



**The Duke of Edinburgh's Award  
Colchester County High School for Girls**



**2016/2017  
Bronze Programme**

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## CONTENTS

About the DofE:	
Principles	1
General conditions and requirements	3
Timescales for involvement	3
Age guidelines	3
eDofE	4
The sections - Volunteering	5
Skills	6
Physical	7
Expedition	8
Estimated costs	12
Student behaviour	12
Equipment guidelines	
(please read before signing enrolment form)	13
Bronze timetable	15
Enrolment form	back pages

## ABOUT THE DofE

### The 10 Key Principles of the DofE

1. **Non-competitive** – the DofE is a personal challenge and not a competition against other individuals. The only set standards are those necessary to ensure a consistent challenge and the safety of participants. The DofE Programme should reflect the abilities and interests of individual participants and therefore, no two programmes should be identical.
2. **Available to all** – there is one DofE, which is available to young people who wish to take up its challenge, with no discrimination on grounds of gender, cultural background, religion or political affiliation. The DofE is gained through individual improvement and achievement, which means that young people are able to benefit from involvement in the Programme whatever their starting point.
3. **Voluntary** – the DofE is run by paid staff and volunteers, for volunteers. Every young person makes a free choice to enter the Award and must commit personal time to complete the activities with the support of a huge network of staff and volunteers.
4. **Flexible** – the DofE Programme is based on personal choice, can be geared to local facilities and should be designed for the individuals taking part. Providing the basic age requirements are met, young people may take as long as they wish to complete the DofE and may enter for whichever level of the DofE best suits them.
5. **Balanced** – whatever the level, there are 4 sections, which must be completed: Volunteering, Expeditions, Skills and Physical. There is the additional requirement of the Residential Project at Gold, The challenge is to extend and develop existing abilities and try something new. Each section will make greater or lesser demands on participants according to their experience, interests and abilities.
6. **Progressive** – through its 3 levels, the DofE Programme demands more time and increased degree of commitment and improvement. Young people should also take an increasing role in organising their DofE. Younger participants entering the DofE at Bronze will perhaps need strong support from leaders, while older participants should be given more independence and increasing responsibility for organising their own DofE programme.
7. **Achievement focussed** - eDofE notes positive achievement and improvement, and profiles achievement across a broad range of activities. If a participant does not complete the conditions at the first attempt, the opportunity exists to try again.

## ABOUT THE DofE (cont'd)

### The 10 Key Principles of the DofE (cont'd)

8. **A marathon not a sprint** – the DofE demands persistence and commitment and cannot be completed in a short burst of enthusiasm. The time requirements for each level of the DofE are a minimum rather than a maximum: individuals can work at their own pace, according to the time available, until their 25<sup>th</sup> birthday.
9. **Process not a prize** – the DofE is a process of personal and social development and the programme and activities are a means to this end. It should introduce participants to a range of opportunities, allow them to learn from their experiences and enable them to discover hidden capabilities and talents. The value and significance of the DofE to participants is directly proportional to the quality of experience and degree of personal commitment.
10. **Enjoyable** – it is important that young people and DofE Leaders find participation enjoyable, exciting and satisfying. The intention is that participants should pursue DofE activities in their future lives and not be discouraged from ever trying them again.

## ABOUT THE DofE (cont'd)

### General conditions and requirements

There are 3 levels of the DofE: Bronze, Silver and Gold

At each level there are 4 sections:

- ⇒ Volunteering
  - ⇒ Expeditions
  - ⇒ Skills
  - ⇒ Physical
- Activities in each section are intended to complement each other and so provide a balanced programme reflecting different aspects of young people's development.
  - Participants and leaders can develop their own activities to meet the principles or choose from DofE lists.
  - Participants should be encouraged to explore and pursue different and exciting initiatives which may be new to the individual or develop existing interests.
  - New programmes and activities should be developed in consultation with the Operating Authority, as Operating Authorities have responsibility for participant's safety and well being and may have their own rules and requirements.
  - Participants will need to find an assessor for each section; agree with them, a programme; get approval for this programme from DofE staff

### Timescales for Involvement

<b>Volunteering</b>	<b>Skills</b>	<b>Physical</b>	<b>Expedition</b>
3 months	3 months	3 months	Plan, prepare for and undertake a two 2 day ventures
An additional 3 months must be undertaken in any one of these sections			

In the Volunteering, Skills and Physical sections minimum time requirements are expressed in months, based on an average involvement of at least one hour a week.

