

Creating workplace-ready graduates: exploring a student-led, employer-focused reflective assessment

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Paper aims

1

Share practice on module and assessment design

2

Reflect on using the quality process for good

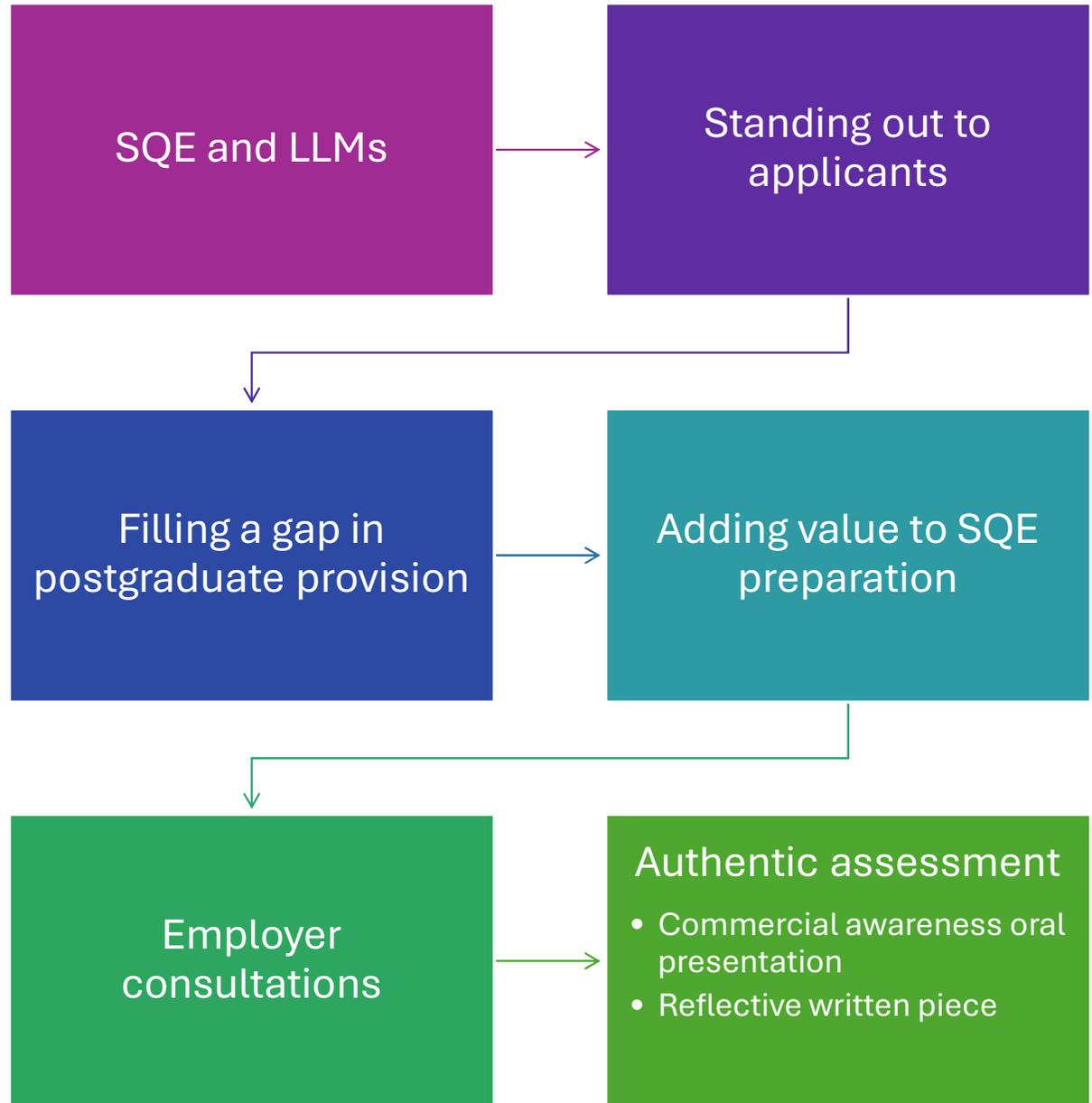
3

Ensuring employability and student wellbeing through module and assessment design

