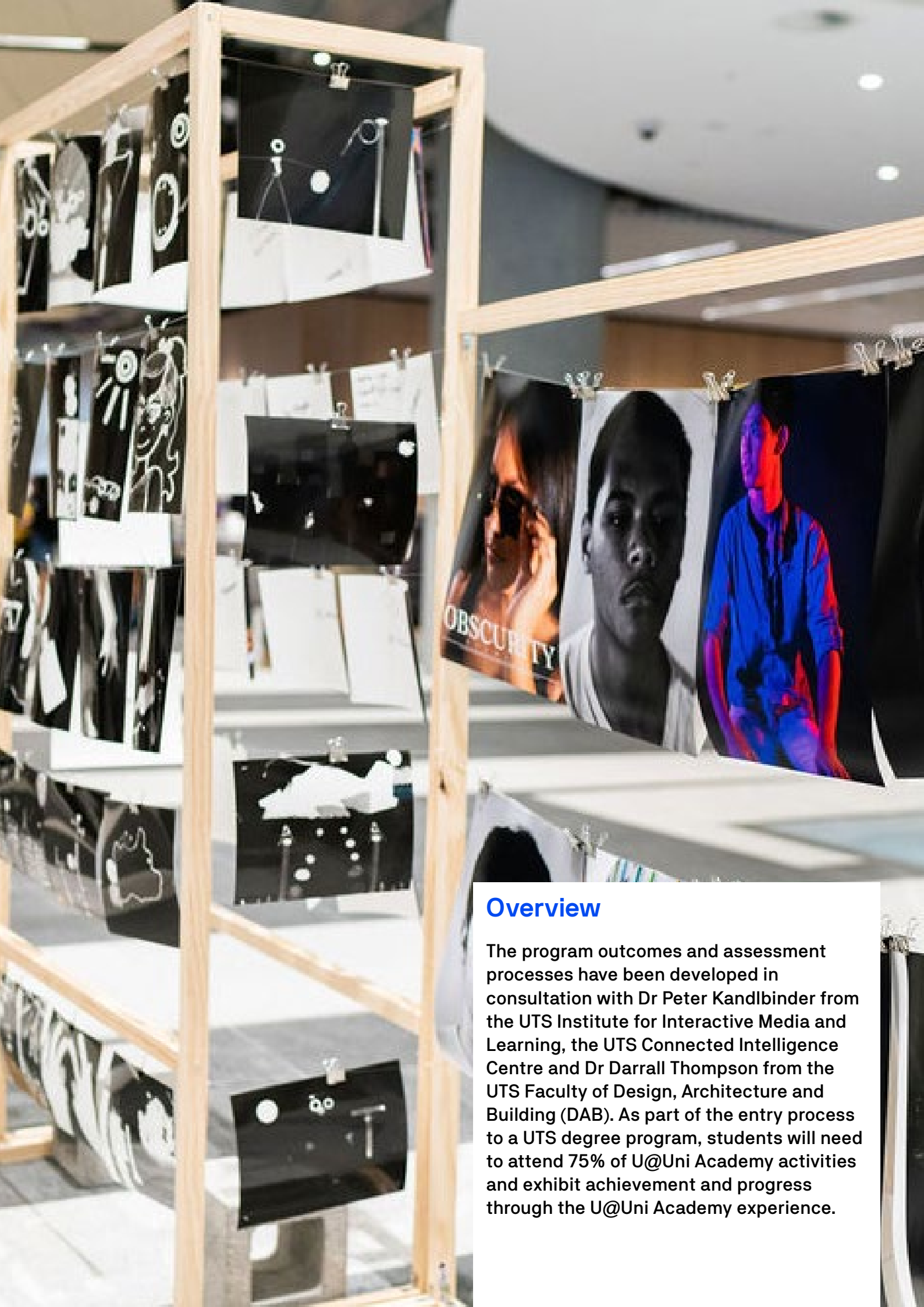




Assessment framework for U@Uni Academy



Overview

The program outcomes and assessment processes have been developed in consultation with Dr Peter Kandlbinder from the UTS Institute for Interactive Media and Learning, the UTS Connected Intelligence Centre and Dr Darrall Thompson from the UTS Faculty of Design, Architecture and Building (DAB). As part of the entry process to a UTS degree program, students will need to attend 75% of U@Uni Academy activities and exhibit achievement and progress through the U@Uni Academy experience.

