



EXPEDITION ASSESSOR ACCREDITATION SCHEME

Assessor's log book

Name:

Assessor's log book

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Introduction

The DofE provides a nationally recognised accreditation scheme for Expedition Assessors. The aim of the Expedition Assessor Accreditation Scheme (EAAS) is to prepare and accredit Assessors to undertake expedition assessments.

It will:

- Ensure a common understanding of the role of the Expedition Assessor.
- Ensure a more consistent interpretation of the 20 conditions of the Expedition section.
- Establish a positive and supportive approach to the assessment process.

The EAAS does not train individuals in the technical skills required for the role of an Expedition Assessor.

The EAAS is divided into two levels which are:

- Bronze/Silver Expedition Assessor.
- Gold Expedition Assessor (and for Bronze/Silver Assessors assessing in wild country).

1: The accreditation process

The Expedition Assessor Accreditation Scheme is modular with four stages:

- 1: Enrol on an EAAS training Course.**
- 2:** You will undertake introductory learning to gain a detailed knowledge of the Expedition section's aims, principles and conditions. **This involves completing the online e-induction and online pre-course learning module.** If you wish to assess at Gold, or are a Bronze/Silver Assessor assessing in wild country, you will need to do the online Gold module as well. All these modules are at DofEtraining.org.
- 3:** Successfully complete an **Expedition Assessor Accreditation Scheme course.**
- 4:** **Gain the endorsement** of a Licensed Organisation/Approved Activity Provider/ Assessor Network, within two years of attending the EAAS course, before being accredited by a DofE Regional/Country Office.

EAAS Terminology

- **Delegate** – anyone applying for or attending the course and in the context of the training course.
- **Trainee Assessor** – anyone who is partway through the EAAS training, including those waiting to be endorsed or accredited.
- **Expedition Assessor** – anyone who has completed the EAAS and been accredited.

Accreditation

A Licensed Organisation/Assessor Network/Approved Activity Provider must endorse an Assessor's application.

They must be sure that the Assessor meets their own organisational requirements, as well as meeting the DofE's training standard.

Those who wish to become an Expedition Assessor should be able to demonstrate that:

- They are over 18 years of age.
- They have relevant safeguarding checks in place for working with young people.
- They can establish good supportive relationships with the young people and communicate effectively with them.
- They are able to deal effectively with relevant forms, tracings, route outlines, route cards, the suitability of routes and problems associated with access.
- They are able to give advice to the Supervisor and the participants, based on their knowledge of the Expedition section.

When an LO/AN/AAP have endorsed an Assessor application, a DofE Region/Country Office will then accredit the Assessor, normally for a five year period.

Reaccreditation

DofE accredited Expedition Assessors will need to be reaccredited every five years. The reaccreditation process will include getting an endorsement from an Assessor Network Coordinator/DofE Manager/ AAP Manager, as well as completing any checks or processes required by the organisation.

Your log book

This log book is a way of recording progress through the EAAS and any subsequent work with young people as an Assessor for the Expedition section. It will be required at the point of reaccreditation to demonstrate that Assessors have remained current and up-to-date with expedition assessments. Page 16 is the *Log Book Record Sheet*; you can use the 'Record of Assessment' section to record all the assessments you undertake. Download extra copies from the EAAS webpage on DofE.org and add them to this Log Book.

Page 19 has space for you to record any other information relevant to your DofE experience. Taking the time to log this information will give you a sense of achievement and will be useful when asked for your experience during reaccreditation.

Options at Bronze Level

Following a UK-wide trial, a number of programme changes were made to the Bronze-level expedition section in autumn 2018. These include considering the use of indoor accommodation where appropriate; the option of a leader-set aim; a combined Assessor/ Supervisor role; no requirement for a presentation; and no requirement for a Practice Expedition.

Your Course Director can explain more to you about these changes and how they will impact your role, and where you can find out more about them.

2: Notes for Assessors

It's not all about expeditions:

The DofE is made of four sections (five at Gold level) and some sections will appeal to some participants more than others. Some participants will only be tackling the expedition because they cannot achieve their Duke of Edinburgh's Award without completing it. This is a core design of the DofE and so Assessors need to consider the comfort zone of each participant, and credit them with taking on an activity that truly challenges them as an individual.

As a representative of the DofE, Assessors should take interest in the participant's other sectional activities and encourage them to continue on to complete their Award and progress to the next DofE level or become DofE Leaders and Assessors.

A particular quality that the Expedition section develops is teamwork. Success is dependent on the whole team completing the expedition.

It is vital that the Assessor regards the expedition as a team effort and, providing all the members are sufficiently competent to be allowed to participate in the expedition and fulfil the conditions, they should all be deemed to be successful upon completion.