### Age Guidelines

The minimum age of entry is 14

The minimum age of completion is 14½

## eDofE

To achieve an Award, you need to prove what activities you've been doing in the various sections of the Award. You will need to show how you've progressed and that you've met the goals you set for each section.

eDofE is the online system for you to record your DofE programme and activities, and prove what you've done. **eDofE is the only way to do this using electronic entries from your assessors or information from your Keeping Track booklet.**

The benefits of using eDofE:

- You can easily select what you want to do for each section and get your Leader to approve it
- You can collect pictures about what you've done in a variety of formats - from jpeg photos or scans (of certificates, thank you letters etc), to blogs and voice recordings
- Your Assessors can submit evidence via our website
- Your Leaders can view your DofE pictures and approve them easily
- It's accessible all of the time, whenever you want to check on your progress or add some evidence
- You get the latest DofE news and offers
- You have access to the free eDofE mapping system to create expedition maps, under the supervision of staff, if your centre uses this facility.
- You can communicate with your Leaders
- You can't lose it
- At the end you can create a personal Achievement Pack to keep your memories forever

Once you're a DofE participant, the school will set up your eDofE account - and you're ready to start choosing your activities and setting your objectives.

You can sign in to eDofE from any page of the DofE website or by going to [www.eDofE.org](http://www.eDofE.org)

The process of using eDofE:

- Submit a programme plan online for each section
- Find an assessor and carry out activity for the prescribed time
- Get your assessor to add a report electronically or upload evidence (assessor's report from the 'Keeping Track' booklet and/or other details)
- When all sections are completed your Co-ordinator will check completion (they will add details for expedition training and expeditions online; the expedition assessor will fill out their part online)
- The CCHS Co-ordinator will notify the relevant DofE South East Officer to verify completion

## VOLUNTEERING

**Aim:** To encourage service to others.

**The principles:** This section is based on the belief that members of a community have a responsibility to each other and that voluntary help is needed.

Young people should receive briefing and training in appropriate skills, and have some knowledge of the needs of those whom they are assisting. For some young people it may be the first time that they have been expected and trusted to offer help to others. The value of the volunteering to young people comes from the experience of training for, giving practical service, and gaining an appreciation of the needs of the community.

**Benefits:** Although the specific benefits depend on the choice of activity, the Volunteering section should offer participants the opportunity to:

- Give personal commitment
- Appreciate the needs of others and contribute to their well-being
- Trust and be trusted
- Understand personal strengths and weaknesses
- Increase self-esteem
- Overcome prejudice and fears
- Generate positive community action
- Care for the community
- Accept responsibility

### Categories:

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

### Conditions:

The minimum time requirements are:

Bronze	3 months involvement
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## SKILL

**Aim:** To encourage the discovery and development of personal interests, and social and practical skills.

**The Principles:** This section should stimulate young people to take up and persevere at satisfying and purposeful pursuits within a wide range of practical, cultural and social activities. The choice can be either a continuing and progressive interest in an activity, the study of a topic of personal interest to the participant or a definite task to be completed.

In addition to developing skills, participation is intended to lead to contact with experienced people. This may be through membership of a club or group, or through the wealth of individual expertise available in the community.

Participants should have an opportunity to discover new talents and accept an on-going commitment.

**Benefits:** Although the specific benefits to young people depend on the choice of activity, the Skills section should offer participants the opportunity to:

- develop social and practical skills
- meet people
- get organised
- discover how to research information
- try something new
- make real progress
- learn to enjoy working with others
- develop abilities
- have fun
- discover new talents and raise self-esteem

### Categories:

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

### Conditions:

The time requirements for this section are:

Bronze	3 months involvement
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### Programmes:

The list of suggested activities online is not exhaustive, the programmes are for guidance only and are not intended to be a rigid syllabus.

Participants are encouraged to develop their own skills programme using the principles of the section and the DofE for guidance.



## PHYSICAL

**Aim:** To encourage participation in physical activity and improvement of performance

**The principles:** This section offers a wide range of programmes in the belief that:

- Involvement in some form of enjoyable physical activity is essential for physical well being
- A lasting sense of achievement and satisfaction is derived from meeting a physical challenge
- Physical activities are enjoyable in themselves and can lead to the establishment of a lasting active lifestyle
- Young people should have the opportunity to make a choice, then negotiate a personal programme of participation and achieve an objective.