Related policies

The U@Uni Academy assessment procedure is consistent with the UTS Coursework Assessment Policy Principles (see policy reference in brackets), particularly:

- Assessment promotes learning and prepares students for future learning at UTS (3.1).
- Assessment allows students to demonstrate their knowledge and skills on meaningful, practice-oriented tasks (3.2).
- Assessment is fair and equitable providing reasonable opportunities for all students to demonstrate their learning (3.3).
- Assessment requirements are clearly communicated to the students (3.3).
- Students' work is assessed against clearly stated and consistently applied criteria that are aligned with the intended learning outcomes of the program (3.4).
- Students are provided with feedback that is consistent with the learning outcomes at a time that facilitates understanding and improvement (3.5).
- Assessment tasks are designed to promote academic integrity and discourage plagiarism and dishonesty (3.6).

Program outcomes

The U@Uni Academy program provides opportunities for potential students to demonstrate their capabilities in seven key areas that will support their entry into UTS. The seven key program outcomes are:

1. Initiative
2. Reflection
3. Presentation
4. Collaboration
5. Growth
6. Communication
7. Information literacy

Each program outcome has several capabilities and assessment criteria that a student must demonstrate to be recognised as having met the outcome. Certificates of completion will be awarded using approved digital credentials for each outcome that is met by the student.

CAPRI matrix

The U@Uni Academy program outcomes are mapped to the CAPRI matrix (see Table 1). The CAPRI categories are as follows:

- Communication and collaboration
- Attitudes and values
- Practical and organisational skills
- Research and critical thinking
- Innovation and creativity