The role of the Assessor

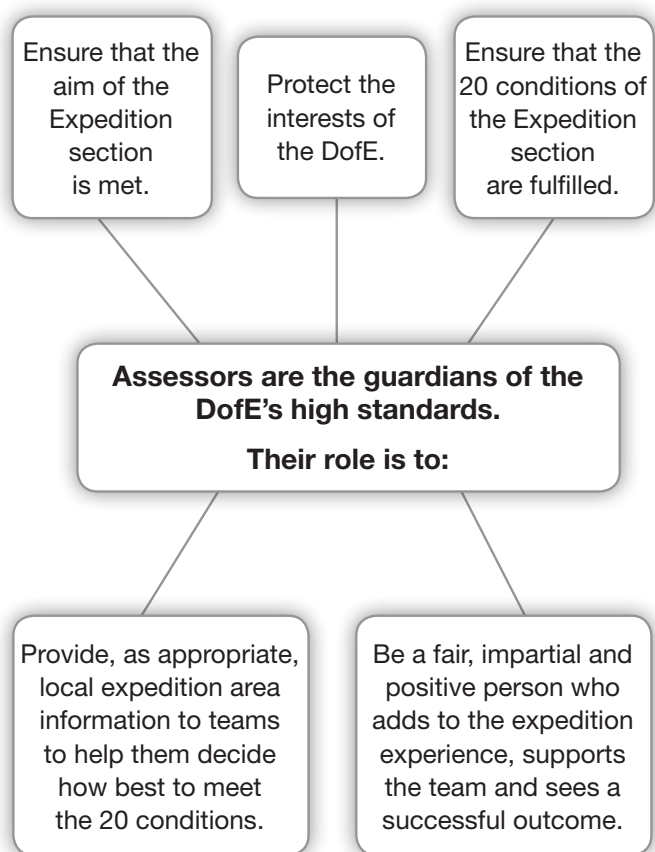
All qualifying expeditions must be assessed by a competent adult who is approved by the Licensed Organisation and accredited by The Duke of Edinburgh's Award. Assessors are the guardians of the DofE's high standards; they protect the interests of the DofE and ensure that the 20 conditions of the Expedition section are fulfilled.

The Assessor is a member of a partnership consisting of the participants, the Supervisor and the Assessor, formed to bring about a successful outcome to the team's expedition. The role of the Assessor is to confirm that the 20 conditions of the Expedition section have been met. There is no testing, no marking, either the 20 conditions have been fulfilled or they have not.

To carry out their role effectively, the Assessor must be familiar with the conditions of the Expedition section and have access to the current *Handbook for DofE Leaders*, the *DofE Expedition Guide* and the Expedition Training Framework. It is beneficial for the Assessor to know the expedition area they are assessing DofE teams in.

Who can assess?

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



Expedition Assessor Accreditation Scheme (EAAS). For details, contact the LO or visit [DofE.org/training](https://www.dofe.org/training). Note that Assessors can only assess in areas of wild country if they are trained as a Gold level Assessor.

Assessors (for any section) must be independent and cannot a family member of a participant. For Expedition Assessors the following also applies

At Bronze and Silver level, Assessors should not have been involved in any training or instruction of the team. At Gold level, the Assessor must be independent of the DofE group and not associated with the team in any way.

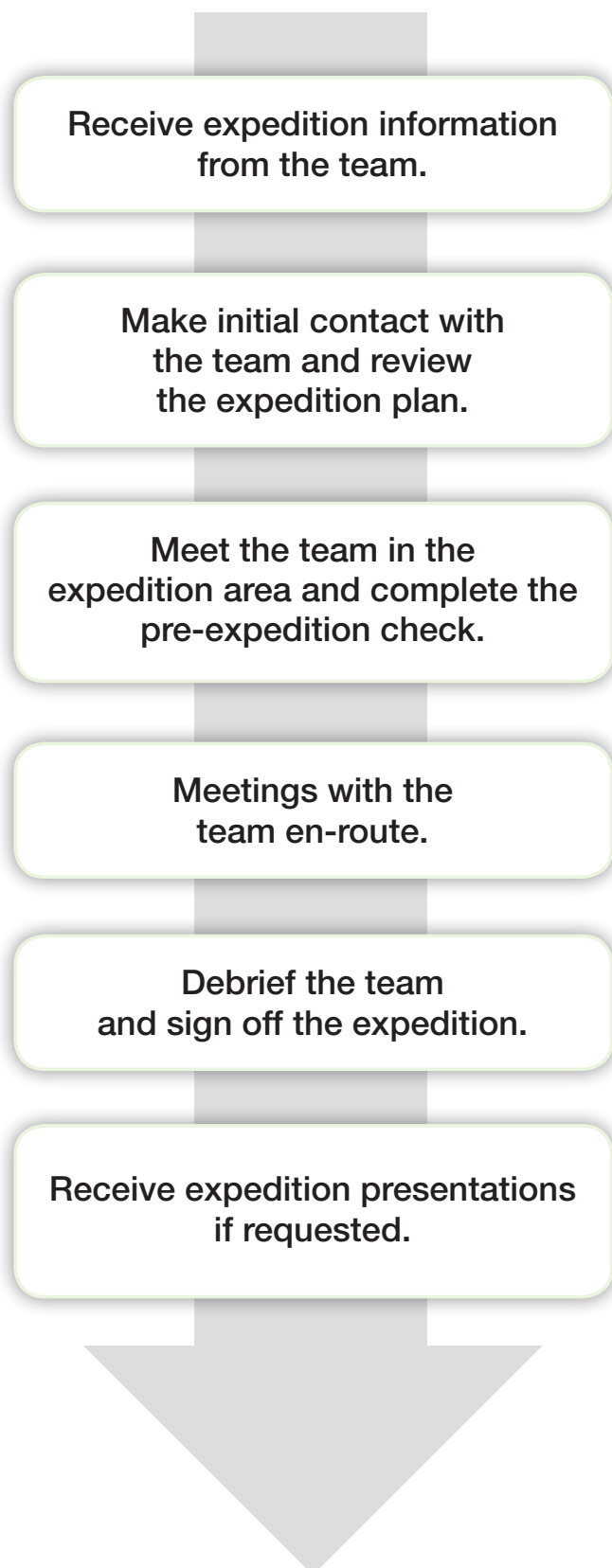
Although a member of a partnership, the Assessor at Gold level must always be totally independent of the DofE group and not associated with it in any way. It is the responsibility of the Licensed Organisation, communicating with the Supervisor/AAP, to ensure that this condition is satisfied.

