



The aim of the Expedition section:

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.

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.



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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, urban 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.
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.



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Expedition Training Framework

There are **eight sections** in this training framework, which covers Bronze, Silver and Gold. Additional training frameworks are available for different modes of travel if walking is not the chosen method of travel. These additional training frameworks are available at www.DofE.org/resourcescentre.

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 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.



1. FIRST AID AND EMERGENCY PROCEDURES

Training is based on the current edition of the Authorised Manual of St John Ambulance, St. Andrew's Ambulance Association or The British Red Cross.	
Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods:
Knowing what to do in the case of an accident or emergency.	<p>Role play, including practising first aid scenarios in an outdoor environment.</p> <p>Using online resources to support sessions, such as this DofE guide from St John Ambulance.</p> <p>Putting together their first aid kits as a team.</p> <p>Please note: the Licensed Organisation or AAP is responsible for approving adults to deliver first aid training. However, DofE recommends training be delivered by someone with a current first aid qualification that covers the elements within this framework.</p>
Summoning help, e.g., what people need to know, telephoning for help, written message.	
Resuscitation; checking the airway, breathing and circulation.	
The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, and splinters.	
The recognition of more serious conditions such as sprains, strains, dislocations, and broken limbs.	
Recognition and treatment of hypothermia and heatstroke.	
The treatment of wounds and bleeding.	
Treatment for shock.	
Getting help, self-help and waiting for help to arrive, keeping safe and warm, and helping people to find you.	

2. AN AWARENESS OF RISK AND HEALTH AND SAFETY ISSUES

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
Appropriate expedition fitness for their planned expedition in the appropriate mode of travel.	<p>Plan a 2-3 month fitness programme which will peak just before the expedition.</p> <p>Participants could use this NHS fitness plan.</p> <p>Met Office weather information is a useful resource.</p> <p>Practise carrying a full rucksack and walking for a similar length of time as required during one day of their qualifying expedition. Demonstrate safe lifting and practice within the team.</p>
How to identify and avoid hazards appropriate to the environment, including using any specialised equipment for the team goal.	
The importance of keeping together and telling people where you are going.	
Knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, and looking for signs which indicate changes in the weather.	
Understand safe manual handling techniques for all the equipment that might be in use, e.g., rucksacks, boats, boxes.	



3. NAVIGATION, ROUTE PLANNING AND COMPASS SKILLS

The Expedition Supervisor should decide what navigation techniques and compass skills are appropriate for the environment and nature of the planned expedition. Compass skills and navigating via an Ordnance Survey map may not be required for an expedition in an urban environment or restricted space.

The 1:25 000 scale Explorer maps – available for the whole of England, Scotland and Wales and parts of Northern Ireland – should be used for rural expeditions on foot as they make instruction and learning easier. They show the field boundaries, making it easier to precisely locate the footpaths, tracks and lanes used for travel in this type of country. Participants using other modes of transport may also need to be familiar with 1:50 000 scale Landranger maps.

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
The ability to create a route card or plan, with timings and distances that enable them to follow a planned route and plot their progress throughout the day.	Resources available from the National Navigation Award Scheme, including the book Teaching Navigation by Nigel Williams. Free online resources from Ordnance Survey. These include top tips, such as how to use a compass and getting to know map symbols. eDofE mapping training resources and user guides.
An understanding of scale and how to measure distance and estimate time.	
How to orientate their map correctly and choose the right direction of travel.	
How to identify a point on the map to add it to a route card or give the information to others, e.g., by page and grid square, grid reference, latitude/longitude, as appropriate.	
The ability to follow a planned route.	
Their ability to locate their position from the map	
Their ability to identify appropriate features from the map to assist navigation or location finding and understand how these features may affect journey times e.g., contour lines.	Preparing and using a Route Card .
How to use appropriate wayfinding equipment such as compasses or GPS devices and identify problems and issues that might arise with such tools.	Using their compass on practice walks (in similar terrain to their qualifying expedition).
Actions to be taken if lost or navigating in restricted visibility.	
How to look after their compass and the influence of ferrous metal objects.	



Direction from the compass, both cardinal and the four intercardinal points.	
Navigating using a compass e.g., setting the map, determining the direction of footpaths or direction of travel, travelling on a bearing.	

