UWC Mahindra
Project Based Diploma

Cary Reid
creid@muwci.net
https://goo.gl/hg4bFp
#UWCdiploma
#ProjectBasedDiploma
Ambitious projects inspire society
Ambitious projects inspire society
Redesigning High School . . . again

In the 1960s, the United World Colleges developed the International Baccalaureate to educate globalised learners.

In 2015, UWC Mahindra College redesigned high school education with a focus on project-based learning.

The **UWC Mahindra College Project Based Diploma** is our commitment to peace and a sustainable future through self-directed, professionally supported, authentic learning for the 21st century.
Students have changed
Students have changed
The world has changed
The world has changed
High schools deliver what universities ask

Universities ask for what high schools provide
What WE need to teach
What THEY need to learn

HOW we teach
HOW they learn
Recognizing the need ...

Students with the best education are being accepted into colleges and at work, yet are underperforming

Either

Colleges/work are not asking for what they want

OR

Students are not prepared for colleges/work

Neither of these should be possible if we have good students receiving a good education

UWC MAHINDRA COLLEGE
... Education must change

Recognizing that students have changed and the world has changed requires us to change high school education

This change is focused on project-based learning . . . with support for development of 21st century skills with a commitment to rigorous academic standards with a promise to deliver authentic challenges with continuous professional guidance

This change will reflect the mission and values that have driven innovation in our schools and inspired our students
Project Based Learning at UWC Mahindra College

Students **always** driving inquiry process, not teacher dominated.

Project is the **learning environment**, not an assessment or a follow-up.

- Authentic voice & choice
- Authentic challenges
- Authentic assessment
Project Based Learning at UWC Mahindra College

Our commitment to project based learning comes from a recognition that learning is driven by the student.

We support this by facilitating self-designed projects that encompass the entire process of learning.

All students follow a project based curriculum in our
1. academic program, or
2. community engagement program.
Elements of the Diploma

UWC Mahindra Project

UWC Educational Model

Classroom Academics

Holistic Education
UWC Foundation

Innovators in outdoor education

History of experiential education

Students selected through competitive international process

Student body committed to a more peaceful world
UWC Educational Model

Innovators in outdoor education

History of experiential education

Students selected through competitive international process

Student body committed to a more peaceful world

Deliberately diverse, engaged and motivated community in pursuit of the UWC mission
UWC Mahindra Project

Core of the diploma program

Commitment to project based learning

Student initiated process

Expert guided process

Multiple two-week sessions focused on project development

Continuous support from at least three professional mentors
UWC Mahindra Project Mentors

Context Mentor
Professional connection with the project field always available to student

Theory Mentor
Research guidance on the state and the future of the industry or field

Specialist Mentor
Professional training for specific skills required for the project
UWC Mahindra Project
UWC Mahindra Project

- Development of bio-digester for use in farms in Mulshi Valley in order to improve energy security
- Micro-nutrient bar to tackle anemia in Maharashtra after the drought
- Jewelry-making social enterprise partnered with Swarovski crystals
- Creation of skills networking platform for the Pune NGO forum
- Jewelry-making social enterprise partnered with Swarovski crystals
UWC Mahindra Project

Jewelry-making social enterprise partnered with Swarovski crystals
UWC Mahindra Project

Jewelry-making social enterprise partnered with Swarovski crystals

Development of bio-digester for use in farms in Mulshi Valley in order to improve energy security

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UWC Mahindra Project

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Jewelry-making social enterprise partnered with Swarovski crystals

Development of bio-digester for use in farms in Mulshi Valley in order to improve energy security

Micro-nutrient bar to tackle anemia in Maharashtra after the drought

Creation of skills networking platform for the Pune NGO forum
UWC Mahindra Project

Samhita - Chetana

Creation of skills networking platform for the Pune NGO forum
UWC Mahindra Project

Jewelry-making social enterprise partnered with Swarovski crystals

Development of bio-digester for use in farms in Mulshi Valley in order to improve energy security

Micro-nutrient bar to tackle anemia in Maharashtra after the drought

Creation of skills networking platform for the Pune NGO forum
Micro-nutrient bar to tackle anemia in Maharashtra after the drought
UWC Mahindra Project
UWC Mahindra Project

Sports for peace program designed to use a co-ed ultimate frisbee team as an avenue to change the attitudes of boys towards women and girls.