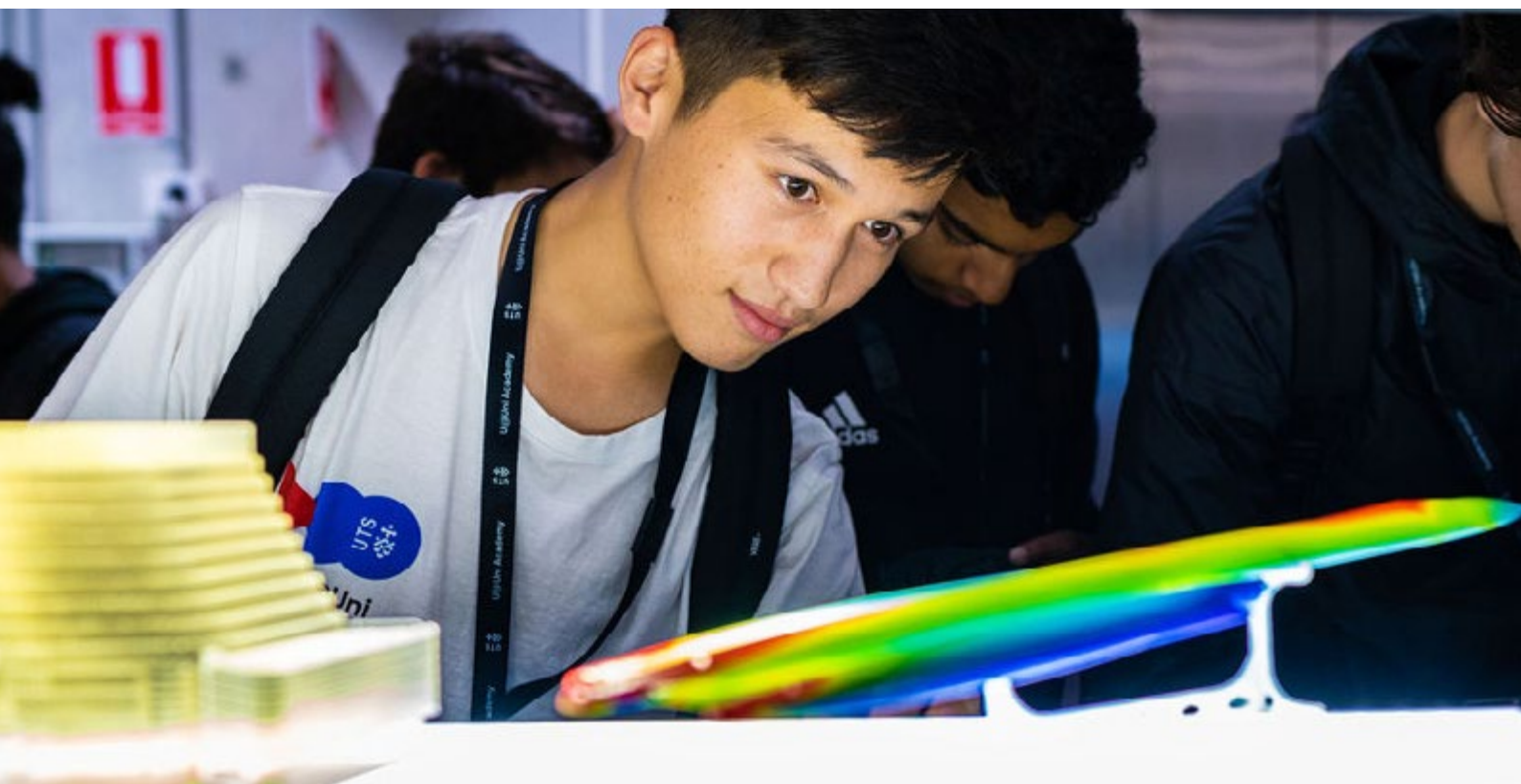


Table 1: CAPRI Matrix

Communication and collaboration

C1. Communication

C.1.1 Approachable:

- You are prepared to listen to others and respect others' ideas

C.1.2 Questioning:

- You present valuable ideas to the group including constructive criticism to further the group's goals

C.1.3 Helpful:

- You are willing to help other students

C2. Collaboration

C.2.1 Encouraging:

- You perform your tasks efficiently without dominating the group interaction
- You encourage others to participate and intervene to resolve conflicts offering constructive criticism

C.2.2 Respectful:

- You treat all group members respectfully

C3. Presentation

C.3.1 Structure:

- You have clearly and precisely presented your ideas and information so that it is relevant to the audience

C.3.2 Delivery:

- You build rapport with the audience to capture their interest
- You use verbal and non-verbal cues to compliment the ideas and information in your presentation

Attitudes and values

A1. Initiative

A.1.1 Diligence:

- You are willing to accept responsibility for the tasks given and go above and beyond what is required to complete the task
- You apply yourself when faced with challenges related to the assigned tasks

A.1.2 Cooperative:

- You welcome constructive feedback that ensures better performance in assigned tasks

A.1.3 Perseverance:

- You take opportunities to learn when overcoming obstacles

A2. Growth

A.2.1 Self-aware:

- You demonstrate a self-awareness to your attitudes towards learning, recognising your motivation for participating in the program

A.2.2 Flexible:

- You evaluate your own performance, focus on solutions and identify areas for improvement
- You adapt and adjust to new and changing situations, drawing on help from others to overcome challenges

A3. Reflection

A.3.1 Perceptive:

- You have clearly described the context of your reflection
- Your reflection demonstrates self-awareness and shows growth of understanding as a result of your experience

A.3.2 Insightful:

- You have incisively analysed the situation by examining it from multiple perspectives to identify its strengths and weakness
- Your analysis proposes changes and future actions

