



A Guide to Successfully Completing your DofE Award (Bronze, Silver & Gold)

Name: _____

Contents

	Page	
Introduction	2	
Your eDofE Account		3
Username and Password Help	4	
Bitesize Guide to Using eDofE	6	
eDofE YouTube Guides	7	
Program Ideas (Skills, Physical and Volunteering)		8
What do you need to do and when?		12
Example Planner	13	
Example Evidence	14	
Example Assessor Report	17	

Introduction

This booklet has been designed to support you in successfully completing your DofE award using the eDofE system while also providing a guide to uploading evidence to each of your sections for the award at Bronze, Silver and Gold level. This guide covers three of the four/five sections Volunteering, Skills and Physical you will be required to complete for your award. This booklet provides information on a range of approaches to uploading evidence effectively, but this does not mean it is the only approach to pass each section. For more information on the expedition section, please see my expedition framework training booklet and expedition framework training activity booklet. You should keep this in a safe place so that you can refer to it in the future.

You can also find summary sheets for elements of the expedition training framework along with expedition aids at www.geogonout.wordpress.com

Summary Sheets

Expedition Information Summary Crib Card
First Aid Summary Crib Card
Expedition Planning Help Sheet

Expedition Aids

Bronze, Silver & Gold Menu Planner
Distance, Speed Time Crib Card
Emergency Information Card

Your eDofE Account

Username:

Password:

Who's Who?

DofE Leader – this is the person who will sign off each section as completed, they will support you with eDofE and ensure you complete each section properly.

My **DofE Leader** is.....

Section Assessor – this is the person who writes a short report at the end of your physical, volunteering and skill sections when you have completed it with your evidence. This can be your DofE Leader but it may also be somebody else. *You cannot have a family member write your report.*

My **Physical Assessor** is....

My **Skills Assessor** is....

My **Volunteering Assessor** is....

Expedition Organizer – this is the person who organizes your expedition and will give you the information you need. This person is also responsible for ensuring that you have completed all of your expedition training framework outlined by DofE.

Expedition Supervisor – this person will be in charge of supervising your expedition ensuring that the expedition runs smoothly and safely. They will also oversee any other staff on the expedition. They may ask to check routes and your equipment.

Expedition Assessor – your expedition assessor will be the person who will assess your expedition based on the 20 DofE expedition conditions. To be successful you will need to make sure that all 20 conditions are met. They may ask to check routes and your equipment. This person will write your expedition report and upload it to eDofE once you have completed your expedition and your presentation successfully.

My **Expedition Assessor** is.....



Username and passwords in eDofE

How do I get my eDofE username and password?

The person who creates your eDofE account will pass the details to you by:

1. Emailing you the username/password to your own personal email address (if you gave the creator your email address on your enrolment form).
2. Post or hand you the username/password if they do not have your email address.

If you don't receive anything then contact your Leader/Manager.

I can't sign in - username is known and security answer has been set:

1. Go to the DofE sign in page <https://www.edofe.org/Login>
2. Click on 'Forgot your password'
3. Enter your username
4. Click 'Continue'
5. You are then given your security question and asked for your answer
6. Provided that you give the correct answer then you are able to reset your password



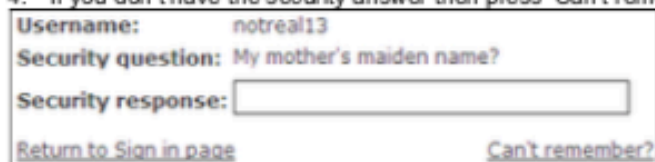
* New password:

* Confirm password:

[Return to Sign in page](#)

I can't sign in - username is known but security answer has not been set or forgotten:

1. Go to the DofE sign in page <https://www.edofe.org/Login>
2. Click on 'Forgot your password'
3. Enter your username
4. If you don't have the security answer then press 'Can't remember?'



Username: notreal13

Security question: My mother's maiden name?