All the advice and procedures provided in this guide apply equally to all modes of travel. In some situations for specialised modes of travel, it may be difficult to find an Accredited Assessor with competency and experience in that area. In these cases it may be appropriate to use an Assessor who works alongside another adult with the specific mode of travel skills, this might be the Supervisor.

The assessment process

The foundations of a successful expedition are established by the Leader, the Supervisor and the Licensed Organisation or AAP many weeks before the expedition commences, by ensuring that the expedition is correctly set up in accordance with the 20 conditions.

The assessment should be regarded as a continuous process with several significant steps:



The Assessor's contribution should be greater than this, however, each year many expeditions owe their success to the support, inspiration and encouragement of their Assessor. Sometimes, their knowledge of an expedition area enables them to make a valued contribution, such as guidance on the aim of the expedition and how to investigate it.

Guidance should always be encouraging and enrich the experience being offered at an appropriate moment; it must never be intrusive or time-consuming. Assessors must always consult with the Supervisor and remember that the expedition belongs to the young people.

Receive expedition information from the team

The Assessor checks the proposed expedition meets the 20 conditions and suggests any essential modifications.

Many of the 20 conditions can usually be checked at this stage, from the notification form, route outline (or tracings), route cards (including information about their project and planned investigations), supervision plan or through future enquiries.

Assessors can pass information and comments back to the team to help them get the most from their expedition. Details of the 20 conditions, other requirements and considerations relating to the mode of travel are set out in the current *Handbook for DofE Leaders* and the *DofE Expedition Guide*.

Make initial contact with the team and review the expedition plan

After checking the basic expedition information, Assessors should:

- Phone or email the team's Supervisor/Leader to introduce themselves and approve the submissions or make comments.
- Confirm with the Supervisor that all the training and practices have (or will have, by the time of the expedition) been completed. Agree how this will be evidenced to the Assessor.
- Confirm that a pre-expedition equipment check will be undertaken by the Supervisor.
- Arrange to see (unless they have already been received) the team's route cards, equipment lists, menu plans and further details of the expedition's aim, project theme, investigation methods and presentation ideas.

Assessors cannot change a proposed route but may provide information to help the team adjust their route to manage risk and comply with the 20 conditions.

The preparation of the route outline and cards represents a major undertaking by those concerned and involves many hours of hard work.

The Assessor must talk with the Supervisor to understand the ability of the team based on their practice expedition and assess if the proposed expedition will be a sufficient personal challenge.

The Assessor needs to review and approve the balance in activity time between journeying and investigation as appropriately challenging for the team. Assessors need to bear in mind that while some routes may appear short, the route and distances will be based on the aim and ability of the team.

Assessors need to agree with the Supervisor any requested variations to the 20 conditions through the DofE variations process available at

[DofE.org/expedition](https://www.dofe.org/expedition).

The Assessor must tell the team their route has been approved as meeting the 20 conditions.

The Assessor, the team and the Supervisor need to arrange a first meeting where they can all get together. Usually this is at a pre-expedition check during the acclimatisation period in the expedition area on the day, or evening, before the start of the expedition. Agree where to meet, provide a postcode/grid reference where possible, share contact phone numbers and a way to identify each other and vehicles.

The Assessor must take their DofE Accredited Assessor photo ID card to this first meeting to prove their identity and level of accreditation to both the team and the Supervisor.

Meet the team in the expedition area and complete the pre-expedition check:

This is the most important meeting where the Assessor, Supervisor and team agree their 'contract'. At Gold level this is usually in the acclimatisation period, lasting between one and two hours. At Bronze and Silver levels it is usually shorter, often being in the morning of the expedition, when teams are keen to start their expedition. An Assessor local to the team might do this a few days early or during the Supervisor's pre-expedition check.

The Assessor needs to:

- Establish friendly relations and remove any fears or apprehensions the team may have of the Assessor. Ensure the team sees the Assessor as a positive person who wishes to support the team in their expedition and see a successful outcome.
- Set clear expectations and explain the role of the Assessor as the person who simply ensures that the 20 conditions are complied with. The young people establish a 'contract' on what is involved and agree to DofE's requirements, behaviour expectations, environmental impact policy and the 20 conditions.

Details of these can be found in the DofE *Expedition Guide*.

- Discuss with the team the Assessor's plans for visiting them during the expedition.
- Explain that if all is going well, one visit a day will probably be the norm, except at the beginning of the expedition.
- Tell the team it is their expedition so they should not wait for the Assessor at checkpoints.
- Explain that Assessors are (usually) volunteers and so may support more than one team or are balancing other commitments, travelling large distances. Assessors supporting more than one team need to carefully plan how they will see each team.
- Discuss and give advice on the team's aim and confirm how, and to whom, they wish to make their presentation. If participants want their Assessor to review their presentation then arrangements must be made in advance to book a suitable location and allow enough time.
- Discuss and examine the detail of the route on the map with the participants. Confirm with the team and Supervisor if the supervision plan allows participants to leave checkpoints early and then adjust their remaining route times accordingly.
- Review alternative routes for foul weather and emergency escapes and the associated consequences of their use including actions to be taken by the team, Supervisor and Assessor.