4. ACCOMMODATION, EQUIPMENT, AND HYGIENE

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
How to choose suitable clothing, footwear, and emergency equipment, and know how to use it.	Practise using their equipment during training walks or an overnight stay. Review afterwards what they would/wouldn't use next time. Read the advice in the DofE's Expedition Kit Guide
Choosing and caring for any equipment used for the overnight element.	
That equipment can be packed into suitable containers (such as rucksacks, barrels, or boxes) and be waterproofed appropriately.	
Always keeping equipment weight to a minimum (about a quarter of the body weight when walking) and distributed appropriately.	
That they can set up their overnight accommodation with arrangements for water, cooking and sanitation, refuse disposal, and fire precautions.	

5. FOOD AND COOKING

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
Cooking and the use of stoves.	Cooking a team meal using stoves as part of a training day, a day walk or overnight camp. Stove Safety Instructions.
Safety procedures and precautions which must be observed when using stoves and handling fuels.	
That they can follow the stove safety instructions.	
Cooking substantial meals as a team under expedition conditions.	
That food is stored and prepared in a safe manner.	



6. COUNTRYSIDE, HIGHWAY AND WATER SPORTS SAFETY CODES

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
The spirit and content of the Countryside Code.	Discuss rules around behaviour when on training walks (littering, interacting with local people/other walkers, livestock, leaving no trace, etc.).
The avoidance of noise and disturbance to local communities.	
Thorough knowledge of the Highway Code with special emphasis on specific modes of travel, such as horse riding or cycling, if they are to be utilised during the expedition.	Create a 'code of behaviour' as a team prior to the qualifying expedition.
If undertaking a water-based expedition, a thorough knowledge of the Water Sports Safety Code.	Resources: the Countryside Code , the DofE's Countryside Care posters , the Water Sports Safety Code , and the Highway Code .

7. OBSERVATION RECORDING AND PRESENTATIONS

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
How to choose an expedition team goal.	When out on training walks or the practice expedition build in the observation skills and recording so that teams are used to recording what they see.
Observation skills and different methods of recording information.	
Skills relevant to the method of presentation.	
Researching relevant information.	

8. TEAM BUILDING

Before starting their qualifying expedition, participants must understand and demonstrate:	Suggested delivery methods
That they have learnt to work together as an effective and cohesive unit.	Team building activities and challenges, identifying team roles, and identifying within the team who undertakes those roles.
That they understand the different roles within a team, and each person can carry out some of these roles.	



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PROFICIENCY IN THE MODE OF TRAVEL

Additional training framework for these modes of travel are available at www.DofE.org/resourcescentre.

Cycling

- Training to the three levels of the [National Standard for Cycle Training](#), or an equivalent level of competence, to gain the basic skills and cycle maintenance experience.
- Training programmes appropriate to the environment in which the participant is cycling.
- Understanding the spirit and content of the responsible cycling and code of behaviour guidance and have a thorough knowledge of the [Mountain Bike Code](#).
- Maintenance and repair of their bicycle.
- Loading a bicycle with equipment.
- Handling a loaded bicycle.
- The skills associated with off-road cycling as appropriate.

Horse riding

The horse-riding expedition training syllabus is set out in the [DofE Training Framework for horseback expeditions](#).

Expeditions on water

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the expedition will take place, as well as infections or health concerns related to any possible water pollution.

Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill. All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried, and participants should be trained in its use.

All participants must:

- Be adequately trained to ensure they meet the Expedition Requirements.
- Satisfy the Supervisor that they have completed the required training and reached the necessary level of competence for the conditions and environment of their expedition.
- Wear appropriate buoyancy aids or lifejackets. Exceptions may be made, with the approval of the Licensed Organisation, for rowing expeditions on canals and rivers, and for sculling craft where



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traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the Cox.

- Wear suitable clothing and footwear.
- Demonstrate that their equipment is waterproofed and watertight.
- Be able to recognise and treat hypothermia/hyperthermia.
- Know the [Water Sports Safety Code](#), the basic rules of the water, priorities, the sound signals used on water, and distress signals.
- Know the rules of conduct for the water on which they are journeying, including the courtesies, customs and etiquette associated with boating and sailing.
- Be able to administer resuscitation on and in the water, as well as adjacent to it.
- Be trained in the use of a suitable repair kit.

Canoeing

All participants must be adequately trained to the requirements for expeditions on water as set out above. All participants must undergo training based on the [Training Framework – core paddling skills](#).

