guidance

- All staff must ensure that they are fully conversant with the safest method of using a particular type of stove, fully understand the method of operation, and the hazards associated with the fuels used.
- The suitability or otherwise of a particular stove and fuel type must be evaluated within the risk assessment. An appreciation of this aspect is a feature of many outdoor leadership courses.
- When introducing others to the use of camping stoves, the stoves should be in a stable position on a non-combustible surface, and where possible, out of doors. A suitable fire blanket must be close at hand.
- When cooking on a stove, it is advised that it should be used at ground level, to minimise the possibility of scalds resulting from the spillage of hot liquids. The stove must also be in a position where fires resulting from misuse can be quickly smothered and controlled. The smothering and control of accidental fires must be demonstrated during instruction.
- Spare fuel containers must be kept well clear of lighted stoves. When not in use they should be kept outside the tent or bothy whilst taking consideration of forecast weather conditions. All fuel containers must be appropriate for the fuel used and clearly labelled.
- All persons using camping stoves must be made aware of the risks associated with flammable materials such as straw, dry grass, paper, cooking oil and cooking fat, tentage, sleeping bags and loose nylon clothing. In the early stages of introducing children and young people to the use of stoves, the group leader must control the spare fuel supply, and closely supervise the process of refuelling, and reigniting. These are occasions when dangerous incidents often occur. Children and young people must be fully trained and practised before being permitted to refuel a stove.

Types of Stove

There are a great variety of camping stoves currently in use with new versions becoming available regularly. It is therefore inappropriate to give specific guidance pertaining to the use of every type of stove which may be available. However, it is imperative that the suitability or otherwise of a particular stove and fuel is evaluated within the risk assessment.

Campfires

The lighting of campfires, and especially the use of them for cooking is forbidden, unless these activities take place in established camping grounds or barbecue sites, where there are safe, properly constructed fireplaces or barbecues and associated fire appliances. These constraints are imposed for safety reasons as well as in the interest of the conservation of the environment and in conformity with the spirit of the access code.

Please also remember that DofE Qualifying Expeditions should be remotely supervised wherever possible.

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4.5 Emergency Accident Procedures

All Expedition staff /home contacts should have the same copy of the agreed emergency procedure and know how to activate them¹.

Parents should have the number of home base contact to call in the event of an incident during the visit or a late arrival home².

An incident may be minor in that the party have experienced bad weather and are coming home early, or are delayed on the journey home. In the event of a serious incident, involving an accident then the Home Base contact must:

1. Stay calm and take all relevant information (see checklist).
2. Contact the most senior person within the organisation e.g. Head of Establishment in an Educational Establishment or Area Manager in an Open Award Centre.
3. If anyone is injured agree with the Head of Establishment who will contact the next of kin. It is then up to Head of Establishment to contact parents, head office etc.
4. Maintain a log of actions, telephone calls made/received, together with timings.
5. Stay available to liaise with all persons involved until someone else take over.

The Emergency Procedures in MC 48 and an example in the Appendices details the documentation that must be completed in the event of an incident and a checklist for group leaders to consider.

All incidences must be reported. In Educational Establishments, this should happen on [Glasgow Online](#) and also forwarded by email to DofE@glasgow.gov.uk.

In Glasgow Life this should happen online [here](#) forwarded to DofE@glasgow.gov.uk.