- Tell participants that many teams make mistakes, or get lost (or maybe become temporarily unsure of their position) at some stage on their expedition, this is acceptable and part of the learning process. Providing the team manage to sort themselves out in an appropriate way to reach their destination, it should not present any problems other than being late and tired.



- Ask the team to talk through their equipment and pack weights, although the opportunity for the Supervisor to correct shortcomings at this late stage is limited.
- Agree the supervision plan with the Supervisor, i.e. how many visits will be carried out and when. The Supervisor has the responsibility for the team's safety and will make contact with the team, as and when necessary. An Assessor will have concerns when a Supervisor tracks a team or makes contact at every checkpoint, it is usually an indication of inadequate training, a lack of confidence in the team or little experience of the expedition area.
- Establish with the Supervisor (and other staff) where they will be based and the means of communication for daily use, updates after meeting the team(s) and in case anything should go wrong. This is usually achieved by phoning an agreed staffed mobile number with land line backup.
- Ensure all involved, particularly participants, understand and agree the emergency procedures, deciding the action which would be taken if there was an emergency or unexpected end, through illness or impossible weather conditions.
- Agree with the team and Supervisor the expedition policy on mobile phones (particularly for emergencies), GPS, GPS tracking, personal music, speakers and radios. Please refer to the appropriate chapters in the DofE *Expedition Guide*.

Conducting an Assessor's pre-expedition check:

The pre-expedition check allows the Assessor to verify with the team many of the 20 conditions including, but not limited to, condition 4 (aim and project), condition 5 (properly equipped), and conditions 6 and 7 (training and practices).

The objective is to find out what the participants know, not to lecture or demonstrate what the Assessor knows. Every effort should be made to involve all of the young people together at each stage of the check, although individuals in the team must be able to demonstrate their own competence.

Use supportive oral questioning and visual inspection, never use written tests or in an examination atmosphere. The tone should be encouraging, where the young people can speak freely about any problems or apprehensions before embarking on what is, for many, one of the greatest challenges of their lives.

Start by asking the team to talk through their equipment choices as it tends to put participants at their ease. Talk about personal clothing, emergency equipment, personal and team camping equipment and the team's plans to keep their equipment dry, especially the sleeping bags and spare clothing. Many young people may have borrowed their equipment; it does not need to be top of the range and it will have already been checked by the Supervisor in the team's equipment check. If the Assessor thinks there are shortcomings



in any equipment, they should be considered in relation to the overall level of provision and be brought to the attention of the team's Supervisor.

Next check participants' training, covering the Expedition Training Framework to the appropriate level and mode of travel. Ask the participants to talk through their route, describing their strategies, recognising hazards and discussing what it will actually mean to journey from point to point. Focus attention to evidencing practical navigation skills like setting the map, finding position, identifying and locating places from the map.

There is no need to discuss planning skills as these are evidenced through the route card/outline. Awareness of the dangers associated with the various forms of stoves and fuel should be reviewed.

There may be wide variations in ability so consider the overall competence of the team. Assessors should accept support given to individuals as long as they have the basic necessary competence to carry out the expedition without being a danger to themselves or a hazard to the rest of the team or the environment.

If there is a problem, discuss it immediately with the Supervisor.

Meetings with the team en-route

During the expedition, the Assessor should make contact with the team as often as is necessary to ensure that the 20 conditions are being fulfilled. Keep meetings to a minimum and as short as possible, as all meetings represent an intrusion into the team's expedition and undermines their sense of remoteness, self-sufficiency and self-reliance.

The timing of the visits should be varied. Assessors will meet the team en route, at the campsite in an evening and at the campsite in a morning. Meeting a team at lunchtime, or when they are undertaking exploratory work, can work well as this can be undertaken quickly and may help to avoid delaying either the team or the Assessor.

Often, some teams don't have the experience to set reliable journey times so they will frequently be late at checkpoints, and usually at their campsites. Assessors must come to terms with this and be very patient. Teams can be several hours late and the Assessor must have the resolve and patience not to be panicked into unnecessary action and work closely with the Supervisor to get updates on the team's location. Guidance on the use of mobile phones is set out in the *DofE Expedition Guide*.

Equally, some teams may be very early to check points. The Assessor and Supervisor can work with teams to re-plan their routes and timings to ensure the expedition remains an appropriate challenge for the participants.

Debrief the team and sign off the expedition:

This is the second most important meeting with the team and comes immediately at the end of the expedition.

This is the opportunity for the Assessor to share in the team's success and congratulate them. Help the young people review their expedition and express their feelings and reactions.

The Assessor's debrief should:

- Always start by confirming the successful completion of the expedition.
- Draw out overall impressions and achievements
- Help participants to recognise their learning and personal development as individuals and as a team.
- Remain positive and informal.
- Encourage participants to complete their Award, progress to the next level and stress the value of the DofE on their CV and future endeavours.
- Normally last between 20 and 30 minutes; don't be rushed by waiting parents or minibuses.



The Assessor's debrief is separate to a presentation given to the Assessor. Where an Assessor is debriefing multiple teams at the end of the day, try to ensure that the finish times are staggered so that each team has time for a proper debrief.

The Expedition section is about developing teamwork and success is dependent on the whole team completing the expedition. If a team finishes their expedition and meets the 20 conditions, they have successfully completed their expedition.

Assessors can not pick out Individual participants as being unsuccessful if they have made it to the end of their expedition.

Issues with individual participants need to be resolved during the expedition, not after it.