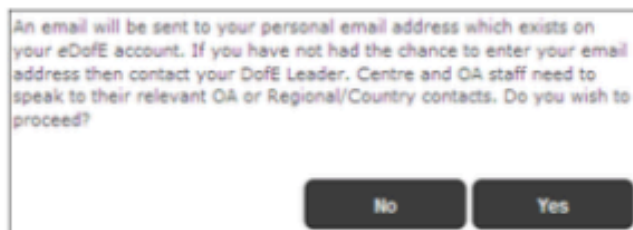
Security response:

[Return to Sign in page](#) [Can't remember?](#)

If you have no email address or security question then this appears. You have to contact your leader or manager.



5. If your email address has been entered into your account then a message will pop up saying a new password will be sent to your personal email address – choose Yes/No



6. Saying 'yes' – the system will send a random password to your personal email address, and they can then access their account. The content of this random password email will not state the 'username' because sometimes the email of that person is incorrect.

7.



8. **IF the young person or adult hasn't yet entered an email address** (ie they haven't yet accessed their account) then the DofE leader/Manager has the ability to access the persons eDofE account and enter an email address. To do this for participants: go to the young person's summary screen, go to contact details, go to email addresses and enter a new email or correct an error if it has been input incorrectly. To do this for adults, use the search function to find them and click on 'Contact details'

Leader / Manager has forgotten their username:

If a Leader or Manager have forgotten their username then this can be reset manually by their Operating Authority (for the leader/coordinator) or by the Region (for the Manager) by going into DofE Data, Go to Operating Authority or Centre, Go to Manage Staff, select their name and you will see the options at the bottom of the screen.

Participant has forgotten their username:

The participant's username can be looked up by their DofE Leader. Only the participant can change their own username.

Troubleshooting:

Query – What happens if a user follows these rules but hasn't received the new password email?

Answer – This is probably because the email they have entered onto eDofE is incorrect. A young person should ask their leader to check the email address.

An OA/Centre staff member should contact their senior contact to ask for them to manually change their password.

Query – When I try and sign in, it says my account is inactive /closed. Why cant I get in and how do I change it.

Answer – Those statuses mean you can no longer access that account unless you contact your Leader/Manager to unlock it.

If you do not access your eDofE account for 9 months then your account will be automatically made inactive. If you have Closed or a Inactive status then your Leader or Manager has decided you cannot access your account.



Bitesize Guide for participants

This *Bitesize Guide* will help you to complete your DofE online. You can do much more on eDofE than we outline below; this guide simply shows you the minimum that is required.

Step 1 - Activate your account

To sign in to eDofE go to www.eDofE.org. Enter your username and password which will have been given to you by your DofE Leader.

Once you have signed in, you will be asked to enter your personal details (e.g. address) and change your password. Your new password must be at least six figures long and a mixture of numbers and letters, including one capital letter. Be careful, passwords are case-sensitive.

Step 2 - Decide on your timescales

You will be asked to decide how long you are going to spend on each section. Don't worry if you change in your mind later, your timescales can be amended!

Step 3 - Choose your programme

Once you start your activities you need to enter the following information into your account:

- Start date
- Activity category (from list)
- Activity title

You will then need to answer three short questions to give your Leader the information they need.

They don't need to be really long answers but it needs to be enough for your Leader to understand where, what and who you are working with.

Step 4 - Submit your activity choice for approval

Select the Leader that you want your request to go to. Then click on the 'submit for approval' button. This will send your objectives to your Leader for approval.

Step 5 - Complete your expedition information

Your Leader is able to set up your expedition information for you in advance but you **must** input your aims and goals for your qualifying expedition and the details of your presentation.

Step 6 - Add evidence

You will now need to add evidence to your account. Please see the column to the right for different ways of doing this.

Step 7 - Submit your section for approval

Once you have completed a section and uploaded your evidence and Assessor's report you can click the 'submit section for approval' button and your DofE Leader will be able to approve your section.

Once you have submitted all your sections and the Leader has approved them your Award will go through to your Operating Authority for final approval.

Well done, you are now ready to move onto the next level!

You are now able to compile your Achievement Pack if you wish using your uploaded evidence. For more information visit www.DofE.org/eDofE.

Download the eDofE Bitesize Guide for Assessors at www.DofE.org/centralengland

Evidence

You can add as much evidence as you like but **the minimum is an Assessor's report for every section.**

This should include your name, the activity that you did, the dates between which you did the activity and then a short report about what you achieved.