Rowing

All participants must complete training based on the [Training Framework – rowing expeditions](#). Licensed Organisations may direct their participants to undergo training based on the training schemes of the Sea Cadets, Scouts or Girlguiding UK.

Sailing – dinghies and open keelboats

All participants must be adequately trained to the requirements of the [Training Framework for sailing expeditions](#). Participants should follow their Licensed Organisation's guidance on any required level of Royal Yachting Association (RYA) training or equivalent.

Sailing – yachts, multihulls, and sail training vessels

All participants must be adequately trained to the requirements of the [Training Framework for sailing expeditions](#). Participants should follow their Licensed Organisation's guidance on any required level of RYA training. The DofE recommends that all participants doing sailing expeditions complete RYA Seamanship as a minimum. It is common for participants to complete Day Skipper when doing expeditions in coastal and open sea environments.



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Five Steps to Completing Your Expedition Section

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 self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition.

Expedition section 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.

Expedition section outcomes:

Through participation in an expedition, young people:

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



What is involved?

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

The choice of team goal will inform how participants complete the journeying element of their expedition.

Journeying	Investigating the team goal
Participants travelling over a physical distance e.g., walking, wheeling, paddling.	Participants researching an area of mutual interest e.g., local flora and fauna.
Participants completing a series of team challenges that involve navigational skills and physical movement e.g., scavenger hunts.	Participants creating or contributing to a community action project e.g., developing a local nature trail or a report on how to improve accessibility in the area.
Participants using gym equipment such as treadmills, bikes, or rowing machines	Participants developing soft and hard skills e.g., improving leadership skills or filming a promotional video for the next DofE cohort.

1. PREPARATION

First, participants should decide on their expedition team. There must be between four and seven young people in a team (eight for modes of travel which can be used by two people at once e.g., tandem bikes, open canoes). 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.

Members of the team should have a similar level of experience and ability. The DofE is open to all, and every participant will have different strengths and weaknesses so the planning should take this into account.

With teams in place, young people need to decide on the nature of the expedition



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that they wish to do. They must first consider what they want their team goal to be, then the location and how they will complete their journey.

The team goal should relate to the interests and abilities of those taking part and the area they will be exploring. This is the key to any expedition's success. Without it, they can't plan an effective, challenging expedition with a clear outcome. At Bronze level only, the team goal can be set by the Leader.

Once the team goal is set, it will guide their choice of an appropriate environment in which to do their expedition. The environment could be rural or urban and, where appropriate, may include time spent at a fixed site.

Finally, working with you and/or their Supervisor, the team should choose how they will complete their journey. This should be suitable for the team goal and location, something they have the skills to do (or will learn to do) and that they will find enjoyable. Participants should plan to spend at least 50% of the planned activity time journeying. Participants should then spend the remaining planned activity time (up to 50%) investigating the team goal.

The team must plan and organise the expedition; all members of the team

should be able to describe the role they played in planning.

2. TRAINING TO DEVELOP KNOWLEDGE

Safety is paramount when it comes to the expedition. Therefore, it is essential that participants do expedition skills training.

Training should be appropriate to the team goal, location and journey type and may cover:

- First aid and emergency procedures.
- An awareness of risk, hazard perception and health and safety issues.
- Responsibility towards their team members, Leaders, the public and animals.
- Navigation and route planning, appropriate to the choice of location e.g., 1:25,000 or 1:50,000 OS maps, orienteering maps, street maps and mapping software.
- Campcraft and booking suitable campsites/basic self-catered accommodation.
- Equipment.
- Food, cooking and hygiene.



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- Countryside, Highway and Water Sports Codes.
- Observation and recording.
- Team building.
- Budgeting.
- Proficiency in the journey type.
- Mobile phone/electronic equipment usage.

3. PRACTICE EXPEDITION

The practice expedition(s) must replicate as closely as possible the conditions of the actual expedition. This includes equivalent daily hours of journeying, journey type, accommodation, and terrain.

Participants must be adequately trained to safely do a remotely supervised expedition in the environment in which they will be operating. Practice expeditions are a requirement at Silver and Gold levels.

- Bronze – Teams must complete the required training.
- Silver – Teams must complete the required training and a practice expedition of a minimum of two days and two nights.
- Gold – Teams must complete the required training and a practice

expedition of a minimum two days and two nights.