Some suggested questions for the Assessor's debrief:

Assessors should facilitate the expedition debrief by asking open-ended questions of the team, enabling the team to reflect and learn effectively.

Reflecting on themselves (reflecting on performance)

- *Now you have finished, how do you feel?*
- *What were the best and most challenging parts of the experience?*
- *What do you think you learned about yourself and others in your team?*
- *Has the expedition experience given you more self-confidence/self-belief?*
- *Did you discover any hidden abilities during your expedition experience?*
- *What did you do differently/better than your practice and what would you do differently next time?*
- *What do you think the benefits were of being on your own away from other friends, family and social media?*

Reflecting on the team (teamwork, leadership, self-reliance, co-operation)

- *Why do you think it is important to work as a team on an expedition, and how did you get on with each other?*
- *Were there any factors which helped the team work together?*
- *Were there any factors which prevented the team from working together?*
- *Give an example of a problem that arose on the expedition and how you overcame it*
- *If you made the wrong decision, what happened and what did you learn from the experience?*
- *Did people take on different roles (leader, navigator, motivator, helper, chef) or did you all share the different roles? What role do you think you would take on in a different team environment?*

Reflecting on the expedition (route, menu, kit, managing risk)

- Was your route plan accurate and how closely did you follow it and your timings?
- In the light of experience, are there any other preparations you would make for future expeditions?
- Were you able to find the balance between keeping safe and having an adventure and where would you want to do your next expedition?
- What advice would you give another DofE team setting out on their expedition?

Next steps (completing the section and Award)

- Are you going to do a written report or will you create a performance, video presentation or an online report for your presentation?
- When will you deliver your presentation and what work do you need to do?
- What else have you got to do to complete your Award?

Sign off evidence:

At the end of the debrief the Assessor must provide positive personal feedback to each participant which they can use as evidence in eDofE to show that they have completed their expedition. The Assessor's Report can either be recorded via [DofE.org/Assessors](https://www.dofe.org/Assessors), through eDofE, or by using the Assessor Report cards in the participant's Welcome Pack.

The feedback must be personal, usually several short paragraphs and reflect and capture the memorable and major achievement that a DofE expedition represents. It is never acceptable to simply say 'he/she satisfactorily completed the Expedition section'. Usually it is a good idea to suggest they go on and progress to the next DofE level.

In the event of an expedition team not meeting the 20 conditions, the Assessor must clearly inform them and the Supervisor of the reason.

Receive presentations, if requested:

To complete their Expedition section participants must deliver a presentation in any format to any suitable adult. Many choose their Assessor and they should agree when and how this will be completed. A presentation is not required at Bronze level.

If the Assessor is to be sent the presentations at a later date, ensure they have the participant's and Leader's contact details. Refer to the *DofE Expedition Guide* for more information on presentations.

Assessing project-focused expeditions

It is helpful if Assessors have experience of assessing

DofE teams, before assessing those with a focus on exploring and their project.

It is helpful for Assessors to have a good understanding of the exploration subject to give relevant advice, understand the appropriateness of the investigation methods used and the balance between investigation and journeying.

It may be necessary to have two Assessors, one to deal with the 20 conditions, and one with the necessary knowledge and experience to assess the results of the aim. The second Assessor could be a local expert in the aim, rather than a DofE Accredited Assessor, and can also be the person who receives the presentation. It is essential that all concerned, the two Assessors, the team, the Supervisor and the Leader co-operate right from the initial stages of preparation and planning to ensure a successful outcome of the expedition.

For more information about expeditions which have a project focus, please refer to the *DofE Expedition Guide*.

Assessing expeditions using other modes of travel

All the advice and procedures provided by these guidance notes apply equally to all modes of travel. The same approach is called for and Assessors need to have similar attitudes. Whilst the Assessor does not have to have experience in the mode of travel, it can add positively to the expedition experience for the participants if they do.

Assessors should check with their LO to see if any qualifications are required, for example if assessing sailing expeditions.



Principles and benefits of the Expedition section

Aim

To inspire young people to develop initiative and a spirit of adventure and discovery, by planning, training for and completing an adventurous journey as part of a team. From cycling in the Galloway Hills, walking in the Brecon Beacons or canoeing down the Thames to sailing in the Mediterranean, horse riding in Chile or walking in the Alps, the expedition can be as far flung or as close to home as participants want it to be.

Principles

- Participation in shared experiences in the outdoor environment can develop initiative, teamwork, communication, leadership, problem solving and organisational skills.
- Experiencing and overcoming challenges together develops emotional strength and empathy for others.
- Working with a team of peers in the outdoors, experiencing isolation and solitude develops self-reliance and self-confidence.

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

All participants must be trained to an appropriate level and complete a qualifying expedition (the one that is assessed). At Silver and Gold level, participants must give a presentation of their experience in order to complete the section

Benefits

Through participation in an expedition young people:

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

It is important that the benefits are recognised throughout the expedition experience, but especially during any interaction with the Assessor. It is likely that the Assessor will get sufficient information on which benefits to explore in the debrief simply from observing and listening as the expedition proceeds.

It is vital that, during the debrief, the Assessor finds opportunities for participants to capitalise on their experience and creates an atmosphere which enables the team to review their expedition, express their feelings and reactions to it and recognise the benefits.

The following questions may help the Assessor to get information from team members or simply as a checklist for the Assessor to ensure that these benefits are not neglected or overlooked.

