The principles of curriculum design specified in *A Curriculum for Excellence* are clearly reflected in the ten guiding principles of all DofE programmes:

<table>
<thead>
<tr>
<th>Principles of curriculum design</th>
<th>Principles of all DofE Programmes</th>
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<tbody>
<tr>
<td>The curriculum should provide challenge and enjoyment</td>
<td>Enjoyable: Young people and Leaders should find participation enjoyable, fulfilling and rewarding.</td>
</tr>
<tr>
<td>The curriculum should achieve breadth</td>
<td>Balanced: By undertaking activities focusing on at least four different aspects of development, young people complete a balanced, wide-ranging programme.</td>
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<tr>
<td>The curriculum should be characterised by progression</td>
<td>Progressive: At each level of engagement, a DofE programme demands progressively more time, commitment and responsibility from the participant.</td>
</tr>
<tr>
<td>The curriculum should offer personalisation and choice</td>
<td>Achievable by all: a DofE Award is achievable by any young person who chooses to take up its challenge, regardless of ability, gender, background or location.</td>
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<td></td>
<td>Personal development: The value to young people is dependent on personal commitment, the learning process and the quality of the experience.</td>
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<td></td>
<td>Non-competitive: It's a personal challenge and not a competition against others. Every participant's programme is tailor-made to reflect their individual starting point, abilities and interests.</td>
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<td></td>
<td>Personalised: Young people design their own programme and start at whichever level suits them best.</td>
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<td></td>
<td>Voluntary: Young people choose to do a DofE programme and commit some of their free time for their activities.</td>
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</tbody>
</table>

The aim of *A Curriculum for Excellence* is that every young person should experience a broad, coherent curriculum that is focused on their individual needs and is designed to develop skills for learning, life and work. *A Curriculum for Excellence* provides an enriched definition of curriculum which places an emphasis upon the recognition of wider achievement beyond the National Qualifications Framework.

The curriculum should achieve breadth

The curriculum should be characterised by progression

The curriculum should offer personalisation and choice

The curriculum should provide challenge and enjoyment

The new curriculum will have a sustained focus on literacy and numeracy and encourage active, healthy and environmentally sustainable lifestyles. Realising the government’s ambitions for the reformed curriculum will involve schools developing productive partnerships with Community Learning and Development, youth work and the voluntary sector to provide personalised learning opportunities for every young person.

The DoE and Curriculum for Excellence: two complementary frameworks

The curriculum is defined as ‘the totality of all that is planned for children and young people throughout their education, wherever they are being educated’ and includes:

- Ethos and life of the school as a community
- Personal development
- Non-competitive
- Personalised
- Voluntary

The DoE supports this by providing a framework for young people, teachers and youth workers to organise, communicate and record a young person’s activities and an internationally recognised accreditation system to recognise their wider achievements.

Opportunities for personal achievement

The DoE adds value to the new curriculum by accrediting young people’s personal achievements.

Further Information

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The Duke of Edinburgh’s Award is a Registered Charity No. SCO038254 and a Royal Charter Corporation No. RC000806

The new curriculum will allow experiences and outcomes to be achieved in a range of contexts which are meaningful and relevant to young people. This offers a degree of personalisation and choice which gives young people a sense of ownership of their learning.

DoE programmes present enterprising and experiential teaching and learning opportunities. The Expedition section is an excellent vehicle for interdisciplinary projects.

Teachers are now expected to assess a young person’s progress and level of achievement in terms of experiences and outcomes by the end of S3. This assessment should take into account a young person’s learning across curriculum areas, wherever their learning has taken place, and a young person’s own record of their wider achievements and skills.

The DoE’s Curriculum for Excellence pilot project provides practical models for recognising young people’s wider achievements.

For more information see our CfE Outdoor Learning Brief

Hilda Singer DfE Leader

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“I would encourage people to stick at it once you get started and be determined to keep going because it’s a big achievement and something to be proud of once you’re finished.”

DoE Participant
“I learned that you can push yourself. I didn’t think that I’d be able to do it but after I completed it I thought I could complete anything.”

DofE participant

“I feel like I’ve developed in being confident enough to talk to people and that’s helping with getting group work done in school.”

DofE Participant

The DofE
- Develops young people’s sense of identity, self-esteem, self-confidence and independence of thought and action.
- Develops young people’s awareness of their potential as they discover new talents and abilities and learn about their personal strengths and weaknesses.

Physical • Expedition
- Encourage young people to pursue a healthy and active lifestyle by taking part in a physical activity which they enjoy on a regular basis.
- Promote a sense of physical, mental and emotional wellbeing.
- Foster self-respect as young people set and respond to a challenge by extending physical fitness and performance and achieve success in different areas of activity.

Expedition
- Instils a spirit of adventure and discovery.
- Allows young people to assess risk and improve decision making skills.
- Develops young people’s capacity to overcome expected and unexpected challenges, recognise the needs and strengths of others, relate to others and manage themselves.
- Develops self-awareness as young people gain skills to reflect on personal performance and learn through experience.

Volunteering
- Helps young people to develop their own self-belief, values and world view.
- Encourages young people to learn about their community and feel a sense of belonging and purpose.

RECOGNISING WIDER ACHIEVEMENT

A Curriculum for Excellence calls for young people’s vocational learning and achievements beyond the National Qualifications framework to be acknowledged, valued and accredited to ensure that they can take a comprehensive record of their learning and achievements on to the next stage of their lives.

The process of recognising achievements should continue cumulatively until a young person leaves school with achievements captured in a way that is valued by young people, their parents, employers, colleges and universities.

The DofE recognises young people’s wider achievement through three progressive levels – Bronze, Silver and Gold – which demand an increasing degree of commitment and responsibility.

A Duke of Edinburgh’s Award is prestigious and internationally recognised.

Independent research shows a DofE Award is most valued by employers after formal academic qualifications.

“All children and young people should experience personalisation and choice within their curriculum, including identifying and planning for opportunities for personal achievement in a range of contexts.”

Curriculum for Excellence: Building the Curriculum 3, A Framework for Learning and Teaching

“It matures you because it shows you that you have to learn to work with different people and it shows you that you can do different skills. It’s a bit of a wake up call about how it’s going to be working in different situations. Doing my DofE has given me more opportunities and I’m looking forward to starting my Silver!”

Jenny
DofE participant

Jenny started her Bronze DofE programme when her school joined the Curriculum for Excellence pilot project. Jenny has enjoyed learning French for her Skills section, playing football for her Physical section and training and practical first aid for her Volunteering section.

With the support of her French teacher, Jenny did extra activities in her own time such as reviewing French films and writing a blog in French, which has helped her to become more fluent.

Playing football regularly and getting to know more people gave her the confidence to join a local team and its development squad.

Working with a team of people she didn’t know on her expedition is helping her classmates to work in groups at school and is preparing her for life after school.

“Success story

A Curriculum for Excellence and the DofE
Briefing February 2013

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