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Graduate capabilities assessment rubric for self-management standards in the Bachelor of Laws

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Graduate capabilities assessment rubric for self-management standards in the Bachelor of Laws

Abstract

Threshold Learning Outcome 6: Self-management in the Bachelor of Laws states that the graduate of a Bachelor of Laws is able to (a) Learn and work independently, and (b) Reflect on and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development. This rubric, commissioned as part of the Assuring Graduate Capabilities ALTC Project, will assist course coordinators in implementing TLO 6 and demonstrating evidence that their graduates meet the (ALTC Learning and Teaching Academic Standards (LTAS) Project) Threshold Learning Outcome 6: Self-Management

Keywords

laws, bachelor, standards, management, self, graduate, rubric, assessment, capabilities

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SELF-MANAGEMENT STANDARDS

Adapted from the [AAC&U VALUE Rubrics](#) and acknowledged with thanks. See [Assuring Graduate Capabilities](#)

Definition: The graduate of a Bachelor of Laws is able to (a) Learn and work independently, and (b) Reflect on and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development. This will enable them to meet the (ALTC Learning and Teaching Academic Standards (LTAS) Project) Threshold Learning Outcome 6. Self-Management

Novice to Expert categories	Competent Graduates of this course can
Self-awareness	<ul style="list-style-type: none"> • Demonstrate interest in, and engagement with, their own experience as a learner through a process of self-reflection • Make realistic assessments of their own capabilities and performance in response to feedback from teachers, employers and peers, and reflect on and use this feedback to guide subsequent decision-making and planning for personal and professional development • Identify both areas of accomplishment and areas for further improvement in relation to their own knowledge, skill development and personal approaches to learning and development • Recognise key signs that may indicate that a greater focus on work-life integration and personal well-being is required
Awareness of others	<ul style="list-style-type: none"> • Demonstrate an understanding of situations from a number of different perspectives and appropriately acknowledge the perspectives of others • Demonstrate awareness of the capacities, motivations and emotions of others and use this to guide their interactions with others
Action	<ul style="list-style-type: none"> • Manage workloads and work-life integration by <ul style="list-style-type: none"> ○ identifying the knowledge, skills and resources needed to successfully complete a particular task ○ breaking down a task into manageable steps ○ prioritising tasks and allocating realistic timeframes for completion ○ identifying potential barriers to progress and implementing strategies to minimise their impact ○ reflecting on progress against goals and timeframes, and revising priorities as necessary ○ selecting appropriate compromises • Demonstrate awareness, and use, of appropriate resources to support effective self-management at times of personal and/or professional need
Review	<ul style="list-style-type: none"> • Reflect on previous learning to show evidence of the application of knowledge and skills to achieve appropriate outcomes in unpredictable and sometimes complex situations¹ • Recognise the recurrent and developmental aspects of self-management as an essential component of continuing professional and personal competence and actively engage, as a beginning professional, in planning for personal and professional development • Review the effectiveness of stress management strategies and instigate appropriate actions to maintain optimal well-being in situations of complexity and change, particularly when required to function with independence

<p>Exemplarsⁱⁱ</p>	<p>Example 1: Authentic assessment and self-reflection in teaching communication skills (Elizabeth Ellis, Margaret Bond, Judith Marychurch, Meredith McLaine and Stephen Kuhn, University of Wollongong)</p> <p>In this first year, first semester subject, students are introduced to communication as a dynamic and interpersonal process that defines relationships and creates meaning. While words are central to this process, other competencies are also important. These include the capacity to observe and listen, as well as an appreciation of non-verbal cues, such as body language and eye contact. In addition, personal values and attributes, such as respect for others and awareness of diversity, play a key part. Students explore these concepts in discourse within seminars and actively engage in written and verbal communication exercises.</p> <p>Students prepare and submit, via email with attachment, a self-assessment of their participation in classes for another of their core first year subjects (Contract Law), and copy this to their Communication Skills teacher for the purposes of assessment (pass/resubmit). The final assessment task in the subject is a portfolio of work drawn from all first year law subjects demonstrating achievement of the learning outcomes of the subject. The portfolio must contain written exercises completed in the Communication Skills seminars; a self-assessment of participation in seminars and how it demonstrates strengths and weaknesses in their communication skills; reflections on students' observations of communication in other LLB classes, including any changes noted over the course of the semester; and one or more examples of work submitted for other first year LLB subjects with reference to how that piece of work demonstrates achievement of one of the LLB Graduate Qualities (Informed, Independent Learners, Problem Solvers, Effective Communicators, Responsible). The portfolio is accompanied by a covering letter (500-600 words) addressed to a (hypothetical) law firm with whom the student is seeking vacation employment. Students are told that the purpose of the covering letter is to persuade the employer to offer them a job and that their aim is to set out what they have learned from their first semester law subjects and to demonstrate their communication skills in the process. In the final seminar for the subject, students present their letter to the class or participate in a mock job interview.</p> <p>Example 2: Vitality for life and law - teaching law students life skills to build emotional intelligence and self-awareness (Holly Kneebone and Judith Marychurch, University of Wollongong)</p> <p><i>Vitality for Life and Law</i> aims to provide students with the opportunity to learn life and work skills which will enable them to thrive in their personal and academic life, and to build a successful and sustainable career in the law. Through a series of interactive and experiential seminars students learn how to optimise their performance at university, and in life, and sustain their physical, emotional, mental and spiritual wellbeing. The seminar series supports students to:</p> <ul style="list-style-type: none"> • learn personal care strategies for minimising stress, maintaining a healthy lifestyle and avoiding 'burnout' – both at university and at work • learn to enhance physical health and wellbeing • build a supportive environment with other law students • understand the factors that can contribute to 'downward spirals' and ways to bounce back • develop psychological resilience, communication and reflective learning skills • strengthen emotional intelligence, including self awareness.
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ⁱ Australian Qualifications Framework Standards, July 2011, p 13.

ⁱⁱ The examples provided are drawn from the Bachelor of Laws at the University of Wollongong where the authors of this rubric are based. Other examples drawn from law schools across Australia are available in Judith Marychurch, *Good Practice Guide (Bachelor of Laws) SELF-MANAGEMENT (Threshold Learning Outcome 6)* (ALTC, 2011)