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Assessment Principle
The capstone experience should include assessment that:

- Enables students to apply their knowledge skills and capabilities in an authentic context;
- Tests whether or not students are able to apply knowledge skills and capabilities in unfamiliar contexts;
- Incorporates feedback from a multitude of sources including peers and self-reflection to enable students to become self-reliant and to exercise their own professional judgment;
- Recognises the culminating nature of the capstone experience.

Authenticity
“...to do more with strategy in law. Rather than, ‘Here’s the problem, look up the law, deal with it,’ and you write up your answer and go, ‘This person sues this person, and this person will probably win’, I’d like to see a more real-world thing where you say ‘I want this outcome for this client. I want them both to get along’, or something like that. Or, ‘I want to avoid litigation, but still come out on top’. Something that’s strategy-based.”  
(Final year law student, 2010)

Unfamiliar contexts
“If students are unable to apply skills and concept to novel situation, then it raises the question as to whether or not students have really learned that concept.”  
(Heinemann, 1997)

Feedback
“I liked the peer review for assessment. I thought that was good. Because I haven’t done any peer review. You get a greater diversity of review, rather than just the lecturer.”  
(Final year law student, 2010)

Culminating nature
“It must be understood and remembered that assessment can be a powerful focus of integration, reflection, and closure for departing students. It may also be a form of learning, as we help departing students make sense of the [University] experience.”  
(Gardner 1999)
Examples of capstone assessment

Authentic Problem based learning
A problem based assignment requiring students to apply knowledge in unknown contexts. The problem should be presented authentically i.e. documents, recorded client interviews etc.
Assessment plan:
- Initial issue identification, request for further instructions and research plan (Formative; group work; peer assessed.) Students should be provided with feedback on their research plan, the issues and any further information required.
- Memorandum or letter of advice/Brief to Counsel

Capstone conference
Capstone conference or symposium focussing on transition and career development.
Assessment plan:
- Portfolio or reflective report (relating to career development/transition)

Inquiry based learning
To community consultation to identify a social justice issue leading to the development of a law reform submission. Students work in groups to identify a social justice issue and to consult with relevant stakeholders.
Assessment plan:
- Research proposal and plan. Students should be provided with feedback on their proposal and research plan by academic supervisor, peers and community partner/s.
- Law reform submission (potentially may be used by the community partner or submitted directly to government)

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