

Annexure

Chronology of events

The chronology below arranges the events relevant to this study in the order of their occurrence.

1995 to 1997	Extensive consultations about the introduction of a four-year LLB took place between universities, the legal professions and the government. This resulted in the promulgation of the Qualification of Legal Practitioners Amendment Act 78 of 1997 (see part 2.3.1) and the introduction of the four-year LLB.
January 1998	The four-year LLB is introduced at South African higher education institutions (see part 2.3.1).
1998 to 2015	Persuasive complaints were received from the judiciary, legal practitioners, legal professional bodies and law academics about the questionable quality of four-year LLB students/graduates (see part 2.3.2).
5 October 2007	The HEQF was promulgated in terms of the Higher Education Act 101 of 1997 (see part 3.4.2). ¹
1 November 2008	The National Qualifications Framework Act 67 of 2008 replaced the South African Qualifications Authority Act 58 of 1995. It provided in section 27(e) for an extended mandate to the CHE to develop and manage the HEQF (see part 3.4.2).

1 CHE *Higher Education Qualification Framework handbook* (2011), https://www.che.ac.za/sites/default/files/publications/HEQF_Implementation_Handbook.pdf (accessed 29 October 2024).

10 October 2010	The CHE, Department of Higher Education and Training and South African Qualifications Authority published a joint Communiqué on the implementation of the HEQF (see part 3.4.2). ²
August 2013	The final version of the HEQSF was published on 30 August 2013 (see part 3.4.2). ³
November 2010	The CHE conducted a survey that culminated in the LLB Curriculum Research Project (see part 2.3.3). ⁴
January 2013	The CHE published 'A framework for qualifications standards in higher education' (see part 2.3.3). ⁵
6 June 2013	SALDA, Law Society of South Africa and the General Council of the Bar of South Africa announced their intention to host an 'LLB Summit: Legal Education in Crisis?' (see part 2.3.3).
29 May 2013	The 'LLB Summit: Legal Education in Crisis?' took place. SALDA, the Law Society of South Africa and the General Council of the Bar issued a joint statement in terms of which they confirmed that substantial consensus was reached to extend the four-

2 As above.

3 CHE 'Higher Education Qualifications Sub-Framework' (2013), https://www.che.ac.za/sites/default/files/onlinefiles/PUB_Higher%20Education%20Qualifications%20Sub-Framework%20%28HEQSF%29%202013.pdf (accessed 10 November 2024).

4 G Pickett 'The LLB curriculum research report. A research report produced for the Advice and Monitoring Directorate of the Council on Higher Education (2010) 12, <http://www.lssa.org.za/upload/Report%20on%20LLB%20Research%20Findings.pdf> (accessed 10 September 2014).

5 CHE 'A framework for qualifications standards in higher education' (2013), <https://www.che.ac.za/publications/frameworks/framework-qualification-standards-higher-education> (accessed 10 November 2024).

	year LLB to five years (see parts 1.1 and 2.3.3). ⁶ However, no progress has been made in this regard.
August 2013	The CHE began with the revision of the HEQF in 2010. The final version of the HEQSF was published on 30 August 2013 (see part 3.4.2). ⁷
November 2014	Members of the LLB Standard Development Working Group met on numerous occasions from 2013 to 2015. The Group endorsed a revised version of the LLB Qualification Standard accepted by all higher education institutions offering an LLB (see part 2.3.3).
February to March 2015	The curriculum change leader conducted three informal focus group discussions with academics, four with students, two with alumni, and three with employers who included legal practitioners and employers hiring graduates in positions requiring the application of the law. These discussions focused on the strengths of the old LLB curriculum and generated recommendations for addressing the weaknesses in the curriculum (see parts 1.2, 2.4.2 and 5.3.1).
18 February 2015	The Faculty Board discusses the LLB Qualification Standard for the first time at this meeting (see part 5.3.3).
March 2015	The curriculum change leader established a community of learning called 'Learning in Law' in

6 South African Law Deans' Association, Law Society of South Africa & General Council of the Bar 'Joint statement: LLB summit charts the way forward' 2014, http://www.lssa.org.za/upload/JOINT%20PRESS%20STATEMENT%20ON%20LLB%20SUMMIT%206_13.pdf (accessed 14 August 2014).