**Benefits:** Participation in the Physical section should provide opportunities to:

- Enjoy keeping fit
- Improve fitness
- Discover new abilities
- Raise self-esteem
- Extend personal goals
- Respond to a challenge
- Derive a sense of achievement

**Categories:**

- Team sports
- Individual sports
- Water sports
- Racquet sports
- Dance
- Fitness
- Extreme sports
- Martial arts

### Time requirements

The time requirements for this section are:

Bronze	3 months involvement
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Performance is to be measured by participation and improvement over the minimum period of months.

Participants and leaders may develop their own programme to meet the DofE and section principles or choose from those listed on the DofE website. Participants are encouraged to explore and pursue different and existing initiatives, which may be new to the individual or the further pursuit of existing interests. New programmes and activities should be developed with the DofE leader consulting the Operating Authority as required. Operating Authorities have responsibility for participant's safety and well-being and may have their own rules and requirements.

## EXPEDITIONS

### Aim of the Expedition section

To encourage a spirit of adventure and discovery by preparing for, and carrying out an adventurous journey as part of a team.

### The Principles

All qualifying ventures involve preparing for, planning and undertaking an unaccompanied, self-reliant journey with an agreed aim. Ventures must be completed by the participant's own physical efforts with minimal external intervention

It is more in keeping with the principles of this section for participants to choose an environment and form of travel where they can venture with relatively remote supervision rather than undertake a journey, which, for safety reasons, requires more direct supervision. At each level of the DofE a progressively more challenging venture should be planned and undertaken.

Qualifying ventures involve:

- Enterprise and imagination in concept
- Forethought, careful attention to detail and organisational ability in preparation
- Preparatory training, both theoretical and practical, including practice journeys, leading to the ability to journey safely in the chosen environment
- Shared responsibility for the venture, leadership from within the team, self-reliance and co-operation amongst those taking part
- Determination in implementation
- A review and presentation related to the aim of qualifying venture and the aim of the expeditions section

### Benefits to young people

The expeditions section is primarily concerned with the development of the individual and teamwork, although the challenges are expressed in terms of physical demands, by exploring the environment and by travelling for a number of hours

The expeditions section provides opportunities to:

- **Plan and execute a journey** – requiring attention to detail and organisational ability
- **Demonstrate enterprise and imagination** – by the team organising their own venture
- **Work as a member of a team** – all ventures must be a team effort
- **Respond to a challenge** – either planned or unforeseen
- **Develop self reliance** – by carrying out an unaccompanied journey
- **Develop leadership skills** – members of the team would have opportunities to take a leading role during different aspects of the venture
- **Recognise the needs and strengths of others** – by involving team members in mutually supporting each other to ensure the success of the venture
- **Make decisions and accept the consequences** – by the team making real decisions affecting their well being

## EXPEDITION (cont'd)

- **Reflect on personal performance** – through reviewing progress during training and at the end of the qualifying venture
- **Enjoy and appreciate the environment** – by developing and awareness of the areas visited and issues affecting the environment

### Requirements

- All qualifying ventures should have a clearly defined aim which should be developed during training and preparation
- Participants must be trained in the skills required to undertake their planned venture
- Participants must undertake sufficient practice journeys to ensure that they are able to travel and explore safely and independently in their chosen environment
- The team should consist of between 4 and 7 young people
- Ventures involve joint planning and preparation by all members of the team
- The journey may take place on land – by foot, horse, etc. or on water – by canoe, sail, rowing, boat etc. without motorised assistance.
- On completion, participants review the journey and give an account or presentation related to the aim of the qualifying venture and reflecting the aim of the expeditions section.
- All ventures must be supervised, and qualifying ventures assessed, by suitable adults
- All relevant Operating Authority health and safety requirements must be met

### Timescales for qualifying ventures

Level	Duration	Minimum hours of planned activity each day
Bronze	2 days 1 night	At least 6hrs during the day

- Time associated with overnight accommodation and catering is additional to the minimum daytime hours of planned activity
- The team should plan how they propose to spend the daytime hours which should be a combination of journeying and exploring
- At least half of the minimum daytime hours should be spent journeying with appropriate rest breaks
- The speed of journeying, the distance travelled and the time spent exploring should be determined by the team. This should be based on their experience during practice journeys in a similar environment
- Teams may choose to use most of their planned hours in journeying with appropriate breaks, but must still make observations and recordings for their review and presentation. Such teams undertaking foot ventures normally achieve total distances of:

