6

Final LLB Curriculum Change Management Model

6.1   Introduction

This book proposes a research-based Change Management Model (CMM) for facilitating comprehensive LLB curriculum change at South African universities. Chapters 1 and 2 investigated the unique contextual factors and challenges that inform LLB curriculum change and the development of a Draft LLB Curriculum Change Management Model (CCMM). In chapter 1 I also briefly explained the research design and methods that were employed to develop the CCMM. Chapters 3 and 4 addressed the conceptualisation of the notions of curriculum, curriculum planning and change management and the implications thereof on LLB curriculum change and the development of a Draft LLB CCMM. A Draft LLB CCMM was proposed at the end of chapter 4. Chapter 5 identified the draft principles (DPs) that law academics regarded as important for comprehensive LLB curriculum change and shed light on the nature of the practices that can be implemented to comply with these DPs. The final chapter of this book elaborates on compiling the Final LLB CCMM, and the structure and content of the Final LLB CCMM is proposed. The chapter ends with some concluding remarks.

6.2   Compiling the Final LLB Curriculum Change Management Model

The Final LLB CCMM is based on the Draft LLB CCMM proposed at the end of chapter 4. In contrast to the Draft LLB CCMM, the Final LLB CCMM not only comprises principles but also contains recommended practices for achieving the final principles (FPs) of the model. I explained in part 1.4.3 the process adopted to identify these recommended practices.

The quantitative evaluation in the previous chapter of the 61 DPs of the Draft LLB CCMM in terms of importance suggested that all DPs should be included as FPs in the Final LLB CCMM. However, 12 of

the DPs were combined into five FPs, seven new ones were added, four were revised and five were converted into recommended practices. The following parts briefly explain how these changes were incorporated in the Final LLB CCMM.

6.2.1 Draft principles combined as final principles in the Final LLB Curriculum Change Management Model

Table 6.1 shows how 12 DPs of the Draft LLB CCMM were consolidated into five FPs in the Final LLB CCMM. These FPs relate to the curriculum planning process (FPs see B15 and B16) and interlinked curriculum change management functions of the change management process (see FPs B1, B10 and D9).

Table 6.1:   *Draft principles of the Draft LLB CCMM combined into FPs of the Final LLB CCMM*

DPs in the Draft LLB CCMM		FPs in the Final LLB CCMM		Reasons
No	Descriptions	No	Descriptions	
B2	The curriculum change leader provides evidence from the media and scholarly and non-scholarly articles on why and how the LLB curriculum has to change.	B1	The curriculum change leader and Executive Curriculum Change Committee provide staff members with evidence from the media, scholarly and non-scholarly articles, and the Report on the National Review of the LLB as to why and how the LLB curriculum has to change.	Including DP B5 as a separate FP is not warranted due to the time lapse since the National Review of the LLB in 2015 and 2016.
B5	The curriculum change leader uses the faculty's LLB self-evaluation report, the HEQC report on the review of the faculty's LLB and the Report on the National Review of the LLB to motivate why and how the LLB curriculum had to change.			

B12	The curriculum change leader ensures that staff members know where they fit into the LLB curriculum change process.	B10	The implementation plan for the curriculum change process ensures that staff members know where they fit into the process, the activities they should perform and the timeframes for completing the LLB curriculum change process activities.	The three DPs relate to aspects that should be included in the implementation plan for the curriculum change strategy. Hence, a single FP in the Final LLB CCMM will suffice.
B13	The curriculum change leader ensures that staff members know the activities they should perform during the curriculum change process.			
B14	The curriculum change leader ensures that staff members are aware of the timeframes for the different activities of the LLB curriculum change process.			

B18	The curriculum change leader ensures that staff members are familiar with the LLB Qualification Standard and the graduate attributes it requires to be developed in LLB students.	B15	The curriculum change leader ensures that staff members are familiar with the LLB Qualification Standard, that they are empowered to develop the required graduate attributes in students, and that they are able to introduce the LLB curriculum imperatives (for example, transformative constitutionalism, decolonisation, globalisation and internationalisation and the Fourth Industrial Revolution) into the new modules of the LLB curriculum.	DPs B18 and B19 relate to the empowerment of academic staff members regarding aspects of the LLB Qualification Standard. These aspects can be included in a single FP.
B19	The Curriculum Change Leader ensures that staff members are empowered to introduce the LLB curriculum imperatives (for example, transformative constitutionalism, decolo-nisation, globalisation and internationalisation, and the Fourth Industrial Revo-lution) into the new modules of the LLB curriculum.			