4.6 Paperwork and Notifications

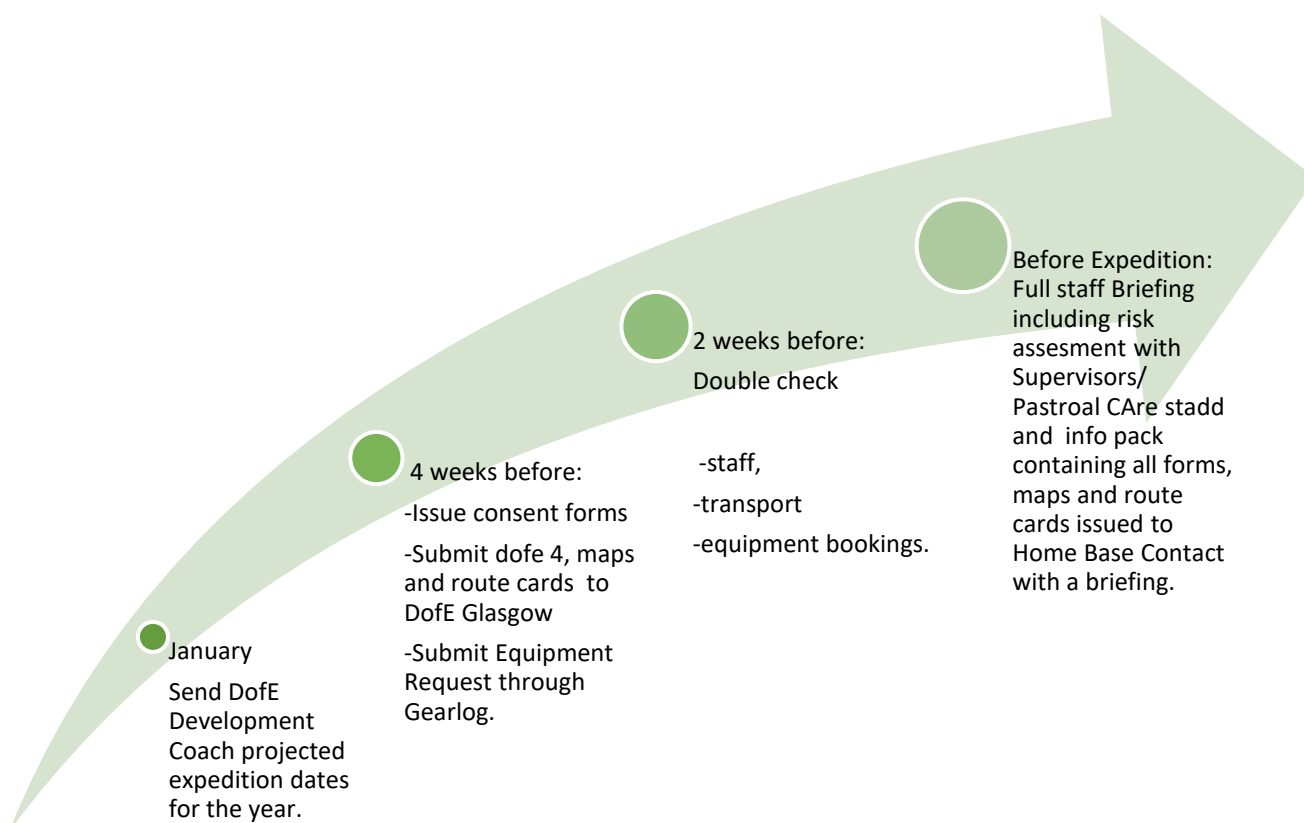
All paperwork in Appendix Section 2 should be completed in regards to the Expedition section for both Practice and Qualifying Expeditions. The following paperwork should be sent to the DofE Development Coach at least 4 weeks prior to the expedition.

- DofE4: Group Expedition Notification Form
- Expedition Route Card
- Route map with route markings or tracing on it (you must be able to easily identify the terrain through the transparent line on the map)

Whilst GPX is very useful for sharing route information; All route maps and route cards should be submitted for final sign off in either a pdf, jpeg or word document. NEVER a GPX file as these cannot be easily opened by devices without mapping software.

It should be noted that if there is any medication required by any participant then the centre will also be required to fill in medical paperwork. This paperwork can be found in the Appendix of Management Circular 48 or specific forms appropriate to your organisation.

Expedition Paperwork Timeline



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Insurance

Periodic updates are sent from the DofE Glasgow team to the GCC Insurance Department to notify them of approved expeditions for expeditions within the UK.

Due to this Centres do not have to submit trip paperwork directly to the Insurance Officer for DofE Expeditions that take place within the UK.

For overseas visits, Appendix 2 of Management Circular 48 should be completed and submitted to insuranceadmin@glasgow.gov.uk and MC48educationexcursions@glasgow.gov.uk no later than 8 weeks prior to departure in conjunction with expedition paperwork also being submitted to the DofE Glasgow Team.



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Risk Assessments

It is important to have procedures that encourage participation.

