What do we want to achieve?
“Graduate capabilities are best developed when they are embedded in the process and content of learning.” (Hart, Bowden & Watters, 1999) ‘Graduate Capabilities: A framework for assessing course quality’ Higher Education in Europe, 24(2)
• Not only teach the various skills that combine to create the capabilities, but provide students with opportunities to practise, receive feedback, reflect and improve before assessment.
• Make a clear link between what is being taught, practised and assessed with the capabilities and the ‘real world’.

What have we done so far?
“mapping starts with a whole program matrix onto which the discipline’s desirable knowledge, skills and attitudes are carefully plotted for multiple learning opportunities and contexts, increasing in complexity over the course of the degree program” (Kift, (2008) ‘Integrating the Knowing, the Doing and the Practise: An early Australian case study of curriculum renewal, International Conference on the Future of Legal Education))
• Curriculum review of the undergraduate law degree.
• Identified the law graduate capabilities based upon legal practice and related employment and previous embedding of skills in the degree.
• Drafted the objectives for a student completing their 1st level (1st year units); 2nd level (2nd year units) and 3rd level (3rd and 4th year units) of law studies.
• Embedded and mapped the capabilities in all core units in the degree, ensuring consistency across the levels and vertical alignment.
• Explanation of graduate capabilities in the law degree in all study guides and a matrix of the capabilities for the particular unit in its study guide with reference to the year level objective, the unit’s learning objectives and where the capabilities are taught, practised and assessed, emphasising the relevance of developing the capabilities for the study and practice of law and linking assessment and learning tasks to the ‘real world’.

Challenges faced so far?
• Gaining a common understanding amongst staff of what skills combine to create a capability, eg, what do we mean by ‘research’ in an undergraduate law degree?
• Ensuring that the capabilities ‘fit’ the unit in which they are being developed so students understand how the skills/capabilities are relevant to their learning, eg ensuring that Indigenous content and perspectives and ethics are not seen as an ‘add-on’ by students.

Future challenges?
1. Designing criteria referenced assessment that aligns with the capabilities and the three levels of objectives, including identifying in all assessment what combination of capabilities are being assessed.
2. Dealing with diversity of students’ knowledge and experience when starting a law degree in light of the level of the capabilities being taught.
3. Mapping and embedding capabilities in electives at the appropriate level so students are not disadvantaged by their choice of electives and at which point in their degree they undertake them.