Travelling community theatre company performing stories of injustice against rural women.

Multi-media journalism project on changes to traditional fishing communities in light of the commercialization of the fishing industry.
Classroom Academics

Structured Independent Research Report

Cambridge Pre-U Principal Courses

International Baccalaureate
Higher Level Certificates

Cambridge course in Global Perspectives
Classroom Academics

Cambridge International Examinations

Pre-U Diploma

Internationally recognized university entrance requirement
Holistic Education

- Community Service and Engagement
- Guided Independent Study
- Systems Thinking
- Digital Literacy
- Quantitative Reasoning
- Research Methodology
- Statistics
- Programming
- Foreign Language Acquisition
- Entrepreneurship
Project Based Diploma

Project based learning

Independent study

Professional guidance

Authentic challenges

Rigorous academics

Holistic learning
Risks, Fears & Concerns

- Students will not learn
- No academic rigour or discipline
- Students too young to be responsible
- Maths at 11 & 12 grade / 5 years of History
- Students too young to specialise
- Universities will not accept students
- The International Baccalaureate is perfect
- High school experience is too liberal for universities
- ...

Our redesign is grounded in good educational practice and is reflected in other learning forums ...
## Similar Learning Forums

<table>
<thead>
<tr>
<th></th>
<th>Strengths of the Diploma</th>
<th>Scope for revising the Diploma</th>
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<tbody>
<tr>
<td>Finland</td>
<td>Project based learning</td>
<td>Wide national integration</td>
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<tr>
<td>MOOCs</td>
<td>Independent learning</td>
<td>Partnerships with multiple providers</td>
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<tr>
<td>Internships/</td>
<td>Intentional skills development</td>
<td>Longer practical sessions</td>
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<td>Apprenticeships</td>
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<tr>
<td>Undergraduate study</td>
<td>Introduction to guided research</td>
<td>Longer history of learning programs</td>
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<tr>
<td>Post-graduate research</td>
<td>Independent supported research</td>
<td>More access to resources</td>
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## Assessment Criteria

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Learning &amp; Innovation Skills</th>
<th>21st Century Themes</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Creativity &amp; Innovation</td>
<td>Global Awareness</td>
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<tr>
<td>World Languages</td>
<td>Critical Thinking</td>
<td>Financial, Econ, Business, Entrepreneurial Literacy</td>
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<td>Mathematics</td>
<td>Problem Solving</td>
<td>Civic Literacy</td>
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<td>Humanities</td>
<td>Collaboration</td>
<td>Health Literacy</td>
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<td>Natural Sciences</td>
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<td>Environmental Literacy</td>
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<td>Arts</td>
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<td>Gender &amp; Feminism</td>
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<tr>
<th>Life &amp; Career Skills</th>
<th>Information, Communication, Media &amp; Technology Skills</th>
<th>Core Values</th>
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<tr>
<td>Flexibility &amp; Adaptability</td>
<td>Information Literacy</td>
<td>Sustainability</td>
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<tr>
<td>Initiative &amp; Self-Direction</td>
<td>Communication</td>
<td>Peace</td>
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<tr>
<td>Social &amp; Cross-Cultural Skills</td>
<td>Media Literacy</td>
<td>International &amp; intercultural understanding</td>
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<td>Productivity &amp; Accountability</td>
<td>ICT Literacy</td>
<td>Celebration of difference</td>
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<tr>
<td>Leadership &amp; Responsibility</td>
<td></td>
<td>Personal responsibility &amp; integrity</td>
</tr>
</tbody>
</table>