There are lots of ways your Assessor can do this but they will need your eDofE ID number:

- Through the website www.DofE.org/Assessors

- Type up a word document and email that to you or your Leader

- Fill in your *Keeping Track* booklet which you will then need to scan or photograph and upload it.

When your Assessor's evidence has been uploaded to your account then you need to submit it for approval if you uploaded it.

If your Assessor uploaded it then it will already have been approved by your DofE Leader and will come into your account automatically.



YouTube has a range of advice videos from vlogs made by participants, to schools and businesses providing their own recommended advice. Below is a link to the official eDofE advice channel. Here videos will walk you through everything from setting up your eDofE account to how to upload different evidence and get your assessor to provide a report.

YOUTUBE eDofE Help Videos

eDofE Channel

<https://www.youtube.com/watch?v=ScckQuMZo-0&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Welcome Page

<https://www.youtube.com/watch?v=ScckQuMZo-0&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Forgotten Password

<https://www.youtube.com/watch?v=puMKbmcW7kM&index=2&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Resetting Password

<https://www.youtube.com/watch?v=5gQvt7WJOM4&index=3&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Getting Started

<https://www.youtube.com/watch?v=2Ez2YRcbj1g&index=6&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Sign In

<https://www.youtube.com/watch?v=MP3w1movvGA&index=9&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Adding Evidence

<https://www.youtube.com/watch?v=0Whx7fyRGDo&index=15&list=PLJwqW7XmD1vna80L6tOKb3LpsHBDYF7KM>

Programme ideas: Physical section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Physical programme of your own!

For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DofE.org/physical

It's your choice...

Doing physical activity is fun and improves your health and physical fitness. There's an activity to suit everyone so choose something you are really interested in.

Help with planning

You can use the handy programme planner on the website to work with your Leader to plan your activity.

Individual sports:

Swimming
Archery
Athletics (any field or track event)
Biathlon/Triathlon/
Pentathlon
Bowling
Boxing
Croquet
Cross country running
Cycling
Fencing
Golf
Horse riding
Modern pentathlon
Orienteering
Pétanque
Roller blading
Running
Static trapeze
Wrestling

Water sports:

Canoeing
Diving
Dragon Boat Racing
Free-diving
Kneeboarding
Rowing & sculling
Sailing
Skurfing
Sub aqua (SCUBA diving & snorkelling)
Surfing/body boarding

Dance:

Swimming
Synchronised swimming
Windsurfing
Ballet
Ballroom dancing
Belly dancing
Bhangra dancing
Cercoc
Contra dance
Country & Western
Flamenco
Folk dancing
Jazz
Line dancing
Morris dancing
Salsa (or other Latin styles) dancing
Scottish/Welsh/Irish dancing
Street dancing/
breakdancing/hip hop
Swing
Tap dancing

Racquet sports:

Badminton
Matkot
Racketlon
Rapid ball
Real tennis
Squash
Table tennis
Tennis

Fitness:

Aerobics
Cheerleading
Fitness classes
Gym work
Gymnastics
Medau movement
Physical achievement
Pilates
Running/jogging
Trampolineing
Walking
Weightlifting
Yoga

Extreme sports:

Caving & potholing
Climbing
Free running (parkour)
Ice skating
Mountain biking
Mountain unicycling
Parachuting
Skateboarding
Skydiving
Snow sports (skiing, snowboarding, snowkiting)
Speed skating
Street luge

Martial arts:

Aikido
Capoeira
Ju Jitsu
Judo
Karate
Self-defence
Sumo
Tae Kwon Do
Tai Chi

Team sports:

American football
Baseball
Basketball
Boccia
Camogie
Cricket
Curling
Dodge disc
Dodgeball
Fives
Football
Hockey
Hurling

Kabaddi
Korfball
Lacrosse
Netball
Octopushing
Polo
Rogaining
Rounders
Rugby
Sledge hockey
Stoolball
Tchoukball
Ultimate flying disc
Underwater rugby
Volleyball
Wallyball
Water polo

Visit
www.DofE.org/physical
for more guidance,
information, programme
planners and
programme ideas.