Table 1: CAPRI Matrix

Practical and organisational skills

P1. Practical

P.1.1 Demonstration:

- You complete tasks using the appropriate technical and operational skills

P2. Organised

P.2.1 Project management:

- You plan, manage and execute a project efficiently

P.2.2 Attention to detail:

- You are thorough and accurate when accomplishing a task
-

Research and critical thinking

R1. Disciplinary knowledge

R.1.1 Acquisition:

- You acquire and apply faculty relevant knowledge from activities

R2. Information literate

R.2.1 Well informed:

- You determine the nature and extent of the information needed
- You access information in an effective and efficient manner

R.2.2 Analytical:

- You critically evaluate information and its sources
 - You use information effectively to accomplish a specific purpose
-

Innovation and creativity

I1. Creative problem solving

I.1.1 Generating ideas and possibilities:

- You use imagination, inventiveness and natural curiosity to generate creative concepts

I.1.2 Problem solving:

- You solve complex problems using creative and innovative methods

I.1.3 Adaptable and flexible:

- You adapt to situations and environments

I.1.4 Implementing ideas:

- You apply technologies and processes in an innovative way
-

Assessment of program outcomes

Student progress towards attaining the U@Uni Academy program outcomes will be assessed during the U@Uni Academy activities at Summer School, personal mentoring and workshops.

Assessment tasks are submitted to assessors to determine whether a learner has demonstrated achievement at the designated level. Possible levels of achievement in an assessment task are: 'Starting slowly', 'Going OK' or 'Going great'.

'Starting slowly' indicates that a student is on track towards demonstrating criteria; 'Going OK' indicates that a student has met the criteria; 'Going great' indicates that the student has demonstrated criteria to a high standard. Assessors will use the U@Uni Academy Assessment Rubric criteria (Table 2) to make the determination. Note that for each activity, assessors will be provided with a deadline in which all feedback will need to be completed.

In addition to program activities, opportunities exist for students to demonstrate achievement of U@Uni Academy program outcomes through endorsements by peer review of digital artefacts, references or letters of recommendation. This will predominantly occur throughout the Year 12 activities in the program.



Assessment Rubric

The U@Uni Academy Assessment Rubric (Table 2) demonstrates the relationship between the CAPRI matrix, program outcomes and assessment criteria.

Table 2: U@Uni Academy Assessment Rubric

Assessment rating:		1. Starting slowly	2. Going OK	3. Going great
CAPRI Category	Outcome	Capability	Criteria	Assessment Rating
Communication and collaboration	C1. Communication	C.1.1 Approachable	You are prepared to listen to others and respect others' ideas	
		C.1.2 Questioning	You present valuable ideas to the group including constructive criticism to further the group's goals	
		C.1.3 Helpful	You are willing to help other students	
	C2. Collaboration	C.2.1 Encouraging	You perform your tasks efficiently without dominating the group interaction	
			You encourage others to participate and intervene to resolve conflicts offering constructive criticism	
		C.2.2 Respectful	You treat all group members respectfully	
	C3. Presentation	C.3.1 Structure	You have clearly and precisely presented your ideas and information so that it is relevant to the audience	
		C.3.2 Delivery	You build rapport with the audience to capture their interest	
			You use verbal and non-verbal cues to compliment the ideas and information in your presentation	
Attitude and values	A1. Initiative	A.1.1 Diligence	You are willing to accept responsibility for the tasks given and go above and beyond what is required to complete the task.	
			You apply yourself when faced with challenges related to the assigned tasks	
	A.1.2 Cooperative	You welcome constructive feedback that ensures better performance in assigned tasks		
		A.1.3 Perseverance	You take opportunities to learn when overcoming obstacles	