B20	The curriculum change leader ensures that staff members are empowered to introduce innovative teaching and learning practices in the modules of the new LLB curriculum.	B16	The curriculum change leader ensures that staff members are empowered to introduce innovative teaching, learning and assessment practices into the modules of the new LLB curriculum.	DPs B20 and B21 relate to empowering staff members to introduce innovative teaching, learning, and assessments into the LLB curriculum.
B21	The curriculum change leader ensures that staff members are empowered to introduce innovative assessment practices in the modules of the new LLB curriculum.			
D8	The new LLB curriculum maintains the strengths of the old curriculum and addresses the concerns and weaknesses identified by stakeholders (for example, academics, students, alumni and employers).	D9	The new LLB curriculum maintains the old curriculum's strengths. It addresses the weaknesses, concerns and recommendations noted by stakeholders (for example, academics, students, alumni and employers) during focus group discussions (see FP B2), an external institutional review panel (see FP B3) and the HEQC in the Report on the National Review of the LLB (see FP B1).	All three DPs address the weaknesses, concerns and recommendations from different stakeholders to improve the quality of the old LLB curriculum. FP D9 includes these stakeholders' input in a single FP.
D9	The new LLB curriculum addresses the concerns raised in the report of the external institutional review of the faculty's LLB.			
D10	Overall, the new LLB curriculum addresses the concerns raised by the HEQC.			

6.2.2 Additional final principles for inclusion in the Final LLB Curriculum Change Management Model

The Final LLB CCMM contains seven FPs that were not included in the Draft LLB CCMM. The application of the nominal group technique (NGT) during the focus group discussion in the main study led to the inclusion of the following six additional FPs in the Final LLB CCMM:[1]

(1) Staff members consider the purpose of the LLB when drafting the curriculum change objective and strategy for inclusion into the strategic plan for a faculty (FP A4).
(2) Staff members thoughtfully consider the timing of the curriculum change process when developing the implementation plan for the change (FP A5).
(3) The curriculum change leader commits to being involved during the implementation phase of the curriculum (FP B12).
(4) The faculty reviews existing policies and develops new policy documents to support the implementation of the new LLB curriculum (FP B25).
(5) The curriculum change leader continuously consults with academic staff members on their views and ideas during the curriculum change process (FP C6).
(6) The curriculum change leader encourages staff members to identify and record innovative ideas for teaching, learning and assessment in their modules as soon as possible after such discussions have been held (FP D2).

The seventh additional FP deals with appointing a Curriculum Change Committee to assist the curriculum change leader (see FP B6). All LLB academic staff members formed part of the Curriculum Change Committee during the University of the Free State (UFS) curriculum change process.[2] Due to the advantages of this arrangement, the recommended practices for appointing a Curriculum Change Committee in the Final LLB CCMM also endorse the inclusion of all LLB academics in the Committee. However, if all academic staff members cannot be accommodated in the Curriculum Change Committee (for example, because of the large number of academics or their unwillingness to assist), the Faculty Board can consider appointing a smaller Curriculum Change Committee. The recommended practices for FP B6 in the Final LLB CCMM suggest how this Committee should be constituted.[3]

I explained in part 5.3.2 that some of the focus group members in the main study had reservations about the curriculum change process being

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1   See parts 5.6.6 & 5.7.6
2   See part 1.4.2.
3   See Table 6.5.

driven by a curriculum change leader only. I remarked that, in hindsight, I would have supported the appointment of an Executive Curriculum Change Committee comprising the curriculum change leader and a representative from each of the three departments in the Faculty.

In addition to my responsibilities as curriculum change leader, I was appointed as the vice-dean of the Faculty and sometimes felt overloaded with responsibilities and experienced fatigue and emotional stress during the change process. Sharing the duties with an Executive Curriculum Change Committee may have gone a long way towards my feeling supported during the curriculum change process. Faculties at other universities will likely appoint academics who will have to perform curriculum change leader duties in addition to their regular workload. They will probably experience similar feelings to those that I had. Furthermore, the UFS curriculum change process was too dependent on one individual leading the curriculum change process, which posed a high risk for the process.

Consequently, my resignation as vice-dean contributed towards the focus group meeting in the main study voting radical changes in UFS Faculty management as one of the top five weaknesses of the UFS curriculum change process (see part 5.7.4). It would have been easier for a member of the Executive Curriculum Change Committee to take over my responsibilities had such a committee existed. Considering the above, the recommended practices for complying with FP B5 suggest the appointment of an Executive Curriculum Change Committee in addition to either a Curriculum Change Committee of all LLB academics or a smaller Executive Curriculum Change Committee. Should an Executive Curriculum Change Committee be appointed, the duties of the curriculum change leader ought to apply, *mutatis mutandis*, to members of the Executive Curriculum Change Committee.

6.2.3   Revised draft principles

The option of appointing an Executive Curriculum Change Committee required several DPs to be revised.