Programme ideas: Skills section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Skills programme of your own!

For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DofE.org/skills

It's your choice...

Developing a skill helps you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and later in life.

Help with planning

You can use the handy programme planner on the website to work with your Leader to plan your activity.

Performance arts

Ballet appreciation
Ceremonial drill
Circus skills
Conjuring & magic
Dance appreciation
Majorettes
Puppetry
Singing
Speech & drama
Theatre appreciation
Ventriloquism
Yo-yo extreme

Science & technology

Aerodynamics
Anatomy
Astronomy
Biology
Botany
Chemistry
Ecology
Electronics
Engineering
Entomology
IT
Marine biology
Oceanography
Paleontology
Physics
Rocket making
Taxonomy
Weather/meteorology
Website design
Zoology

Care of animals

Agriculture (keeping livestock)
Aquarium keeping
Beekeeping
Caring for reptiles
Dog training & handling
Horse/donkey/llama/alpaca
handling & care
Keeping of pets
Looking after birds (i.e. budgies &
canaries)
Pigeon breeding & racing

Music

Church bell ringing
Composing
DJing
Evaluating music & musical
performances
Improvising melodies
Listening to, analysing & describing
music
Music appreciation
Playing a musical instrument
Playing in a band
Reading & notating music
Understanding music in relation to
history & culture

Natural world

Agriculture
Conservation
Forestry
Gardening
Groundsmanship
Growing carnivorous plants
Plant growing

Snail farming
Vegetable growing

Games & sports

Cards (i.e. bridge)
Chess
Clay target shooting
Cycle maintenance
Darts
Dominoes
Fishing/fly fishing
Flying
Gliding
Go-karting
Historical period re-enacting
Kite construction & flying
Mah Jongg
Marksmanship
Model construction & racing
Motor sports
Power boating
Snooker, pool & billiards
Sports appreciation
Sports leadership
Sports officiating
Table games
War games

Life skills

Alternative therapies
Cookery
Democracy in action
Digital lifestyle
Driving: car maintenance/car road
skills
Driving: motorcycle maintenance/

road skills
Event planning
First Aid – St John/St Andrew/
BRCS
Hair & beauty
Learning about the emergency
services
Learning about the RNLI (Lifeboats)
Library & information skills
Life skills
Massage
Money management
Navigation
Public speaking and debating
Skills for employment
Young Enterprise

Learning & collecting

Aeronautics
Aircraft recognition
Anthropology
Archaeology
Astronautics
Astronomy
Bird watching
Coastal navigation
Coins
Collections, studies & surveys
Comics
Contemporary legends
Costume study
Criminology
Dowsing & divining
Fashion
Forces insignia
Gemstones
Genealogy
Heraldry
History of art
Language skills
Military history

Movie posters
Postcards
Reading
Religious studies
Ship recognition
Stamp collecting

Media & communication

Amateur radio
Communicating with people who
are visually impaired
Communicating with people who
have a hearing impediment
Film & video making
Journalism
Newsletter & magazine production
Signalling
Writing

Creative arts

Basket making
Boat work
Brass rubbing
Building catapults & trebuchets
Cake decoration
Camping gear making
Candle-making
Canoe building
Canvas work
Carnival/festival float construction
Ceramics
Clay modelling
Crocheting
Cross stitch
DIY
Dough craft
Drawing
Dressmaking
Egg decorating
Embroidery
Enamelling

Fabric printing
Feng Shui
Floral decoration
French polishing
Furniture restoration
Glass blowing
Glass painting
Interior design
Jewellery making
Knitting
Lace making
Leatherwork
Lettering & calligraphy
Macramé
Marquetry
Model construction
Mosaic
Painting & design
Patchwork
Photography
Pottery
Quilting
Rope work
Rug making
Snack pipping
Soft toy making
Tatting
Taxidermy
Textiles
Weaving and spinning
Wine/beer making
Woodwork

Visit
www.DofE.org/skills
for more guidance, information,
programme planners and programme ideas.



VOLUNTEERING

Programme ideas: Volunteering section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Volunteering programme of your own!

For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DofE.org/volunteering

It's your choice...

Volunteering gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. You can use this opportunity to become involved in a project or with an organisation that you care about.