Gain an appreciation of, and respect for, the outdoor environment

- Was there anything about the area of your expedition which surprised you?
- What would you suggest are the main issues of concern for those who live and work in the area?
- How effective is the Countryside/Waterways Code?
- Describe something you saw along your route which raised in your mind a conservation issue.

Learn the value of sharing responsibility for success, through leadership, teamwork, self-reliance and co-operation

- Why is it important to work as a team on an expedition?
- Who tended to be the leader?
- Who was responsible for choosing the area/aim for the expedition?
- Who took responsibility for organising/booking equipment and camp sites?
- During the expedition, did one person assume a position of responsibility or was this shared?
- Did any one person take charge in times of difficulty?
- Who is going to be responsible for ensuring that the presentations of the expedition are completed?
- How did you get on with each other?

Learn the importance of attention to detail and organisational ability

- Was your route plan accurate and how closely did you follow the planned route?
- Did you remember to take with you everything that you needed?
- Were your travel/camp site arrangements suitable?
- Did the food you prepared meet everybody's needs and tastes?

Develop and demonstrate enterprise and imagination

- Did you follow footpaths and routes used by other groups that you know, or did you design your own route?



- Did you create your own menu?
- What involvement did you have in choosing your expedition area and sorting out the camp sites and travel arrangements?
- Are you going to do a written report or will you create a performance, video presentation or an online report for your presentation?

Become more self-reliant

- Was this the first time you have had to make real decisions that directly affect the wellbeing of you and others in the team?
- Has the expedition experience given you more self-confidence?
- Are you happier being away from home without direct adult support than you were before?

Become more able to overcome both expected and unexpected challenges

- What was the worst part of the expedition in terms of your own feelings?
- Give an example of a problem that arose on the expedition and how you overcame it.
- In what ways did you prepare yourself physically for the expedition?
- In the light of experience, are there any other preparations you would make for future expeditions?

Recognise the needs and strengths of others

- Who was the most organised?
- Who helped to maintain the team morale?
- Were there any factors which helped the team work together?

- Were there any factors which prevented the team from working together?
- How was the expedition team formed?
- Was it better to work with people you knew/did not know?
- Describe the occasions when relationships were hard to maintain.
- What helped maintain/restore relationships in difficult times?

Improve decision-making skills and the ability to accept consequences

- How were decisions about the nature and location of the expedition reached?
- How did you make decisions when it came to choosing which footpath to take when you were unsure of the correct one?
- If you made the wrong decision, what happened and what did you learn from the experience?
- What influenced the decisions about the route, equipment, menu and dates which were chosen?
- In the light of the experience of the expedition, are there any changes you would make for future expeditions?
- Why did you choose your presentation style?

Gain the skills to reflect on personal performance

- Do you think you are now better at reviewing what you have done and how you could have done it differently to make it a better experience?
- Did you discover any hidden abilities during your expedition experience?
- What would you personally do differently on any future expedition?

Learn to manage risk

- Did you spend time before the expedition making sure that the expedition was safe and suitable for all of the team members?
- Did anyone hurt themselves or fall ill on the expedition? If so, were you prepared and able to help them?
- Were you able to find the balance between keeping safe and having an adventure?

Learn through experience

- What new skills or abilities have you developed as part of the expedition experience?
- Did you make any new friends or strengthen existing friendships?
- Do you feel that skills learnt during the expedition will help you in later life? If so, which ones?

Mobile phones and global positioning systems

For information on mobile phone use, Global Positioning Systems (GPS) and GPS tracking, Expedition Assessors should refer to the *Expedition Guide* for the latest advice.

Problems

The 20 conditions are designed to help Assessors, and all involved in DofE expeditions, work to the same requirements, so new rules are not inferred or created.

Assessors should always exercise great care not to advise hasty or ill-considered actions which would prevent the 20 conditions from being fulfilled. For example, placing an overdue team in a vehicle and taking them to their campsite would immediately invalidate their expedition; better that they camp where they are, if safe to do so, or take the most direct route to the/a campsite.

Problems will still arise during expeditions from uncontrolled factors, such as the weather, injury, illness, fatigue or being very overdue. The Assessor and Supervisor should use their common sense to ensure the safety of the young people and to try to allow the expedition to continue.

The Supervisor must liaise with the Assessor and agree any changes, variations or actions advised or requested to allow participants to still meet the DofE requirements. Conditions such as those relating to time or team size cannot be modified, while certain requirements such as cooking can be interpreted far more liberally to meet individual needs.

Assessors have the discretion to discuss modifying routes in consultation with the team and Supervisor, be sure that the new route still meets the 20 conditions.

Occasionally it may be difficult for an Assessor to decide whether or not a team has complied with the 20 conditions or if a team's inability to meet the 20 conditions was due to omissions or inadequacies of a third party. The Assessor should then reserve judgement and seek the support of their Licensed Organisation/AAP/Assessor Network Co-ordinator who can discuss the matter with the DofE.

Please refer to the DofE *Expedition Guide* for the key behaviour expectations of DofE participants undertaking the DofE Expedition section.

Advising on safety

Giving information to aid safety:

The Assessor has no responsibility for the safety of the DofE participants they are assessing. Responsibility for the health and safety and the welfare of participants while on their expedition rests entirely with the Supervisor who is the representative of the Licensed Organisation, which has the legal responsibility for their safety and well-being.

The Assessor can provide local information about the expedition area to help the team and Supervisor decide how to best meet the 20 conditions. While they can provide information and check routes and teams against stated DofE standards, the Assessor has no responsibility for the appropriateness of training or expedition equipment.