7 CHE (n 3).

	<p>collaboration with the Centre for Teaching and Learning (see part 5.3.3).</p> <p>The student protests of 2015/2016 commenced with the Rhodes Must Fall movement at the University of Cape Town (UCT) in early March 2015 (see part 2.2.2).</p>
May 2015	The CHE appointed a National Review Reference Group to define, among others, the scope of the National Review of the LLB (see part 2.3.3).
21 April 2015	The Faculty Board adopted a resolution to make comprehensive changes to the old LLB programme and replace it with a newly developed LLB. It implied that an application for accreditation of a new programme had to be submitted (see parts 2.4.2 and 5.3.1).
February 2016	The curriculum change leader conducted four focus group discussions with staff members, student leaders, employers of students and alumni for the self-evaluation report prepared for the External Institutional Review of the LLB. On 28 February 2016, the self-evaluation report was submitted to the UFS Directorate for Institutional Research and Development for submission to the External Institutional Review Panel of the UFS LLB (see part 5.3.3).
14 to 18 March 2016	The External Institutional Review of the UFS LLB was conducted by four LLB experts from other higher education institutions, a distance mode of tuition expert and an alumnus (see part 2.4.2).

8 April 2016	The Report on the External Institutional Review of the UFS LLB was received. It had significant implications for LLB curriculum change at the UFS (see part 5.3.1).
April 2016	The curriculum change leader used the self-evaluation report for the External Institutional Review of the UFS and the Report on the External Institutional Review of the UFS LLB to draft the self-evaluation report for the National Review of LLB. He requested staff members to provide input on the draft self-evaluation report via email during the last week of April 2016 (see parts 5.2 and 5.3.1).
11 May 2016	The Faculty Board resolved to develop a new strategic plan (part 5.2) and approved the submission of the self-evaluation report for the National Review of the LLB to the CHE (see part 5.3.1).
August to October 2016	Higher Education Quality Committee (hereafter HEQC) panels of two to three academic peers evaluated the offering of the LLB at the different higher education institutions (see part 2.3.3).
20 to 22 September 2016	A review panel appointed by the CHE as part of the National Review of the LLB visited the UFS to evaluate its offering of the LLB (see part 5.3.1).
May 2016	The curriculum change leader administered an informal survey among all academics and LLB students. The survey aimed to elicit insight into participants' perceptions of (i) the learning time that the average student requires to achieve the learning outcomes of modules in the old LLB curriculum; (ii) the desirability of offering the modules as year-long or semester modules; and (iii) the most appropriate

	years of study for the various modules (see parts 2.4.2 and 5.5.2).
17 to 18 August 2016	<p>The first off-campus strategic planning workshop took place.</p> <p>Day 1: Morning session (see part 5.3.3)</p> <ul style="list-style-type: none"> ▪ Experts shared their insights on the implications of globalisation and internationalisation, decolonisation, transformative constitutionalism and the fourth industrial revolution on the LLB curriculum. ▪ Four faculty innovators shared practical examples of how they responded to the curriculum imperatives mentioned above in their modules. ▪ The curriculum change leader shared ideas on incorporating the curriculum imperatives in the LLB curriculum. <p>Day 1: Afternoon session (see part 5.3.3)</p> <ul style="list-style-type: none"> ▪ The Faculty's learning designer at the Centre for Teaching and Learning presented a session on innovative teaching, learning and assessment tools. ▪ Three Learning in Law community members (faculty innovators) shared the way in which they incorporated innovative teaching, learning and assessment in their modules. <p>Day 2: Morning session (see part 5.2.2)</p> <ul style="list-style-type: none"> ▪ The curriculum change leader presented a session on strategic planning terms and processes. ▪ The curriculum change leader referred to important findings and recommendations of the External Institutional Review of the UFS LLB.