### Core Values
- Sustainability
- Peace
- International & intercultural understanding
- Celebration of difference
- Personal responsibility & integrity
- Mutual responsibility & respect
- Compassion & service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action & personal example
Assessment Criteria

- Academic and Research Skills
- 21st Century Themes
- Information, Communication, Media and Technology Skills
- Life and Career Skills
- Core Values
- Learning and Innovation Skills
Assessment Criteria

LEARNING AND INNOVATION SKILLS
- Creativity and Innovation
- Critical Thinking
- Collaboration

LEARNING AND INNOVATION SKILLS

ACADEMIC AND RESEARCH SKILLS
- Language arts
- World languages
- Arts
- Mathematics
- Humanities
- Natural Sciences
- Research

ACADEMIC AND RESEARCH SKILLS

CORE VALUES
- Peace
- Sustainability, and respect for the environment
- International and intercultural understanding, and celebration of difference
- Personal responsibility and integrity, and mutual responsibility and respect
- Compassion and service, and sense of idealism
- Personal challenge, action and personal example

CORE VALUES

21st CENTURY THEMES
- Global Awareness
- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Health and Wellness Literacy
- Environmental Literacy
- Identity Literacy

21st CENTURY THEMES

INFORMATION, COMMUNICATION, MEDIA AND TECHNOLOGY SKILLS
- Information Literacy
- Media Literacy
- Information and Communications Technology (ICT) Literacy
- Communication
Student Learning Plan

Anna Parsons – Class of 2017

Anna is addressing the problem and the lack awareness of violence against women in rural Maharashtra. She will be working on a community theatre project that will collect, document, share, and perform stories of rural women with a focus on equality & social justice. Her project will also require her to solve problems of language & translation, history, logistics, anthropology, responding to different audiences, and finance.

LEARNING AND INNOVATION SKILLS

Creativity and Innovation will be explored through developing a theatre production from conceiving the story to writing the script through to directing the performance. Critical Thinking and Problem Solving will be engaged by capturing an oral storytelling tradition in a digital format, while maintaining the integrity of the story. Collaboration will be explored through having a touring theatre company share the lives of women who share their stories.

LIFE AND CAREER SKILLS

Flexibility and Adaptability will come through responding to changes that arise throughout the creative process. Initiative and Self-Direction and Social and Cross-Cultural Skills will be developed through researching and connecting with the women whose stories are being shared. Leadership and Responsibility and Productivity and Accountability will be developed through managing a professional theatre company with the logistics of a travelling performance.

ACADEMIC AND RESEARCH SKILLS

Language Arts will be engaged through performance literature. World Languages will be explored through working in Marathi and Hindi. The Arts will be engaged with through managing a travelling theatre troupe. Econometrics and research statistics will be the Mathematics expression. Engagement with the Humanities will be done through study and application of Economics in the management of a theatre company. Natural Sciences engagement will be through understanding the environmental impact of the arts. Research skills will be focused on anthropology and fine arts.

Peace and Sustainability, and respect for the environment will be engaged through social justice and structural violence, increasing awareness and changing attitudes, using a systems thinking approach. Understanding and performing these stories will engage with International and intercultural understanding, and celebration of difference and Personal responsibility and integrity, and mutual responsibility and respect. Seeking out these stories, organizing an cast of performers, and bravely performing them will develop skills in Compassion and service, and sense of idealism and Personal challenge, action and personal example.

CORE VALUES

21st CENTURY THEMES

Global Awareness and Identity Literacy will be developed by studying the context of women in society in India and across the world through a gendered lens. Civic Literacy will come with engagement with the support structures. Running a company will develop Financial, Economic, Business and Entrepreneurial Literacy. Health and Wellness Literacy and Environmental Literacy will be explored by managing the footprint of the shows.