If the conditions of the Expedition section are not being met, or there are serious safety concerns, the Assessor must highlight their concerns and talk with the Supervisor and participants, at the earliest opportunity.

Both Assessor and Supervisor should consult with their Licensed Organisation/AAP/Assessor Network Co-ordinator if needed. As a last resort, Assessors may withdraw their services. This will bring the expedition to an end or turn it into a practice expedition. If the Assessor takes this course of action, they must make it clear to the Supervisor the reasons for doing so and provide a written report to their Licensed Organisation/AAP/Assessor Network Co-ordinator to follow up.

Protecting the interests of the DofE

The DofE relies on Assessors to look after its interests in the Expedition section. This is largely achieved by Assessors using their local knowledge to inform teams of possible sensitive areas or issues, such as existing friction with certain landowners or overburdened communities.

Ensuring an observance of the Countryside/Water Sports Safety Codes during the expedition and maintaining good relations with the farmers who provide the campsites are all part of this task. Very occasionally the DofE relies on the Assessor to help resolve problems which come to light after the expedition has ended.

Emergency procedures

The Duke of Edinburgh's Award has an excellent safety record which it strives to uphold. With the large number of young people undertaking expeditions in potentially hazardous environments there will inevitably be occasional incidents. Although very rare, it is essential that when such incidents do occur, the correct procedures are followed.

In the event of an emergency, the Assessor may assist the Supervisor, at their request, following the emergency procedures agreed with the Supervisor and set out by the Licensed Organisation/AAP. An expedition team must always follow their first aid training and emergency procedures regardless of an Assessor being present at the time. Where an Assessor cannot contact the Supervisor and the emergency needs immediate action, the Assessor may act to ensure the safety of the participants.

As with any member of the public with formal first aid training, Assessors who have first aid training may use it to help save lives or help participants in immediate danger, but will need to then defer to the team's Supervisor and their emergency procedures as soon as practically possible.



Assessors should maintain a written record of incidents including what happened, to whom, where, when, what has happened since and the times of phone calls, etc. The media may contact an Assessor upon hearing of an incident involving DofE participants. It is essential that the correct procedures are followed on these occasions. It is not the role of the Assessor to talk to the press and Assessors must not do this. Do not, under any circumstances, give out names or details of an incident and never say 'no comment'. Simply direct the press to either the Licensed Organisation or the DofE emergency contact number: 01753 727400.

Insurance

Assessor Network members only:

The DofE maintains a Public Liability Insurance policy which provides cover for injury to third parties or loss or damage to third party property arising from the Charity's activities. All Assessors who belong to the DofE Assessor Network are covered by this policy. Assessor Network members requiring more information should contact the Office Manager at the DofE's Head Office.

Licensed Organisation and AAP Assessors:

In addition, all Assessors, as adult helpers, are covered by the DofE's Personal Accident policy. The policy does not cover personal effects, camping equipment and valuables. Individuals who require more information or consider that they might be eligible to claim should contact Head Office.



Successfully complete a DofE-approved Expedition Assessor Accreditation Scheme Course.

Record your details for future reference. See pages 16-18 for further spaces to record your assessment and other expedition experience.

Assessor's name:

Course Number:

Date:

/

/

Venue:

Course Director (name):

Tutor (name):

Signed by Course Director:



The next steps

Endorsement

Your LO/AN/AAP will need to endorse your application to become an accredited Expedition Assessor. In addition to completing the EAAS, they will consider the following:

1. They can establish good supportive relationships with young people and communicate effectively with them.
2. They are able to deal effectively with relevant forms, tracings, route outlines, route cards, the suitability of routes and problems associated with access.
3. They are able to give advice to the Supervisor and the participants, based on their knowledge of the expedition section.

It is your responsibility to contact the DofE Manager, Assessor Network Co-ordinator or AAP Manager to arrange your endorsement. Apply using the EAAS/13 form.

Alternatively, if you are having difficulty finding an organisation to endorse you, you should seek advice from your DofE Manager, Assessor Network Co-ordinator, AAP Manager or DofE Regional/Country Office. You should ask the LO/AN/AAP to endorse you at the correct accreditation level (see below).

The DofE Manager, Assessor Network Co-ordinator, AAP Manager or DofE Regional/Country Office makes the decision for approval for accreditation.

Accreditation

Once you have completed your EAAS course, you should have form EAAS/13 signed by a DofE Manager, Assessor Network Coordinator or AAP Manager. The form (found at DofE.org/EAAS) must then be sent to your DofE Region/Country Office by the LO/AN/AAP. You will then be accredited for an initial period of five years and issued with an accredited Assessor's ID Card.

Individual organisations often have their own joining requirements for Assessors, in addition to their DofE Accreditation. For further information contact your DofE Regional/Country Office (for those wishing to assess for an Assessor Network), Licensed Organisation DofE Manager or AAP Manager.

Accreditation Levels

Accreditation can be at two different levels:

- Bronze/Silver
- Gold (which includes Bronze/Silver)

The ID card shows which modules you have completed. The approval to work at these levels is subject to approval from each Licensed Organisation, Assessor Network or AAP Manager. If you wish to assess for a new Licensed Organisation, Expedition Assessor Network or AAP then you must receive authorisation from that organisation separately, using a *Registration Form* (EAAS/12).

You can assess at Gold level straight after accreditation but must have completed the online Gold e-learning module.

Please note that the DofE reserves the right to suspend or cancel an Assessor's Accreditation. Both suspension and cancellation of Accreditation remove the Assessor's authorisation to assess expeditions. We will notify any Assessor whose Accreditation is revoked, as well as any Licensed Organisation they are registered to assess for.