	<ul style="list-style-type: none"> ▪ The curriculum change leader shared data on key performance indicators of the UFS LLB for the past five years with attendees. ▪ Attendees were divided into four breakaway groups to reflect on the strengths, weaknesses, opportunities and threats that the Faculty faced. ▪ Group leaders gave feedback to attendees during a plenary session. <p>Day 2: Afternoon session (see part 5.2.2)</p> <ul style="list-style-type: none"> • Attendees critiqued and refined the strengths, weaknesses, threats and weaknesses identified by the different groups. • The dean divided attendees into four breakaway groups and requested the groups to formulate a picture or vision of where they saw the Faculty in five years. • After sharing the groups' feedback, key aspects of the envisaged vision and mission statements were identified according to unifying and common themes.
October 2016	<p>The curriculum change leader administered an informal survey among all academics and LLB students. The survey aimed to obtain insight into participants' perceptions of (i) the learning time that the average student requires to achieve the learning outcomes of modules in the old LLB curriculum; (ii) the desirability of offering the modules as year-long or semester modules; and (iii) the most appropriate years of study for the various modules (see parts 2.4.2 and 5.5.2).</p>
13 February to 31 March 2017	<p>The curriculum change leader developed the first draft of the curriculum matrix (see part 5.5.2).</p>

10 April to 13 April 2017	The curriculum change leader had informal individual conversations with the three department heads about the first draft of the curriculum matrix (see part 5.5.2).
7 April 2017	The HEQC informed the UFS that the old LLB was placed on notice of withdrawal. The HEQC report on the review of the UFS Bachelor of Laws (LLB) programme 2016-2017 had significant implications for the LLB curriculum change (see parts 2.4.2, 5.3.1 and 5.5.2).
2 May 2017	The curriculum change leader emailed the second draft of the curriculum matrix to all academics (see part 5.5.2).
22 to 25 May 2017	<p>The second off-campus strategic planning workshop took place.</p> <p>Day 1: Morning session (see part 5.2.2)</p> <ul style="list-style-type: none"> • The dean presented a first draft of the vision and mission statements of the Faculty. She invited attendees to provide input. • Attendees agreed on four core issues the strategic plan had to address. <p>Day 1: Afternoon session (see part 5.2.2)</p> <ul style="list-style-type: none"> • The dean divided attendees into four breakaway groups and requested each group to provide potential action plans for a specific core issue. • Groups provided feedback during a plenary session, and attendees provided input on the identified action plans. <p>Day 2: Morning session (see part 5.3.3)</p> <ul style="list-style-type: none"> • The curriculum change leader facilitated a session on the theoretical underpinnings of

	<p>curriculum design (for instance, constructive alignment, the NQF, NQF levels, level descriptors, notional hours and credits)</p> <p>The curriculum change leader facilitated a session on the LLB Qualification Standard and its implications for the LLB curriculum</p> <p>Day 2 Afternoon session (see part 5.5.2)</p> <ul style="list-style-type: none"> • The curriculum change leader presented the second draft of the curriculum matrix to the attendees. This framework reflected the sequencing of the modules in the different years of the LLB, core and elective modules and the credits attached to each module. Thereafter, the curriculum change leader divided the attendees into three breakaway groups representing the three Faculty departments. Each group proposed a revised curriculum matrix. <p>Day 3: Full-day session (see part 5.5.2)</p> <p>The curriculum change leader, dean and nine departmental representatives met to consider the feedback received from the groups on day two of the workshop. The curriculum committee further examined the analysis of all the other South African universities' LLB programmes. At the end of the day, a third draft of the curriculum matrix was proposed.</p> <p>Day 4: Full-day session (see part 5.5.2)</p> <p>The curriculum change leader distributed a revised version of the curriculum matrix to all academic members of staff. The revised matrix was discussed in groups representing the three departments in the Faculty. All attendees validated the revised draft of the curriculum framework, and minor adjustments were made to the matrix.</p>
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30 June 2017	The curriculum change leader requested all academics via email to map the curriculum imperatives and graduate attributes of the LLB Qualifications Standard across appropriate years and modules of the LLB (see part 5.5.2).
17 and 18 August 2017	The curriculum change leader conducted four focus group discussions with academics to refine the draft curriculum imperative/graduate attribute map (see part 5.5.2).
11 September 2017	The dean circulated the first draft of the strategic plan via email to all academics for input prior to the workshop.
19 September 2017	<p>The third off-campus strategic planning workshop took place.</p> <p>The dean presented the second draft of the strategic plan that incorporated the feedback she had received via email. Again, attendees provided input on the revised draft of the strategic plan. Minor changes were made. Attendees provided feedback on the old LLB improvement plan (see part 5.2.2).</p>
28 September 2017	<p>The Faculty Board approved the following documents:</p> <ul style="list-style-type: none"> • strategic plan (see part 5.2.2); • curriculum matrix (see part 5.5.2); • old LLB curriculum improvement plan (see parts 2.4 and 5.3.5); • LLB curriculum imperative/graduate attribute map (see part 5.5.2); and <p>LLB Assessment Rules and Regulations (see part 5.3.5).</p>