Participants must plan to spend at least 50% of the planned activity time journeying. Participants should then spend the remaining planned activity time (up to 50%) investigating the team goal.

The practice expedition must also include sufficient experience of being unaccompanied and remotely supervised so the Supervisor can confidently sign off the participants' ability to do an unaccompanied qualifying expedition. All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team.

The Supervisor must be satisfied before the start of the qualifying expedition that the participants have the expedition skills and fitness levels appropriate for the qualifying expedition they are about to do.

4. QUALIFYING EXPEDITION AND DEBRIEF

The team should plan how they will spend their time to complete their expedition and meet the team goal.



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Participants must complete the minimum hours of planned activity on their qualifying expedition:

- Bronze – two days and one night; six hours of planned activity each day.
- Silver – three days and two nights; seven hours of planned activity each day.
- Gold – four days and three nights; eight hours of planned activity each day.

Participants must plan to spend at least 50% of the planned activity time journeying. Participants should then spend the remaining planned activity time (up to 50%) investigating the team goal.

It is crucial that the journey type, including distance and speed, and the activities participants do to investigate their team goal are determined by the team to meet their individual needs. Experienced DofE Leaders and Supervisors will enable young people to choose a sufficiently challenging combination of journeying and investigating their team goal. This should be based on their experiences during practice expeditions in a similar environment.

All expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely. Again, 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.

Where appropriate, practice and qualifying expeditions may be completed back-to-back.

It's worth bearing in mind factors such as age, level, amount of training and mode of travel before committing to a back-to-back expedition. DofE leaders and participants are best placed to decide on the length of the gap between the practice and qualifying expeditions.

RECOMMENDED ENVIRONMENTS

The team goal will guide their choice of an appropriate environment in which to do their expedition. The environment could be rural or urban and, where appropriate, may include time spent at a fixed site (restricted space). The environment should become progressively more challenging as participants progress through the levels. At Gold level, the leader should consider the expedition the group completed at Bronze and Silver or their level of experience and training and decide how to increase this challenge at



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Gold. Most Gold level expeditions will be remotely supervised in remote and unfamiliar outdoor environments to demonstrate the progressive challenge between levels. Expeditions can be made more challenging by choosing a location that is unfamiliar, more remote, and more challenging to navigate in. If choosing to run an expedition in a restricted space, leaders should consider how their planned activity can be progressively more challenging at each level.

Examples of progressive challenges across expedition environments could include:

- Increasing knowledge.
- Developing new skills.
- Increasing physical challenge.
- More challenging navigation.
- Less familiar environments.
- Increasing journeying time.
- Increasing independence.
- Increasing remoteness.
- Increasing leadership opportunities.

EQUIPMENT

Teams should carry all their equipment and food to enable them to operate in a self-sufficient way. Participants should

only carry the equipment and resources that they need. For example, if participants are not camping then they do not need to carry a tent.

Participants should wear suitable comfortable clothing for extended periods in their chosen environment.

FOOD

Participants must plan an appropriate menu, including cooking and eating a substantial hot meal each day. This is optional on the final day.

ACCOMMODATION

The route should be a continuous journey and participants should stop at different locations each night. Accommodation may be used more than once when necessary to meet their team goal.

Overnight accommodation can include camping or other simple self-catering accommodation e.g., camping barns, village halls or bunkhouses.

It may be necessary for some participants to return home to sleep each night, due to specific needs which may otherwise stop them from taking part in an expedition



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altogether. Participants should still plan and cook their meals as a team and take part in any evening activities before returning home to sleep.

5. ASSESSMENT AND EVIDENCE

Qualifying expeditions must be assessed by an Accredited Assessor. During the expedition, the Assessor will meet with the team at various times to check on progress. Assessors may be known to the group at all levels.

Whilst the team will be excited and very tired, make sure the Assessor conducts a full debrief immediately after the

expedition is completed (on the final day). During this meeting, everyone in the team should participate in reviewing the outcomes of the expedition.

Following the qualifying expedition and debrief, the Assessor provides a report that participants can use in eDofE.

At Silver and Gold level, participants then deliver a report to their chosen adult to complete the section. It is entirely up to the team how their report is delivered – it could be in any format. This should be decided on in advance of the expedition and can be completed as a team or as individuals. With your agreement, they can choose who they want to deliver it to. It could be you, their Supervisor, their Assessor, or another suitable adult.