Help with planning

You can use the handy programme planner on the website to work with your Leader to plan your activity.

Helping people:

Helping children
Helping children to read in libraries
Helping older people
Helping people in need
Helping people with special needs
Youth work

Community action & raising awareness:

Campaigning
Cyber safety
Council representation
Drug & alcohol education
Home accident prevention
Peer education
Personal safety
Promotion & PR
Road safety

Working with the environment or animals:

Animal welfare
Environment
Rural conservation
Preserving waterways
Working at an animal rescue centre
Litter picking
Urban conservation
Beach and coastline conservation
Zoo/farm/nature reserve work

Helping a charity or community organisation:

Administration
Being a charity intern
Being a volunteer lifeguard
Event management
Fundraising
Mountain rescue
Religious education
Serving a faith community
Supporting a charity
Working in a charity shop



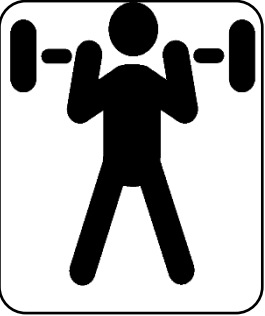

Coaching, teaching and leadership:

Dance leadership
DofE Leadership
Group leadership
Leading a voluntary organisation group:
- Girls' Venture Corps
- Sea Cadets
- Air Cadets
- Jewish Lads' and Girls' Brigade
- St John Ambulance
- Scout Association
- Air Training Corps
- Army Cadet Force
- Boys' Brigade
- CCF
- Church Lads' & Girls' Brigade
- Girlguiding UK
- Girls' Brigade
Sports leadership
Music tuition

Visit

www.DofE.org/volunteering
for more guidance, information,
programme planners and programme ideas.

What do you need to do and when?

			
Expedition Training Practise Expedition Qualifying Expedition Expedition Presentations Expedition Assessor Report	Skill Selection Skill Planner Skill Planner Approved Upload Evidence [3-6 months] Skill Assessor Report	Physical Selection Physical Planner Physical Planner Approved Upload Evidence [3-6 months] Physical Assessor Report	Volunteering Selection Volunteering Planner Volunteering Planner Approved Upload Evidence [3-6 months] Volunteering Assessor Report

The Expedition Section (and residential for Gold) will be dealt with slightly differently to the other sections. Focusing on your Physical, Skill and Volunteering you will need to do the following.

Weeks 1-2

1. Choose your [skill/volunteering/physical] activity which you are going to do.
2. Select time frame. These will vary depending on your award level. [3-6 months]
3. Complete your e-plan including a SMART goal and submit to your leader for approval.
4. **Your leader will approve your planner. (A SMART Goal should be set)**

Weeks 2-32

(remember your section can take up to 6 months to complete)

1. **Upload evidence** – you will have to upload evidence regularly to show you are meeting your SMART goal/s that you set yourself. The examples later will help you do this effectively.
2. **Your leader may not be your assessor for some or all of your sections and therefore whoever is assessing you must complete a short report at the end of the 3-6 months.**

[If they are not your leader, they can do this by completing the assessor report card you received in your welcome pack, you can then take a photo and upload this.]

Example Planner

Most of the planner is self-explanatory, however, the most difficult part to complete on your planner is the **goals section**. Many people select goals that are very broad and unclear. This makes it really difficult to collect evidence to prove you are reaching your chosen goals. The example below is provided to give you an idea of a SMART goal.

- The Goal is **specific** stating that the participant wants “to complete a clear round jumping course”.
- The Goal is **measurable** as the participant states they want “to achieve over 70% in dressage”.
- The Goal is **attainable** as the participant has selected a sport in which they are already doing and have the skills to reach this goal with practice.
- This goal is **relevant** as the participant already Horse Rides.
- The participant has given themselves 6 months’ **time frame** to reach this goal.















Physical	6 Months	Status:	Programme planner approved	
Start Date:	08/11/2015	Assessor's report		
Type:	Individual sports			
Detail:	Horse riding			
Location:	Rein and Shine 1, Bayhill Farm, Epsom, Wiltshire, SN5 0NS			
Goals:	I would like to complete a clear round jumping course and get over a 70% in dressage			
Assessor:	Amanda Pitt			
Position:	Dressage Rider			
Tel:	0755566916			Email:
<input type="button" value="Unapprove"/>		<input type="button" value="Show or hide evidence"/>		
Comments	There are no comments on this section.			