Bronze: c.24km (c.15 miles)

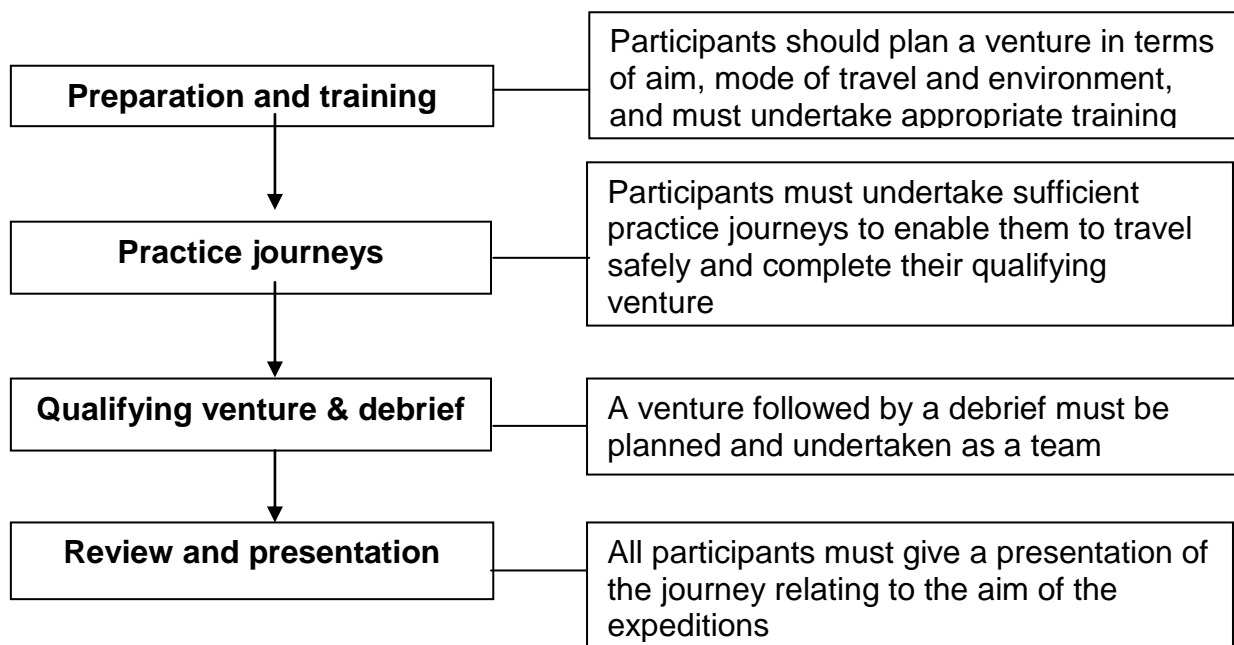
## EXPEDITION (cont'd)

- Advice for other modes of travel is given on the DofE website

Journeying and exploring should be based on:

- Prior research and preparation to decide where and when the exploratory work can take place
- Themes which are focussed enough to be achievable in the time available
- Ideas chosen by and matched to the capabilities and interests of the participants
- First hand observations to enable the participants to make discoveries which are new to them
- The recording of information based on actual observations
- The presentation of findings once the journey, and its review, have been complete

### The process



### PLEASE NOTE

Parents are responsible for collecting students promptly at the end of the expeditions, which can sometimes return earlier or later than anticipated. A parent or other emergency contact must be available throughout the expedition in case of emergencies.

## EXPEDITION (cont'd)

### 20 DofE Expedition Conditions

This is a handy summary for everyone about to do their DofE qualifying expedition. Please talk to us if you have any questions or need further advice.

