



Assessment, accreditation and evaluation

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Assessing learning

Assessment of what has been learned is an integral part of the learning cycle. It helps to ensure that young people have learned what had been planned, that they identify their progress and what they have learned, as well as identifying future learning needs. Assessing learning and celebrating success is particularly important when using *Life Routes* because:

- If young people are aware of what they have achieved, they are likely to be more motivated and committed to using the skills they have learned in future.
- If they are able to reflect on what they have learned, their learning will be reinforced. This potentially helps them to translate their ideas from a conceptual level into actual behaviour.
- Identifying areas for development and improvement provides the basis for setting future goals and targets.
- Recording, recognising and celebrating their achievements can enhance self-esteem and contribute to recognition of success in plans such as Personal Education Plans and Records of Achievement.

Taking a structured approach to assessment from the start helps to maximise young people's opportunities to engage with, and become motivated about, their own personal development. It is helpful to think about the following issues when using *Life Routes*:

- Each activity within the resource is followed by a reflection time with suggested questions to ask the group. It is important to include this time as it may be the only opportunity the young person has to reflect on the skills, knowledge, values and attitudes they are developing. Allow enough time at the end of each session for this reflection.
- Some of the active learning methods used in *Life Routes* can also be used to encourage young people to reflect and assess what they have learned, so you might want to build them into the reflection time. See *Creative assessment* on page 24 for active learning methods that can be used for assessment.
- Identify a range of opportunities for young people to assess what they are learning. Examples include preparing a presentation, writing a diary, participating in a management meeting or taking part in a group discussion or debate. (See page 24 for more examples of creative assessment.)
- Work produced during the sessions is important evidence of learning. It can be used to feed into monitoring and evaluation systems. You can also use this material formally and informally to:
 - provide feedback to young people
 - identify whether there are individuals or groups who may need additional support
 - identify future learning needs so as to inform planning
 - celebrate success.
- Reflect on and assess your own learning to identify successes and areas for future development, both personally and in relation to how you run the programme. This can also be used to feed into monitoring

and evaluation systems. Most young people attending vulnerable out-of-school settings are unlikely to have fulfilled their potential in many aspects of education or have been supported to excel in an area they are interested in. Central to their positive involvement is making the work interesting and manageable as well as offering positive affirmation and celebrating success. Displaying young people's work provides a clear message that they, and their work, are valued.

Accreditation

Wherever possible, young people should receive accreditation for their progress in developing key skills. The activities in this resource have been used in a variety of settings to accredit young people's achievement and learning.

Supported by Chrysalis – Club 2000, a member of the national awards network, The Life Routes/Chrysalis Award feeds into the Framework for Achievement through ASDAN accreditation. The units represented by the award generate credit for young people and provide evidence of key skills developed through colleges and employers.

The Make a Connection/Chrysalis Award is designed to support young people who have poor motivation and who may be experiencing learning difficulties. The award aims to raise the self-esteem and achievement levels of disadvantaged young people so as to accredit their life and personal skills through the completion of short challenges. Through actively participating in challenges designed to address the five national outcomes, young people have the opportunity to develop key skills in a stimulating and relevant way. For more information contact liferoutes@ncb.org.uk or chrysalis@club2000.org.uk

Evaluation

Work produced during sessions, such as posters and art work is important evidence of learning and effective teaching. Evaluation finds out how effective the activities, materials and approaches have been in achieving the aims and objectives of the work done. It is important because it helps us reflect upon our work and receive feedback about what worked well and not so well. Evaluation provides valuable knowledge and insight into how future work can evolve and effectiveness improved.

The following activities from *Creative assessment* (see page 24) can also be used to evaluate a session:

- draw and write
- graffiti wall and sheets
- leaflet design
- media headlines.

The questions below are helpful for evaluating your work with young people.

Evaluating content:

- What did you learn that was new or interesting?
- What new skills have you learned?
- How could you use your new skills?
- What might you do differently next time?
- What else do you need to know about this topic?

Evaluating process:

- What did you enjoy about the way we worked together?
- What worked well?
- What didn't work well?
- What would you do differently next time?