Example Evidence 1 – Volunteering

<p>Assessor</p> <p>I have been alongside Matt throughout his coaching work and I have been very impressed with his development with the [REDACTED]</p> <p>✓</p>	<p>Final week included a session out on the course. I took away 6 juniors onto the 9 hole course and analysed their swings and [REDACTED]</p> <p>Week 12</p> <p>✓</p>	<p>We focused on individual juniors this week, I dealt with Juniors struggling to get the ball off the ground, this was simply fixed by [REDACTED]</p> <p>Week 11</p> <p>✓</p>
<p>This week we worked on chipping, pitching and different ways to approach the green. We used the ladder drill as [REDACTED]</p> <p>Week 10</p> <p>✓</p>	<p>With surprisingly good weather, we took advantage of it and went out on the course to help Juniors with alignment [REDACTED]</p> <p>Week 9</p> <p>✓</p>	<p>This was a wet day so we went over techniques to deal with wet and muddy conditions. [REDACTED]</p> <p>Week 8</p> <p>✓</p>
<p>We started working on putting and, as it was windy, we recapped fundamental techniques when in windy conditions. [REDACTED]</p> <p>Week 7</p> <p>✓</p>	<p>This week we went out on the course and pursued a competition which involved the influence of game technique. [REDACTED]</p> <p>Week 6</p> <p>✓</p>	<p>This week we were rained off, so we resumed the coaching session inside, where we took etiquette quizzes, developing the [REDACTED]</p> <p>Week 5</p> <p>✓</p>
<p>This week the Juniors worked on swing path, we used poles to restrict them from swinging too far inside. Additionally, we [REDACTED]</p> <p>Week 4</p> <p>✓</p>	<p>This week, we worked on key aspects of the game: grip, stance, position. This is to develop the Juniors' key concepts. [REDACTED]</p> <p>Week 3</p> <p>✓</p>	<p>It was not raining this week but it was extremely windy so we worked with the juniors in creating control on the course. We [REDACTED]</p> <p>Week 2</p> <p>✓</p>
<p>Worked with the Under 11s and helped them develop short game skills with small chipping and pitching drills. We worked [REDACTED]</p> <p>Week 1</p> <p>✓</p>		

Example Evidence 2 – Skill

<p>Assessor</p> <p>Matt is an unbelievable painter for his age, he has shown an array of extremely impressive techniques and models</p> <p>Matt's Painting Journal</p> 	<p>I have added chip board and dry brushed it to great an amazing concrete effect, next week I will add any last</p> <p>Week 11</p> 	<p>This week I have base coated all the models' bases in a deep sha Week 10 brown as I'm going for an urban look.</p> <p>Week 10</p> 
<p>This week, I have stuck the model onto the base and applied the glaze to add the final touch to the main model. Next week I</p> <p>Week 9</p> 	<p>I have now added small details, like gun rust, dirt and eyes. These details required a small, fine brush and a magnifying</p> <p>Week 8</p> 	<p>I have highlighted the areas most exposed to the light, now giving the model a large amount of depth. This greatly</p> <p>Week 7</p> 
<p>This week I have added the red areas a base coat and washed it, after I gave the gun a base coat of a metallic shade and</p> <p>Week 6</p> 	<p>This week, I have painted over the plates of the models, and areas that are subject to light exposure. This way I can</p> <p>Week 5</p> 	<p>After the base coat, I applied a wash to get deap into the creases of the model to add to the definition added by the</p> <p>Week 4</p> 
<p>After the undercoat, I have Base coated the models in a deep blue, which will give the models a higher depth in colour,</p> <p>Week 3</p> 	<p>What I did: Undercoated the 5 models black with a black primer spray so the paint would 'stick' to models better. What to</p> <p>Week 2</p> 	<p>What I did: Constructed a set of 5 models from the multi-part set of models. Next to do: Undercoat the five models.</p> <p>Week 1</p> 