1*	Your expedition must be by your own physical effort, without any motorised or outside assistance.
2	Your expedition must be unaccompanied and self-reliant.
3	Your expeditions must be supervised by an adult who is able to accept responsibility for the safety of you and your team.
4	Your expedition must have an aim.
5	You must be properly equipped for your expedition.
6	You must have completed the required training and practice expeditions.
7	You must undertake at least one practice expedition at each level of the programme. You should do this in the same mode of travel and in a similar environment to the qualifying expedition.
8	You and your team must plan and organise your expedition.
9	You must be assessed by an approved accredited Assessor to the DofE.
10*	There must be between four and seven people in your team
11	You must be within the qualifying age of the DofE programme level.
12*	All the people in your team must be at the same level of assessment.
13*	Your team must not include anyone who has completed the same or higher level DofE expedition.
14	Your overnight accommodation should be camping.
15	Your expedition must be the minimum number of days required for your DofE level.
16	Your expedition should normally take place between the end of March and the end of October.
17	Your expedition should be in the recommended environment for your DofE level.
18	You must do the minimum hours of planned daily activity for your DofE level.
19	You should cook and eat a substantial meal each day.
20	You must create and deliver a presentation after your expedition to complete the section.

Don't forget that all of your team must meet these conditions!

If you or one of your team has individual needs that mean one or more of the above conditions cannot be met, then you can apply for a variation to these conditions to enable you or them to participate in their DofE expedition. Your DofE Leader/Supervisor will help advise you if this is the case.

**You will also be assessed regarding your navigation and walking skills, campcraft and general expedition skills.**

## ESTIMATED COSTS

It is difficult, however, to estimate costs when factors such as the number of young people involved, facilities available and staff requirements, are not fully known.

It is estimated that the cost for the whole programme will be **£315 - £355**, depending on numbers. Following the initial enrolment fee and first instalment of £125 - payable by cheque to Colchester County High School for Girls, the balance (to be notified) will be paid either as one lump sum or two further equal instalments on specific dates via Parent Pay.

Reminders will be sent when the two further payments are due.

The cost to purchase a Bronze Welcome pack (part of the costs detailed above), for enrolment and to initiate activities is £125. This amount must be submitted with the application form.

Most of the DofE costs are fixed and paid early in the DofE cycle so a refund will only be made in exceptional circumstances and at the discretion of CCHS

## STUDENT BEHAVIOUR

Students are expected to behave in exemplary fashion at all times, showing respect to all DofE Leaders and other students. The school reserves the right to withdraw any student whose behaviour falls below expectations.

Students must attend all sessions (except for emergencies or illness) and ensure leaders are aware if a session needs to be unavoidably missed. Students missing a number of planning and sessions may be withdrawn from the expedition due to inadequate preparation.

### Contacts:

Mrs Willa Jackson, Deputy Headteacher, CCHS:  
[wjackson@colchestergirls.essex.sch.uk](mailto:wjackson@colchestergirls.essex.sch.uk)

Dave Burnand, CCHS DofE Co-ordinator:  
[dburnand@colchestergirls.essex.sch.uk](mailto:dburnand@colchestergirls.essex.sch.uk)

## Equipment Guidelines

**The collection and return of equipment is an integral part of any expedition for all the young people undertaking such ventures. Staff will be unable to sign off the expedition section of the DofE if these guidelines are not followed.**

Dear participant and parents,

We are happy to lend you, from the store at the CCHS, various pieces of expedition equipment. But may we take this opportunity to ask for your co-operation in its use. We occasionally have to collect in and issue equipment on the same evening, and some expedition groups are over 40 strong, so you can appreciate the logistical problems. The co-operation of all involved is therefore vital. Past experience has highlighted a number of points.

When expedition equipment has been requested on the appropriate form, participants must ensure that all members of their expedition group come to CCHS to pick up their own equipment at the appointed time. There have been occasions when one person has had to assume the responsibility for the collection of seven lots of expedition equipment. This is patently unfair to the person involved, and is an unfair delegation of responsibility by other members of that group. The storekeeper will exercise his/her judgement in issuing group equipment to partial groups. If it is apparent that the majority of a group does not intend to attend to collect their equipment, then the storekeeper will not burden those who do attend. The absentees will then have to make arrangements with the DofE Co-ordinator to collect their equipment at another time. The same process will apply on equipment return.

In exceptional circumstances where a participant knows that she is unable to return equipment at the appointed time, another member of the group may be able to do so on her behalf, by prior arrangement. Some young people ask their parents or other family members to collect or return equipment on their behalf. This is acceptable, as long as those who come to collect or return equipment do so at the appointed time and understand that the process could take **up to 2 hours**. Equipment be checked on issue and return (this includes **putting up all tents**), by **whoever** attends.

