

# LA6 Community Grant

## RARPA

### The 5 Stages of Recognising and Recording Progress and Achievement

**Stage 1:** Set aims appropriate to an individual learner or groups of learners.

**Evidence:** Clearly stated aims communicated to Learners.

**Stage 2:** Carry out Initial Assessment to establish Learners starting point.

**Evidence:** Record outcomes of process of establishing Learners starting points.

**Stage 3:** Identify appropriately challenging learning objectives (initial, negotiated, and revised).

**Evidence:** Clearly stated and suitably challenging objectives for all programmes and, wherever feasible, individually for each Learner.

**Stage 4:** Recognise and record progress and achievement during programme (formative assessment), including tutor feedback to learners, learner reflection, and progress reviews.

**Evidence:** Appropriate evidence includes records of learner self-assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audio recordings, performances, exhibitions and displays, individual or group Learner testimony, artefacts, photographs, and other forms of evidence.

**Stage 5:** Carry out end of programme learner self-assessment, tutor summative assessment, review of overall progress and achievement in relation to appropriately challenging learning objectives, identified at the beginning of or during the programme. It may include recognition of learning outcomes not pacified during the programme.

**Evidence:** Appropriate evidence includes records of learner self-assessment, group and peer assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group Learner testimony, artefacts, photographs, and other forms of evidence.