Transfer to Gold Accredited Assessor (EAAS/7)

Assessors who wish to upgrade from a Bronze/Silver Assessor to a Gold Assessor should follow the process below:

- Complete an EAAS/7.
- Complete the online Gold module (DofEtraining.org) and attach the letter of completion to the EAAS/7.
- Have their technical competence signed off by a DofE Manager/Assessor Network Co-ordinator, AAP Manager or DofE Regional/Country staff member to operate in a Gold environment.

Once the form has been completed it should be sent to the appropriate DofE Regional/Country/Head Office for accreditation at Gold level. You will need to include an accreditation fee (current fee available on DofE.org/EAAS). This fee is waived for Assessor Network members.

Reaccreditation

In order to be accredited, you must be able to demonstrate your commitment to the Expedition section by providing evidence that you have regularly undertaken assessments at the relevant level over the previous five years.

This commitment may be supplemented by undertaking pre-expedition checks, acting as an Expedition Supervisor. Assessors should also submit any additional evidence of commitment to the Expedition section over the period, as relevant.

To be reaccredited, you should complete the *Reaccreditation Form* (EAAS/8) and have it signed by the appropriate person (DofE Manager/Assessor Network Co-ordinator/AAP Manager or DofE Regional/Country Office staff member).

If you assess for more than one organisation, choose a 'Primary' who you would prefer to be reaccredited through – this is your choice and might be the one you assess for most frequently or live closest to. This must be an Assessor Network if you assess for one.

Then send it with one passport size photograph (if you want your photo to be updated) to your Regional/Country Office. Include payment for the accreditation fee (current fee available at DofE.org/EAAS). This fee is waived for Network Assessors.



Assessor Network members should send this information to their Assessor Network Co-ordinator before sending onto their DofE Regional/Country Office. You may need to have your identity documents checked as part of your safeguarding check.

Licensed Organisation Assessors should send this information to their Licensed Organisation's DofE Manager for endorsement before it is forwarded to the DofE Regional/Country Office for approval.

Approved Activity Providers (AAPs) should send this information to their AAP Manager for endorsement before it is forwarded to DofE Head or Regional/Country Office for reaccreditation.

Note: If an Assessor is working on behalf of a Licensed Organisation and is also a member of an Assessor Network they should send the relevant paperwork to the Assessor Network Co-ordinator for endorsement. This is because the DofE will need to undertake a safeguarding check.

You will be reaccredited for a further five years, your database entry will be amended accordingly and a new ID card issued.

Assessing multiple teams

The DofE has produced a guidance document on how many teams an Assessor should assess at any one time. Find it in the course handouts or download it from the EAAS webpage [DofE.org/EAAS](https://www.dofe.org/EAAS). A number of different factors need to be taken into account when an LO/AN/AAP and Assessor considers whether they should assess more than one team simultaneously.

The focus for the Assessor should always be on performing the role as effectively as possible. Discuss this with your LO/AN/AAP if you are asked to assess multiple teams, or if you are considering offering to do so.

EAAS resources:

Visit [DofE.org/EAAS](https://www.dofe.org/EAAS) for the latest information on the EAAS and the resources to help you to perform the role.



EAAS Log Book Record Sheets

Name: _____ Accreditation No: _____

Record of assessments

Type of assessment (e.g. Silver): _____

Date: ____/____/____ Notification Number (if appropriate): _____

LO/Assessor Network/AAP: _____

DofE Centre/Group: _____

Name of Supervisor: _____

Comments:

Type of assessment (e.g. Silver): _____

Date: ____/____/____ Notification Number (if appropriate): _____

LO/Assessor Network/AAP: _____

DofE Centre/Group: _____

Name of Supervisor: _____

Comments:

Additional notes (e.g. on presentations received, your other DofE expedition experience.):

Download and print additional copies from DofE.org/EAAS.

EAAS Log Book Record Sheets

Name: _____ Accreditation No: _____

Record of assessments

Type of assessment (e.g. Silver): _____

Date: ____/____/____ Notification Number (if appropriate): _____

LO/Assessor Network/AAP: _____

DofE Centre/Group: _____

Name of Supervisor: _____

Comments:

Type of assessment (e.g. Silver): _____

Date: ____/____/____ Notification Number (if appropriate): _____

LO/Assessor Network/AAP: _____

DofE Centre/Group: _____

Name of Supervisor: _____

Comments:

Additional notes (e.g. on presentations received, your other DofE expedition experience.):

Download and print additional copies from DofE.org/EAAS.

Notes page

Use this page to record any additional experience and qualifications that you gain. This will help with reaccreditation and if you join a new LO/AN/AAP, who may have their own entry requirements.

Record the number of assessments or supervisions completed during the accreditation period, using the table below. This information is asked for on the *Reaccreditation Form*.

	YEAR: 20__		YEAR: 20__		YEAR: 20__		YEAR: 20__		YEAR: 20__	
	(S)	(A)	(S)	(A)	(S)	(A)	(S)	(A)	(S)	(A)
Bronze/Silver										
Gold										

Suitable examples of other qualifications or experience to record might be:

- National qualifications (e.g. NGB courses– e.g. ML, LLA, BEL, BCU), with dates achieved;
- First aid or other relevant training;
- Other DofE MTF training course or DofE experience (e.g. being a DofE Supervisor);
- Hillwalking/practical expedition experience.