Table 2: U@Uni Academy Assessment Rubric

Assessment rating:		1. Starting slowly	2. Going OK	3. Going great
CAPRI Category	Outcome	Capability	Criteria	Assessment Rating
Attitude and values	A2. Growth	A.2.1 Self-aware	You demonstrate a self-awareness to your attitudes towards learning, recognising your motivation for participating in the program	
		A.2.2 Flexible	You evaluate your own performance, focus on solutions and identify areas for improvement.	
	You adapt and adjust to new and changing situations, drawing on help from others to overcome challenges			
	A3. Reflection	A.3.1 Perceptive	You have clearly described the context of your reflection	
			Your reflection demonstrates self-awareness and shows growth of understanding as a result of your experience	
		A.3.2 Insightful	You have incisively analysed the situation by examining it from multiple perspectives to identify its strengths and weakness	
Your analysis proposes changes and future actions				
Practical and organisation skills	P1. Practical	P.1.1 Demonstration	You complete tasks using the appropriate technical and operational skills	
	P2. Organised	P.2.1 Project management	You plan, manage and execute a project efficiently	
		P.2.2 Attention to detail	You are thorough and accurate when accomplishing a task	

CAPRI Category	Outcome	Capability	Criteria	Assessment Rating
Research and critical thinking	R1. Disciplinary knowledge	R.1.1 Acquisition	You acquire and apply faculty relevant knowledge from activities	
	R2. Information literate	R.2.1 Well informed	You determine the nature and extent of the information needed	
			You access information in an effective and efficient manner	
		R.2.2 Analytical	You critically evaluate information and its sources	
You use information effectively to accomplish a specific purpose				
Innovation and creativity	I1. Creative problem solving	I.1.1 Generating ideas and possibilities	You use imagination, inventiveness and natural curiosity to generate creative concepts	
		I.1.2 Problem solving	You solve complex problems using creative and innovative methods	
		I.1.3 Adaptable and flexible	You adapt to situations and environments	
		I.1.4 Implementing ideas	You apply technologies and processes in an innovative way	



Procedures

Approval of U@Uni Academy assessment tasks

Proposals for assessment tasks are developed by teachers, mentors or faculties in consultation with the U@Uni Academy team, using the U@Uni Academy assessment proposal template.

Assessment task proposals will include the following information:

- Title of the assessment task
- Program outcomes that are assessed
- Assessment task description
- Assessment criteria

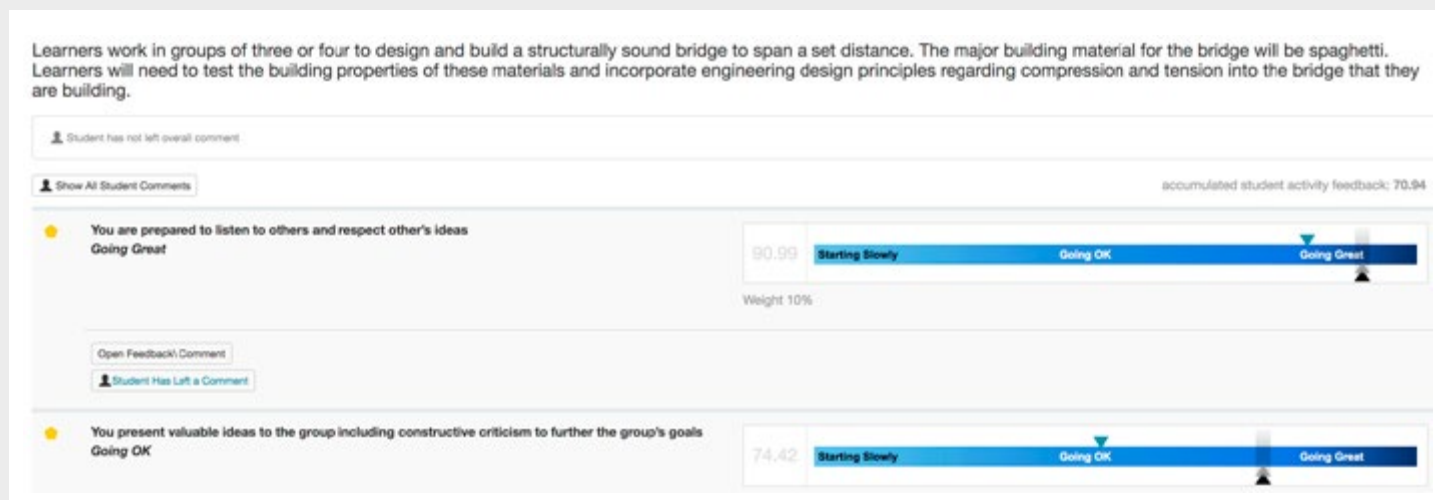
See Table 3 for sample academy assessment proposal.