4

Offer things to consider for others' curriculum design going forward

Background



The reflective assessment

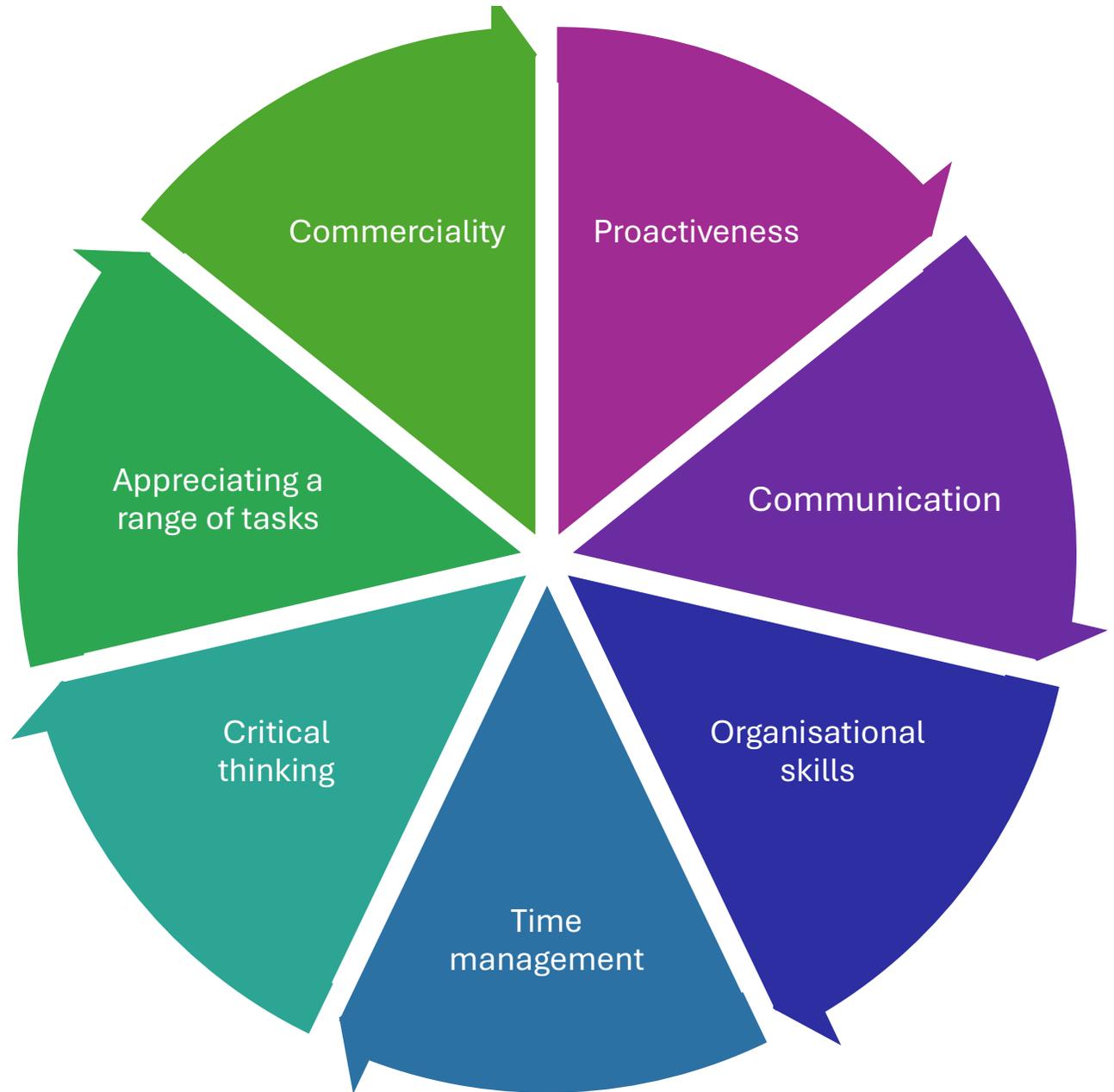
Three goals set by each student

Reflecting on progress by the end of the module and plans for going forward

Flipped classroom- autonomy and authenticity

Thinking like a trainee

Employer consultation: results



Using the employer consultation

Oral and written assessments

Self-critiquing, forward-thinking

Motivation to learn and proactivity

Training diaries

Personalised career planning and CPD

Enhancing student and trainee wellbeing

Resilience and the courage to challenge negative environments

Perceived competence at work

Understanding the skills needed to succeed, and demands of the trainee role

Avoiding 'awaiting instruction'

Adding value to the legal employer

The terror of mid-seat and end-seat reviews

Autonomy

Supporting those from low socioeconomic backgrounds

Summary

- Opportunity for innovative curriculum design
- Quality processes can be your friend!
- Involvement of employers is very beneficial
- Authentic assessment to help create employable graduates
- Preparing students for beyond the graduate job offer