INFORMATION, COMMUNICATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy will be developed through researching the history and context the stories to be presented. Media Literacy will be explored through designing a way to capture and express the essence and the meaning of these stories. ICT Literacy will be developed through accurately digitising an oral format. Communicating complex stories in multiple languages through a gendered lens will develop Communication.
## Assessment Elements

<table>
<thead>
<tr>
<th>Monthly Project Progress Reports</th>
<th>Project Workplans</th>
<th>Year End Project Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Project Submission</td>
<td>Final Project Submission</td>
<td>Final Project Live Defense</td>
</tr>
<tr>
<td>Cambridge Pre U Principal Subjects</td>
<td>International Baccalaureate Higher Level Certificates</td>
<td>Externally assessed seminars</td>
</tr>
</tbody>
</table>
# Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Competencies and Skills</th>
<th>Demonstrated Exceptional Proficiency</th>
<th>Proficiency Demonstrated</th>
<th>Proficiency Not Yet Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Make Judgments and Decisions</td>
<td>Is able to apply the connections between information and arguments in order to support a perspective</td>
<td>Is able to understand and make the connections between information and arguments</td>
<td>Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own. Does not attempt to understand the connection between information and arguments.</td>
</tr>
<tr>
<td></td>
<td>Student’s position (perspective, thesis/hypothesis)</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
</tr>
<tr>
<td></td>
<td>Effectively interpret information and draw conclusions based on the best analysis</td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
</tr>
<tr>
<td></td>
<td>Reflect critically on learning experiences and processes</td>
<td>Thoroughly reflects critically on learning experiences and processes and applies to future work</td>
<td>Reflects critically on learning experiences and processes</td>
<td>Attempts to reflect on learning experiences and processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Does not reflect on learning experiences and processes</td>
</tr>
<tr>
<td>Solve Problems</td>
<td>Effectively solve different kinds of non-familiar problems in both conventional and innovative ways</td>
<td>Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing</td>
<td>Effectively utilizes multiple techniques to engage in problem solving</td>
<td>Effectively problem solves but does not utilize multiple techniques</td>
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<tr>
<td></td>
<td>Effectively identify and ask significant questions that clarify various points of view and lead to better solutions</td>
<td>Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions</td>
<td>Effectively identify and ask significant questions that clarify various points of view and lead to better solutions</td>
<td>Asks questions with the purpose of reaching a better solution, but fails to consider other points of view.</td>
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<tr>
<td></td>
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<td></td>
<td>Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution</td>
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<tr>
<td>Demonstrate ability to work effectively and respectfully with diverse teams</td>
<td>Collaborate with Others</td>
<td>Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.</td>
<td>Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.</td>
<td>Most statements, responses and body language are respectful; occasionally had a negative tone.</td>
</tr>
<tr>
<td></td>
<td>Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</td>
<td>Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.</td>
<td>Is willing to compromise with group to accomplish a common goal.</td>
<td>Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential. Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.</td>
</tr>
<tr>
<td></td>
<td>Assume shared responsibility for</td>
<td></td>
<td></td>
<td>Attempts to share responsibility of groups’ work, but ends up completing most of the work.</td>
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</tbody>
</table>
Monthly Progress Reports

PBD Competency Assessment
UWC Mahindra Project Based Diploma

Kate Rowan
PBD Class of 2017
07/03/2016

Project Event

From February 26th to March 4th I was in McLeod Ganj where I interviewed, on camera, Jimpa (25 year old Tibetan Refugee), Sonam (Assistant Director of the Tibetan Center for Conflict Resolution/TCCR), one of the directors of Students for a Free Tibet and Bhakdola (a Tibetan refugee monk and former political prisoner). In addition I filmed a self-immolation protest which took place on March 2nd, taught English to refugee monks, went to the Tibetan Museum to learn about Tibet’s history and current situation and learned through conversation with development workers and organizations about different methods of implementing development in a refugee settlement.