U@Uni Academy team will specify any program outcome assessment criteria required in the assessment task. Teachers, mentors or faculties may nominate other assessment criteria from the CAPRI matrix in addition to the required program outcome assessment criteria for the assessment task.

Table 3: Sample Academy assessment proposal

Title	Spaghetti bridge	
Field of study	Engineering and Information Technology	
Assessment type	Individual / Group	
Rationale of the assessment task	The aim of this assessment task is for learners to work as a team to solve an engineering design problem using limited resources and time. An important element to the success of the project will be the learners managing the working relationships with their fellow team members. Team members will meet and decide how decisions will be made and how they will resolve any conflicting ideas within the group.	
Program outcomes that are being assessed	<ul style="list-style-type: none"> – C1 Communication – C2 Collaboration – A1 Initiative 	
Assessment task description	Learners work in groups of three or four to design and build a structurally sound bridge to span a set distance. The major building material for the bridge will be spaghetti. Learners will need to test the building properties of these materials and incorporate engineering design principles regarding compression and tension into the bridge that they are building.	
Formative feedback	Groups will exchange notes on design problems and solutions identifying reasons why some designs were more successful than others in carrying different loads.	
Submission procedure	The design of the bridge will be tested by the bridge sitting freely on a deck of supports. Learners must continue applying loads onto their bridges until the point of failure. The bridge will be weighed before testing and the most successful design will be the lightest bridge able to take the highest load.	
Assessor/s	Summer School teachers	
Digital artefact	N/A	
Marking criteria	<ul style="list-style-type: none"> C.1.1 Approachable C.1.2 Questioning C.1.3 Helpful C.2.1 Encouraging C.2.2 Respectful 	<ul style="list-style-type: none"> A.1.1 Diligence A.1.2 Cooperative A.1.3 Perseverance I.1.1 Generating ideas and possibilities I.1.2 Problem solving

Figure 1: Screenshot of REVIEW activity with feedback



Use of REVIEW

- The primary method of collecting evidence/artefacts and providing feedback to students is through REVIEW (<https://utsequity.review-edu.com/utsequity/>). Assessable tasks will be configured in REVIEW by the U@Uni Academy team prior to the workshop start date based on the information in the assessment task proposal.
- Within REVIEW, students will self-reflect on their progress against the program outcomes and CAPRI capabilities, upload artefacts, and receive feedback from assessors.
- There are also opportunities for students to provide feedback on their peers during group tasks/projects. See Figure 1.
- Training and instructions on using REVIEW will be provided to assessors.



Assessment of program outcomes

Opportunities exist for students to demonstrate achievement of U@Uni Academy program outcomes through endorsements by peer review of digital artefacts, references or letters of recommendation.

Endorsements are assessed by the U@Uni Academy team to determine whether the learning has demonstrated achievement of a program outcome at one of the three achievement levels.

Results of the U@Uni Academy team's assessment of the endorsement are recorded as part of the learner's record of achievement of program outcomes.

Learners who submit an endorsement that is not assessed at the Going OK level will be given timely feedback explaining why the evidence submitted did not demonstrate the required level of the program outcome.