4 October 2017	The director of the UFS Directorate for Institutional Research and Development presented a half-day workshop on writing learning outcomes for modules (see part 5.3.3).
2 October 2017 to 28 February 2018	Academics started drafting learning outcomes for their modules with the assistance of the curriculum change leader (see part 5.3.3).
9 November 2017	The HEQC revised the accreditation status of the old LLB to conditionally accredited based on the submission of an improvement plan by the Faculty. The HEQC advised the Faculty to apply for the accreditation of a new LLB programme by March 2018 and to provide evidence of an accredited LLB programme by 30 October 2020 (see parts 2.4 and 5.3.5).
On 30 June 2017	Academics were requested to map the curriculum imperatives and prescribed graduate attributes across different study years and modules of the new LLB curriculum. The curriculum change leader collated the information into a draft curriculum imperative/graduate attribute map. (see part 5.5.2).
6 to 8 March 2018	Students, employers and alumni validated the new LLB during three informal focus group discussions (see part 5.5.2).
19 March 2018	The Faculty Board approved the submission of the application for the accreditation of the new LLB to the HEQC (see part 5.5.2).
31 March 2018	All UFS structures approved the UFS application, and the application for the accreditation of the new

	LLB was uploaded to the CHE website (see part 5.5.2).
10 October 2018	The Faculty Board approved the 'Framework for evaluating study guides and a rubric for assessing lecturers' facilitation skills by a peer or head of department (see part 5.3.5).
November 2018	The Report on the National Review of the LLB concluded the review of LLB programmes (see part 1.1).
19 November 2018	The Department of Higher Education and Training informed the UFS that the HEQC accredited the new LLB (see parts 1.1 and 2.4).
22 May 2019	The Faculty Board approved the LLB phasing-in/phasing-out plan (see part 5.3.5).
February 2020	The first year of the new LLB was introduced (see part 1.2).
17 March 2020	The annual evaluation of the Faculty's performance against (i) the vision, mission and objectives in the strategic plan; and (ii) the improvement plan for the old LLB took place (see part 5.3.5).
7 December 2020	The researcher obtained ethics clearance from the UCT Faculty of Law Research Ethics Committee (see part 1.4.6)
8 December 2020	The researcher obtained ethics clearance from the UCT Faculty of Health Science Human Research Ethics Committee (see part 1.4.6)

19 March 2021	The annual evaluation of the Faculty's performance against (i) the vision, mission and objectives in the strategic plan; and (ii) the improvement plan for the old LLB took place (see parts 5.3.5).
22 March 2021	The researcher obtained ethics clearance from the UFS General/Human Research Ethics Committee (see part 1.4.6).
26 to 30 April 2021	The pilot study for the questionnaire was conducted (part 1.4.2).
7 May 2021	The researcher invited respondents via email and an information sheet to participate in the study by completing a questionnaire (see part 1.4.2).
14 June 2021	The researcher invited 11 respondents who met specific inclusion criteria to participate in the focus group discussion of the main study (see part 5.3.3.3).
28 June 2021	The researcher conducted the focus group in the main study via Blackboard Collaborate from 10:00 to 12:00 on 28 June 2021 (see part 1.4.3).
17 March 2022	At a workshop, the Faculty's performance was measured against the vision, mission and objectives in the strategic plan and the improvement plan for the old LLB. Student pass rates, throughput rates and retention rates were reviewed at this workshop (see part 5.3.5).