All the equipment should be returned in clean and dry and in good order. Any equipment that is not returned in this way will not be accepted by staff. Tents should be hung up to dry as soon as participants return from expedition. (If they are dirty they should be brushed or gently cleaned with weak soapy water first). Tent inners should be emptied of grass, sweet wrappers and socks, and aired.

Trangias (cooking stoves) are numbered and should be returned as a complete set (they often get mixed up whilst out on expedition). They are easily cleaned using Brillo pads. Please dry them after cleaning.

Participants will **check all** of the equipment issued to them and will then sign to indicate that they accept responsibility for it, for its proper use and its correct return.

## Equipment Guidelines (cont'd)

Equipment return:

Common problems -

Tents	- flysheet	dirty and/or wet (guy ropes especially)
	- porch sheet	missing
	- inner	dirty and/or damp, not emptied of grass, sweet wrappers and odd socks!
	- poles	split sections or broken ends or snapped shock-cord
	- pegs	still bent and/or dirty

Rucksacks - dirty and/or wet (especially at the bottom)

Trangia cookers - still dirty and/or wet, numbers mixed-up between cooker sets

Trangia safety bottles - still have meths inside

Mapcases - dirty and/or cracked, paperwork etc. still inside

Whistles/compasses - lost (often)

Rollmats - dirty and/or torn, no elastic band

Survival bags - dirty and/or wet

All the points mentioned above will be covered during expedition training, but we think that it is appropriate that participants and parents/guardians are clear about the use of DofE expedition equipment from the outset.

Items of equipment which are not returned will need to be paid for. Participants will not be able to complete the award if equipment or payment is outstanding.

Dave Burnand

CCHS DofE Co-ordinator



## CCHS Duke of Edinburgh's Bronze Award Programme 2016/17

*All Friday sessions 15.45-17.30 at CCHS (variations highlighted in red)*

Group A	session - subject	Group B
Tues 4 Oct 20.00-20.30	DofE Bronze Information Evening CCHS School Hall	Tues 4 Oct 20.00-20.30
Mon 10 Oct	<b>Absolute deadline for applications and first payment</b>	Mon 10 Oct
Weds 12 Oct	Notification of enrolment	Weds 12 Oct
Fri 14 Oct	1 – Introduction and getting started. Trangia safety	Thurs 20 Oct
Fri 4 Nov	2 – Trangias and cooking	Fri 11 Nov
Fri 18 Nov	3 – Nutrition. Maps and compasses	Fri 25 Nov
Fri 2 Dec	4 – Emergency procedure and first aid. Accident/emergency sheet	Fri 9 Dec
Fri 16 Dec	5 – Tents, rucksacks – kit list and rucksack packing	Fri 6 Jan 2017
Fri 13 Jan	6 – Catch up: Countryside Code; forms: equipment request, menu planner, route cards, first aid kit list. eDofE check	Fri 13 Jan
Fri 20 Jan	7 – 1 <sup>st</sup> planning session (practice expedition)	Fri 27 Jan
Fri 3 Mar	8 – 2 <sup>nd</sup> planning session	
Sat 4 Mar 08.30-12.30	<b>TRAINING DAY</b> at Chappel walk with map and compass, tents and trangias	Sat 4 Mar 13.00-17.00
	8 – 2 <sup>nd</sup> planning session	Fri 10 March
Fri 17 Mar	9 – 3 <sup>rd</sup> planning session	Fri 24 Mar
Fri 21 April	10 – Equipment issue and pre-expedition check	
Sat 22 April – Sun 23 April	<b>PRACTICE EXPEDITION</b> overnight camping – Danbury	
Mon 24 April	11 – Equipment return, presentations and expedition debrief	
	10 – Equipment issue and pre-expedition check	Fri 28 April
	<b>PRACTICE EXPEDITION</b> overnight camping – Danbury	Sat 29 April – Sun 30 April
	11 – Equipment return, presentations and expedition debrief	Tues 2 May
Fri 12 May	12 – 1 <sup>st</sup> planning session	Fri 19 May
Fri 26 May	13 – 2 <sup>nd</sup> planning session	Fri 26 May
Fri 9 June	14 – 3 <sup>rd</sup> planning session	Fri 9 June
Fri 16 June	15 – Equipment issue and pre-expedition check	
Sat 17 June – Sun 18 June	<b>QUALIFYING EXPEDITION</b> overnight camping at Rendlesham Forest, nr Woodbridge	
Mon 19 June	16 – Equipment return, presentations and expedition debrief	
	15 – Equipment issue and pre-expedition check	Fri 23 June
	<b>QUALIFYING EXPEDITION</b> overnight camping at Rendlesham Forest, nr Woodbridge	Sat 24 June – Sun 25 June
	16 – Equipment return, presentations and expedition debrief	Mon 26 June
Group A	session - subject	Group B
Fri 30 June	17 – Catch up, eDofE update and group expedition presentations. <b>All sections to be signed off on eDofE by this date</b>	Fri 30 June
tba	<b>Award Presentation Evening</b> in Spring term 2018	tba