Assessment Criteria - Relevant Competency

- Academic and Research Skills: Social Science
- Learning and Innovation Skills: Critical Thinking & Problem Solving
- Life And Career Skills: Flexibility and Adaptability
- Information, Communication, Media and Technology Skills: Communication
- 21st Century Themes: Global Awareness
- Core Values: Peace

^ Each project activity is assessed

The engagement with each activity is > assessed according the criteria

PBD Competency Assessment
UWC Mahindra Project Based Diploma

Engagement with competency

Academic and Research Skills: Social Science

- Theoretical perspective

At the conference I learned about what how migration is a controversial concept as it can be for economic, seasonal, political or other reasons. We looked into many different case studies including migration from Mexico to the United States, India to the United Arab Emirates, Nepal to India. We also considered the differences that exist between migration internally and crossing borders and how it pertains to diaspora communities. These theoretical concepts directly related to understanding the terminology used to describe the Tibetan diaspora found in India, Bhutan and Nepal.

- Historical Perspective

In my interview with Bhakdola I learned about the different perspectives he has had on the Chinese occupation of Tibet and how based on access to information the narrative we learn about a historical event changes. Early in life he understood his history only through the lens of the Chinese government’s education system but as he was exposed to foreigners the lenses through which we view history can change. I was also exposed to many different historical sources including personal accounts, NGO data, museum narratives and protest dynamics all of which told the same story but with a different perspective and a different emphasis on important elements of Tibet’s history.

- Methods of Social Science

I dealt a lot with perspectives but didn’t really engage with any raw data or social sciences concepts. I investigated different modes of observation and different levels of involving myself to learn from relations with the Tibetan community and between the Tibetan diaspora and the local Indian populace around McLeod Ganj.

- Social Perspective

In my interview with Sonam from the TCCR I asked about relationship between the local Indian community and the Tibetan diaspora. She said the relationship had been fairly good and the Tibetans had been warmly welcomed for the most part. It was interesting later to get the perspective from a foreign aid worker from the US. He told me the relationship in the past used to be very shaky to the point where the local Indian population burned down a Tibetan school and tried to mass murder hundreds of Tibetan kids. I realized how important volume of perspectives are in framing a story.

- Comparative Perspective

Being in McLeod Ganj I was able to see the differences of culture between Indian and Tibetan culture and the influences of Chinese, Western, Indian and Tibetan culture on the town of McLeod Ganj. Examples include the food, dress, social constructs (role of gender), religion (temples: Hindu vs Buddhist) and even in the travel patterns. Indians lived outside the town in smaller villages and had the lower paying jobs in the town generally while Tibetans were respected more and more prevalent in educational institutions, businesses, politics and NGO’s.
Monthly Progress Reports

PBD Competency Assessment
UWC Mahindra Project Based Diploma

Scope for Further Development

Academic and Research Skills: Social Sciences

I engaged with social sciences methods on a very casual level in just speaking with people but I need a list of methods and skills that need to be applied to conduct academic research because I am unaware of what these methods are aside from those we have covered in Anthropology. In extension I need to also think about how to apply the methods we cover in Anthropology in my field work and figure out how to practically integrate it.

Learning and Innovation Skills: Critical Thinking & Problem Solving

Upon returning to campus I have found it difficult to explain the situation in McLeod Ganj and Tibet to curious people. I need to codify my knowledge and put it into a narrative that satisfies the questions people ask about the situation in a logical manner.

I need to gain a better understanding of what the different systems at play in my project are.

Life And Career Skills: Flexibility & Adaptability

I found adapting to unexpected situations really easy and fun. However, one issue I ran into was when something really significant happened, be it bad or good, while working alone I had no way to channel my emotional response (ie. confusion, excitement, frustration etc.). After my first interview in McLeod Ganj, super overwhelmed, I skyped Eva (co-year) but in situations where I don’t have access to people who understand me or the context I’m in I need to figure out a way that I can deal with this response on my own. This could be a journal, setting up regular communication with someone before field work etc.

Information, Communication, Media and Technology Skills: Communication

Need to watch more documentaries and a more diverse set. My goal should be to watch an hour worth of documentaries each week.