Award of the program outcomes

Where students have demonstrated a program outcome at the Going OK level either from evidence collected from assessment tasks or endorsements will be awarded a certificate of completion.

Certificates of completion (Table 4) are awarded using approved digital credentials that include:

- The UTS logo
- An icon and name of the program outcome
- An approved description of the outcome
- Standards and criteria for awarding the outcome
- Names affiliated with the assessment procedure
- A link to any online record of evidence
- An acknowledgement to the learner's achievement of a program outcome will be provided upon a Going OK level being recorded for all program outcome criteria.



Table 4 – Certificates of completion

Program-wide	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate they have experienced learning in a university context sufficiently to understand what is expected of a student in higher education and they have developed a commitment to becoming a UTS student.
Criteria	<ul style="list-style-type: none"> – Attend 75% of program activities – Complete four assessment tasks – Awarded one U@Uni Academy program badge
Assessor	Centre for Social Justice and Inclusion
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation
Initiative	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate that they can work independently and learn from experience by accepting and applying feedback, and find opportunity for further learning when faced with challenges.
Criteria	<ul style="list-style-type: none"> – Willing to accept responsibility for the tasks given and remain accountable – Goes above and beyond the task description – Shows high energy in undertaking challenges related to the assigned tasks – Welcomes constructive feedback that ensures better performance in tasks – Takes opportunities to overcome obstacles
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation
Reflection	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate they can express their personal progress and changes in their thinking as a result of the learning journey. They do this through well-structured and clearly expressed written form.
Criteria	<ul style="list-style-type: none"> – Clearly describes the context – Demonstrates self-awareness – Shows growth of understanding – Evidence of insightful analysis – Examines a situation from multiple perspectives
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation

Table 4 – Certificates of completion

Presentation	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate that they can speak confidently and clearly in front of an audience, using components of storytelling to draw attention to the topic; convince the audience that their subject is important, and present the information in a logical and interesting way.
Criteria	<ul style="list-style-type: none"> – Clarity and precision of ideas and information – Relevance to audience – Builds rapport and captures the audience – Uses verbal and non-verbal cues
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation

Collaboration	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate they can work constructively with others to achieve a common goal, strengthen relationships within the group by incorporating diverse points of view and focus on solutions rather than problems.
Criteria	<ul style="list-style-type: none"> – Performs their tasks efficiently – Encourages others to participate – Provides leadership to resolve conflicts – Offers constructive criticism – Treats all group members respectfully
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation

Growth	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate a level of self-awareness by identifying an area of knowledge or skill that can be improved, attempt to deal with difficulties or problems, show flexibility when looking for help as a strategy for solving a problem and is willing to use peers as potential instructors.
Criteria	<ul style="list-style-type: none"> – Demonstrates self-awareness of attitudes and values – Evaluates own performance – Recognising their motivations – Focuses on solutions – Adapts and adjusts to new and changing situations
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation

Table 4 – Certificates of completion

Communication	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate they are able to participate in safe and productive working relationships by actively listening to others so that they feel valued and heard, acknowledging others feelings and incorporating different perspectives in the group.
Criteria	<ul style="list-style-type: none"> – Preparedness to listen to others – Respect for other’s ideas – Presents valuable ideas – Constructive criticism – Helping other students
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation
Information literate	
Level	Going OK
Requirements	To earn this badge learners need to demonstrate they are able to investigate, analyse and interpret information resources.
Criteria	<ul style="list-style-type: none"> – Determines the nature and extent of the information needed – Accesses information in an effective and efficient manner – Evaluates information and its sources critically – Uses information effectively to accomplish a specific purpose
Assessor	UTS U@Uni faculty co-ordinators
Digital artefacts	
Endorsements	Peer review of digital artefact, references, letters of recommendation

Review of program outcomes

Program outcomes and assessment procedures will be reviewed annually by the U@Uni Academy team with a report provided to the Executive Director, Social Justice.