Example Evidence 3 – Physical

<p>Score: 1- Gross (Nine Hole) Shots played: 71 Handicap: N/A</p> <p>Round 19 + 20</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 10+ Gross, 2- Nett Shots played: 82 Handicap: 11.7</p> <p>Round 18</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 13+ Gross, 1+ Nett Shots played: 85 Handicap: 12.0</p> <p>Round 17</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>Score: N/A Shots played: N/A Handicap: N/A COUNTY TRAINING WEEK</p> <p>Round 16</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: N/A Shots played: N/A Handicap: N/A COUNTY TRAINING WEEK</p> <p>Round 15</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: Gross Par (9-Hole) Shots played: 72 Handicap: 12.0</p> <p>Round 13 + 14 (County</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>Score: 39 Shots played: N/A Handicap: 12.0</p> <p>Round 12 (Montly</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: N/A Shots played: 9 Hole (36 - Gross Par) Handicap: 13.4</p> <p>Round 11</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 12+ Gross, 3- Nett Shots played: 84 Handicap: 13.4</p> <p>Round 10</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>

<p>Score: WON 3&2 Shots played: N/A Handicap: 14.6</p> <p>Round 9 (County Match)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 15+ Gross, Nett Par Shots played: N/A Handicap: 14.6</p> <p>Round 8</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 13+ Gross, 2- Nett Shots played: 85 Handicap: 14.6</p> <p>Round 7</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>Score: 29, N/A Nett Shots played: N/A Handicap: 15.4 Order of Merit: 15th Place</p> <p>Round 6 (Monthly</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 17+ Gross, 1+ Nett Shots played: 85 Handicap: 15.3</p> <p>Round 5</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 15+ Gross, 1- Nett Shots played: 83 Handicap: 15.2</p> <p>Round 4</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>Score: 37 points, 1- Nett Shots played: 83 Handicap: 15.6 Order of Merit: 3rd place</p> <p>Round 3 (Monthly</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 16+ Gross, Nett Par Shots played: 88 Handicap: 16</p> <p>Round 2</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Score: 19+ Gross, 3+ Nett Shots played: 91 Handicap: 16.0</p> <p>Round 1</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>

Example Assessor Report

Your assessor can either upload an **electronic report** by going to <https://www.edofe.org/assessor>. The only information they will require is your edofe ID number, the level you are completing and which section they are assessing. This will automatically be added to your account. The other option is for your assessor to complete the **assessor report card** which you received in your welcome pack and for you to photograph or scan this into your account as you can see below.

The screenshot shows a web interface for an assessor report. At the top, it says 'Skills' with a duration of '3 Months' and a status of 'Section completed. Approved on 29/02/2016 by Emma Stevens, ID 9999'. Below this, there are fields for 'Start Date: 28/11/2015' and 'End date: 29/02/2016', with a 'Change' link and an 'Assessor's report' button. A modal window titled 'Matt's Painting Journal' is open, displaying the following text: 'Matt is an unbelievable painter for his age, he has shown an array of extremely impressive techniques and models that have been produced in the past have been displayed in our shop windows! We are very happy to have Matthew competing in our montly painting tournament and is currently May's champion for his staggering peice on a Space Marine Librarian for our theme of 'education' as the criteria.' The modal has a 'Close' button. Below the modal, there is a 'Reopen Section' button and a note: 'There are no comments on this section.'

The photograph shows a physical form titled 'ASSESSOR'S REPORT VOLUNTEERING'. The form includes the following fields and text:

- Participant: _____
- eDofE ID No: _____
- Level: **Bronze**
- Activity: _____
- Date started: 11 / 2 / 16 Completed: 19 / 5 / 16
- Goals set by participant: _____
- Assessor's comments:**
Please write as much as possible, talking about training, teamwork (if applicable) and achievements. What you write will celebrate the achievement of the young person and will form part of their permanent record of their DofE programme.
- Handwritten comment: 'It has been an absolute pleasure having Ellie as part of our team. Ellie has shown she can work as part of a team or on her own, she follows instructions very well and asks questions when she needs to. Ellie always completed all tasks to a high standard. We will miss her as she became a very well liked member of the team.'