21st Century Themes: Global Awareness

Keep going to places that are at the heart of global issues and meeting people who are part of groups significant to global politics and events.

Core Values: Peace

Get a theoretical understanding of peacebuilding then try and find people who are doing it in context of the Tibetan situation.

Self-Assessment of Engagement

| Academic and Research Skills: Social Sciences | 2 |
| Learning and Innovation Skills: Critical Thinking & Problem Solving | 1 |
| Life And Career Skills: Adaptability & Flexibility | 3 |
| Information, Communication, Media and Technology Skills: Communication | 2 |
| 21st Century Themes: Global Awareness | 2 |

< Final assessment begins with student self assessment. This is followed by evaluation by mentors, teachers and peers.

< Students critically reflect on scope for improvement in all assessment criteria after describing engagement activity.
# Assessment Overview

## PBD Monthly Report Checklist

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<tr>
<td><strong>ACADEMIC AND RESEARCH SKILLS</strong></td>
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# Assessment Overview

## Learning and Innovation Skills

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## 21st Century Themes

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Assessment Overview
Assessment Overview

- Academic and Research Skills
- Learning and Innovation Skills
- 21st Century Themes
- Information, Communication, Media and Technology Skills
- Life and Career Skills
- Core Values

Sem 1
Sem 2
Sem 3
Sem 4
## Assessment Overview

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<th>Current Semester</th>
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<td>2 Peace</td>
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<td>2 Sustainability, and respect for the environment</td>
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<td>2 International and intercultural understanding, and celebration of difference</td>
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<td>2 Personal responsibility and integrity, and mutual responsibility and respect</td>
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<td>3 Compassion and service, and sense of idealism</td>
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<td>1 Personal challenge, action and personal example</td>
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3 Demonstrated Exceptional Proficiency  2 Proficiency Demonstrated  1 Proficiency Not Yet Demonstrated  N/A Proficiency Not Assessed
# Assessment Overview

## Transcript of Grades

**Name:** Anna Catherine Parsons

**Entry into our College:** September 2015

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Jan-15</th>
<th>Apr-15</th>
<th>Year End</th>
<th>Nov-15</th>
<th>Apr-16</th>
<th>Attendance</th>
<th>Cumulative Grade</th>
<th>Pre-U Predicted Grade (PG)</th>
<th>Reasons for difference between Cum. &amp; PG</th>
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**Note:**

*Moved to Economics in Jan 2016.

*Cumulative Grades reflect actual performance. Predicted grades that differ from the cumulative grades are explained with a code.*

**CODE:**

- **ELL:** The student has not studied this course in English prior to attending MUWC, so understanding and grades are likely to increase as the student's English improves.
- **ABS:** Prolonged illness, injury, or family emergency caused the student to be absent from class for a prolonged period. Grades will improve as the students catches up on the material.
- **DEV:** This student is showing increased understanding at such a level that his/her earlier assessments underestimated his/her potential.
- **ATT/E:** This student is having issues with attendance and effort, and it is causing us to reconsider his/her predicteds adversely.

**Explanations of Grades**

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<th>Attainment (A)</th>
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## Diploma Timelines

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<tr>
<th>Semester</th>
<th>Milestones</th>
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| Semester 1 | Students apply for the UWC Mahindra College Project Based Diploma  
MCD students present two-year project workplans and budgets |
| Semester 2 | Students begin regular meetings with Project Mentors  
Students work on their projects during Experience India Week  
Students have Year End Project Review |
| Semester 3 | Students work on their projects during Project Week and in vacations  
Students submit Preliminary Project Report |
| Semester 4 | Students work on their project during Experience India Week  
Students submit Final Project Report  
Students have Final Project Live Defense with viva panel  
Students have Final Exams for their classroom subjects |
UWC Mahindra Project Based Diploma

Cary Reid
creid@muwci.net
https://goo.gl/hg4bFp
#UWCdiploma
#ProjectBasedDiploma