

A guide to Award Evidence Submitted by Young People through eDofE



For Coordinators/Leaders and Volunteers

The ethos of the Award

Since its conception in 1956 the ethos of the Award has been about improving the lives of young people, channelling their interests and energy into constructive activities and helping young people to reach their full potential, whatever their background or circumstances.

As a leading and well respected Personal Development Programme, the Award aims to develop the whole person and encourages an environment of commitment, service to others, personal skills development and working as part of a team.

In today's tough economic climate, developing personal resilience and a set of skills that support future development and employability has never been so important. For some, the Award will complement their formal qualifications and for others it may be their only real credible evidence of achievement.

As providers of the Award, we all have a duty to ensure that young people maximise their achievements and build up a 'portfolio' of credible evidence they can draw on in the future.

Briefing participants and approving evidence

When a young person engages in the Award, it is important that they are clear about the sort of evidence they need to collect, how this demonstrates progress against their Aim and goals and its authenticity. This applies to all levels of the Award and should represent the appropriate level of commitment.

As evidence is often signed off by enthusiastic members of the public who perhaps don't have a full understanding of the Award, a separate briefing card for Assessors is included in the participant Welcome Pack for young people to hand to them.

As a coordinator or designated leader approving evidence submitted by young people, please bear in mind the following points.

- The minimum level of evidence for any section must be a signed 'keeping track booklet' page or similar document signed by an assessor and has text outlining what the participant has done/achieved and that they have undertaken this for the required time commitment. Ideally, this would also outline what skills they have gained.
- Pictures, videos and other media showing achievement or progression towards the aim and goal should also be encouraged.
- Encouraging young people to identify the skills they have gained from an activity and to document this so they can use it in the future as credible evidence.
- Activities must be undertaken on a voluntary basis and not part of a young person's school/college lesson.

Common errors and things to be aware of:

- Peers, parents and relatives cannot assess or sign off evidence
- Picture evidence alone is not sufficient evidence to approve a section
- Volunteering at Festivals does not qualify for a gold residential
- Staying with families or outside of a residential group setting does not qualify as a gold Residential
- All engagement in the award is voluntary and no payment must be made for volunteering or coaching peers.

Helping young people to identify skills for the future

Groups and individuals should reflect on what they have gained from the Award and how they can use this in the future as credible evidence. To support this, a Skills Map (on the back page of this document)* can be used to remind participants of the skills that they have gained. Employers recognise that the Award gives young people complementary skills that sit alongside academic achievement and are more likely to invest in young people who show they have committed to something and learnt from their experiences. Being able to recognise these achievements will help them when applying for their first part time job, writing a college or university application or giving examples in an interview. Many employers and HE establishments actively look for and support The Duke of Edinburgh's Award, knowing that the majority of people who have been through it will have gained a huge amount of skills and knowledge. Helping young people to recognise these is an important part of celebrating their achievement.

*An electronic copy of the Skills Map is available on our website <http://www.oxfordshiredofe.org.uk/forms>

Approving evidence

Before submitting final completion of Awards to the relevant Licensed Organisation, please check that the sections meet the required standard and that a signed Assessor's document is present in all the sections.

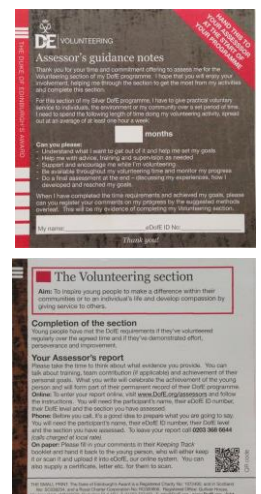
All sub headings in the sectional outlines must also be completed.

Volunteering		
Timescale:	Startdate:	End Date:
Type:		
Detail:		
Goals:		
Assessor:	Position:	
Tel:	Email:	
Comments		
There are no comments on this section.		

Use of the Assessor's guidance notes in the Welcome Packs

To help support good quality credible evidence being uploaded to young people's accounts, please ensure that young people are given their DofE Welcome Pack as this contains useful resources to collect evidence.

The 'Keeping Track' booklet is an excellent way of capturing the right kind of evidence and scanning this to their account. The pack also contains Assessor's guidance cards for young people to give to the person who will be assessing them. This outlines what sort of things should be recorded.



By completing your Award you can expect to have gained many if not all the skills identified in this 'skills map'. You can make good use of this information both now and in the future, so it's worth taking some time to reflect on what you have achieved and make a note of anything else that you want to remember for the future. Employers will be looking for many of these, so don't forget to make use of them and give examples of how you put them into practice.

DofE Skills Map

This DofE Skills Map is to help you to identify what skills you have gained from your award. You can use it to write an application, produce a CV or to remind you of what skills you have at an interview.

Volunteering	Physical
<ul style="list-style-type: none"> ✓ Reliable ✓ Time Management ✓ Self-Motivation ✓ Commitment ✓ Team Work ✓ Compassion/caring for others ✓ Supporting the local community ✓ Taking responsibility ✓ Understanding of strengths and weaknesses ✓ Leadership ✓ Communication with others <p>What else have you gained from this section?</p>	<ul style="list-style-type: none"> ✓ Improved physical health and well-being ✓ Working towards goal ✓ Have fun and unwind ✓ Developing an interest ✓ Working with others ✓ Commitment ✓ Recognising achievement ✓ Meeting a challenge ✓ Skill development and coordination ✓ Understanding of rules and safety ✓ Reflect on progress <p>What else have you gained from this section?</p>
Skills	Expedition
<ul style="list-style-type: none"> ✓ Development of social and practical skill ✓ Increased confidence and self esteem ✓ The ability to learn new things ✓ Working alongside others ✓ Commitment to learn new things and personal development ✓ Ability to meet new challenges ✓ Commitment <p>What else have you gained from this section?</p>	<ul style="list-style-type: none"> ✓ Working as a Team ✓ Problem Solving ✓ Commitment ✓ Communication with others ✓ Leadership ✓ Self sufficient ✓ Organised ✓ Awareness of safety and recognising hazards ✓ Dealing with unexpected challenges ✓ Recognising the importance of decision making and the consequences ✓ Recognising own ability and the potential of others ✓ Achievement of shared goals <p>What else have you gained from this section?</p>
Residential section (Gold only)	
<ul style="list-style-type: none"> ✓ Confidence in an unfamiliar environment ✓ Ability to meet new people and build relationships ✓ Able to accept responsibility for self and others ✓ Develop respect and understanding for others ✓ Develop skills and attitudes to live and work with others <p>What else have you gained from this section?</p>	