Risk assessments should focus on real risks, rather than on those that are trivial or the result of over-protectiveness. Exposure to real risks should be offset against the benefits of undertaking the visit.

The risk assessment should be adequate and proportionate, nothing more and nothing less. It should only deal with significant and foreseeable risks. It does not require the use of technical formulae and professional health and safety expertise should only be needed in the more complex or specialist cases.

More advice on risk assessments can be found on the Health and Safety area on [Glasgow Online](#).

The Expedition Supervisor is the adult with overall responsibility for the health and safety of all participants whilst on the expedition.

Centre coordinators are responsible for ensuring that all procedures are followed in line with DofE Glasgow Operating Procedures. This may include asking Expedition Supervisors or Pastoral care Leaders to input into risk assessment or group needs analysis.

Participation in any adventurous outdoor activity will inevitably involve a physical and psychological challenge. All risks should be assessed, reduced and where possible eliminated. It is unacceptable to expose participants to dangerous conditions and unnecessary risk. There must always be an acceptable framework of safety. It is recognised that the organisation of safety in remote and wilderness locations, particularly in the event of an emergency, can be challenging and swift decisions must be made.

A written risk assessment must be carried out by the Centre Coordinator and agreed by the Expedition Supervisor and pastoral care leaders and Heads of Establishment prior to the venture. The risk assessment is a route to identifying the correct control measures and must be fit for the proposed purpose. A record of the risk assessment must be retained at the award centre location for future reference. All risk assessments must be completed on the forms as contained in Appendix of Management Circular 48³ or Glasgow Life format, examples can be found in the appendix.

Preparing Risk Assessments

Glasgow City Council has a legal responsibility to ensure risk assessments are in place for off-site visits and to have a system that ensures these are being implemented. It is appropriate for Glasgow City Council to provide generic risk assessments and these could be incorporated into an online recording tool where these are being used.

Generic risk assessments provide an overview of the foreseeable risks that might be met on a visit with the aim of managing risks so that they are acceptable. In general, 'acceptable' would be free from significant risk of death or permanently disabling injury.

Leaders should use a generic risk assessment as a starting point, and add any significant and foreseeable risks specific to their visit. This should take in to account:

- The aims and benefits of the visit
- The participants (including leaders and helpers)
- The venue
- The activity
- Getting there
- Time of year

³MC48 (4.4)

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Routine and Expected Visits are by their nature low risk activities and should be quick and easy to risk assess. Higher risk activities require more detailed risk assessments which record how the risks will be reduced to an acceptable level.

The findings of the risk assessment and the relevant precautions/controls should be agreed with and understood by all participants including visit assistants (and parents where appropriate).

Dynamic Risk Assessment

Despite the best planning, the unexpected may happen during a visit and visit leaders have to be prepared to change and adapt as required. Experience and training will enable sound judgements to be made.

The visit leader and visit assistants should monitor the risks throughout the visit and take appropriate action as necessary. This is called dynamic risk assessment and includes knowing when and how to apply contingency plans where they are needed. The actions taken as a result of dynamic risks assessment may be recorded after the visit so that they can inform future planning.

Transport arrangements

All transport arrangements should meet the necessary transport requirements as found in [Management Circular 48 Section 6](#) or Glasgow Life's Health & Safety policy and have access to an emergency expedition evacuation process.

Examples of Emergency Expedition Evacuations Processes could be:

- Extraction to a nearby Youth Hostel then get the train home the next day.
- Mini bus out on the ground
- Mini bus at school which can go and pick an expedition team up
- Centre sends a member of staff out to pick up expedition team members (in line with transporting young people guidance in MC 48)
- Group shares taxis home.

Media Contact

Glasgow City Council press office gives 24hr support to leaders. Permission should be sought before speaking to the press. Please ensure that the contact phone numbers are taken with you. The press office details should be given to the group leader and the home base contact.

Establishments supported by Education Services should contact:

Office number – **0141 287 0918**
Out of Hours number – **07780520937**

Establishments supported by Glasgow Life should contact:

Office number – **0141 287 5981**
Out of Hours number - **0796131921**

Should any incident occur, the press office should be made fully aware of what happened, who is involved and the severity of the incident.

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