**DofE – CCHS**  
**APPLICATION FORM FOR ENROLMENT & WELCOME PACK**

**PLEASE PRINT ALL DETAILS AS THESE WILL BE USED FOR eDofE ENROLMENT.**

I wish to enrol for the CCHS DofE Bronze Award:

Name.....  
 Address.....  
 ..... Postcode .....  
 Telephone no. .... Mobile no. ....  
 School email . ....  
 Personal email .....  
 Date of birth .....

Do you consider yourself to have a disability?	Yes	No
If yes, do you have any particular requirements which would help us provide a better service for you?	Yes	No
Please specify:		

<p>How would you describe yourself? (please circle):</p> <p>Asian/A.Brit Indian    Asian/A.Brit other    Asian/A.Brit Pakistan    Black/Blk          Brit.African    Black/Blk Brit.Caribbean    Chinese    Mixed White/Asian          Mixed White/Blk African    Mixed White/Blk Caribbean    White-British    White-Irish          White-Other    Other Asian    Other Black    Mixed Other    Any other    Not known/Not provided</p>
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**IMPORTANT NOTE:** PLEASE READ THE INFORMATION ABOUT ‘EQUIPMENT GUIDELINES’, BEFORE SIGNING THIS APPLICATION FORM.

I agree to being photographed for the purpose of illustrating the services provided by CCHS. Photographs will only be used to inform the public about the school e.g. in brochures, newsletters, exhibitions or on the school websites.

Yes                       No

I have read the information about equipment and behaviour, I understand that if I do not attend the DofE sessions throughout the year without good reason then I will not be able to participate in the expeditions. I enclose £125 for my enrolment, Welcome Pack and first instalment. Cheques made payable, to Colchester County High School for Girls, please.

Participant’s signature ..... Date .....

Group A Dates ..... Group B Dates ..... Either Group .....



## CONSENT FORM FOR PARENTS/PERSON WITH PARENTAL RESPONSIBILITY

**Important note: please read this information booklet especially the 'Equipment Guidelines' before signing this application form.**

I permit my daughter to participate in the Duke of Edinburgh's Bronze Award, including expeditions and assessment. I understand that this means that she will have to attend all the programmed sessions including equipment collection and return, sleep in a tent and that, although supervised, she will be unaccompanied whilst walking with her group during the day. I will endeavour to give her my full support and encouragement.

I undertake to ensure that she is in good health and fit enough to take part in expeditions, apart from the medical conditions/allergies specified below, and that I will inform you before any expedition, of any further medical conditions of which you should be aware. I have read the information above about expedition equipment and norms of behaviour and I undertake to support my daughter in returning any equipment borrowed on time, clean, dry and in good order.

I enclose a payment of £125 and agree to make all necessary payments as outlined in the DofE Bronze information booklet. I accept that, once a place on the DofE programme has been confirmed, all payments made are non-returnable.

Name of participant: .....

### Medical and dietary information

Please give details below of any medical conditions (including asthma, eczema etc) from which the participant suffers and any medication they will be taking. Also give details of any previous injury or illness that may affect the participant's ability to complete walking expeditions. Please do not assume that staff will be aware of these from the school's records. Please also include any special dietary needs or other information that will assist staff in the care and supervision of your daughter.

I also agree to authorise members of staff during the course of the DofE expeditions to approve such medical treatment for my child including anaesthetic as is deemed necessary in an emergency on the advice of a qualified medical practitioner.

Signature of parent/person with parental responsibility .....

Name (please print) ..... Date .....

Emergency contact number .....

Second contact name .....

Emergency contact number .....