In the Final LLB CCMM, the Executive Curriculum Change Committee shares responsibility with the curriculum change leader for

carrying out six FPs.[4] Although the UFS dean assumed responsibility for specific DPs of the Draft LLB CCMM, one can argue that deans may not be willing or able to accept the extensive responsibilities assigned to them regarding the Draft LLB CCMM. Therefore, the duties of the dean in the FPs of the Final LLB CCMM can also be performed by his or her appointed representative.

The wording of four DPs of the Draft LLB CCMM had to be revised for inclusion into the Final LLB CCMM. The parts below identify these DPs, briefly explain the reasons for the amendments, and provide the adapted descriptions for the FPs in the Final LLB CCMM.

Draft principle A1: Faculty management satisfactorily consults staff members on drafting the strategic plan for the faculty

The Draft LLB CCMM focused on developing a new strategic plan for a faculty intending to comprehensively change its LLB curriculum. Therefore, the CCMM did not distinguish between faculties deciding to create new strategic plans and faculties whose existing strategic plans may merely require amendments due to intended curriculum changes.

A decision to comprehensively change an LLB curriculum is a strategic matter that needs to be incorporated as a curriculum change strategy in the faculty's strategic plan. I explained in part 4.2 that strategic planning is not a once-off or episodic exercise, but a continuous process that requires regular revision.[5] Therefore, it is not advisable for faculties with existing strategic plans to omit the interlocking stages of strategic planning if they intend to change their curricula comprehensively. Ideally, these faculties should engage in the different stages of strategic planning: (i) identify and evaluate the faculty's key performance indicators (stage 1); (ii) consider the structure for a student-centred-curriculum framework (stage 2); (iii) perform an external environmental scan (stage 3); (iv) perform an internal environmental scan (stage 4); and (v) make amendments to the strategic plan (stage 5).

Despite the ideal situation described above, faculties with recently developed or reviewed strategic plans may resolve to merely include new or amended objectives and strategies regarding curriculum change

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4   FPs B1, B2, B13, B19, B24 and C6.
5   MG Dolence 'The curriculum centred strategic planning model' (2004) 11 *Educause Centre for Applied Research Bulletin* 9.

in their existing strategic plans. Consequently, I rephrased DP B1 of the Draft LLB CCMM to accommodate the development of a new strategic plan and the amendment of an existing strategic plan in FP A1: 'Faculty management satisfactorily consults staff members on drafting or amending the faculty's strategic plan, specifically regarding the curriculum change objective and strategy.'

Draft Principle A4: Faculty management ensures that staff members support the vision, mission, LLB curriculum change objective and strategy in the strategic plan of the faculty

As explained above, the Final LLB CCMM makes provision for faculties deciding to develop new strategic plans and faculties whose existing strategic plans may merely require amendments due to intended curriculum changes. This required DP A4 to be adapted as follows in FP A6:

> In the case of a new strategic plan, faculty management ensures that staff members support the vision, mission, LLB curriculum change objective and strategy in the strategic plan of the faculty. In the case of an existing strategic plan, faculty management ensures that staff members support the new curriculum change objective and strategy.

Draft principle B24: The curriculum change leader assists staff members in writing meaningful module outcomes and provides constructive feedback on the draft learning outcomes presented to them for input

In hindsight, I realised that the Executive Curriculum Change members, experts from the institutional teaching and learning centre and reputable academics from other law faculties are ideally positioned to assist staff members with the drafting of the outcomes. Hence, FP19 was amended as follows:

> The curriculum change leader, Executive Curriculum Change Committtee members, experts from the institutional teaching and learning centre or reputable academics from other law faculties assist staff members in writing meaningful outcomes and provide constructive feedback on the draft learning outcomes presented to them for input.

Draft principle B38: Faculty management makes sufficient resources (time, money, human resources and information technology) available for implementing the new LLB curriculum

The discussion in part 5.7.3 elaborated on focus group members in the main study not feeling that their initial expectations were met during the curriculum implementation phase. This weakness of the UFS curriculum change process emphasised the need for staff members to continue feeling supported throughout the curriculum change process. Consequently, I reformulated DP B38 in FP B28 of the Final LLB CCMM: 'Faculty management makes sufficient resources (time, money, human resources and information technology) available so that staff members feel supported during both the planning and implementation phases of the new curriculum.'

6.2.4   Draft principles converted into recommended practices

I converted five DPs into recommended practices in the Final LLB CCMM. All five DPs related to consolidating wins to create more change in the faculty.

DP B29 deals with implementing a quality assurance system for ensuring that the LLB curriculum changes will be of benefit. DPs B31 to B34 represent initiatives or practices contributing to this quality assurance system: Modules are evaluated at the end of each year by, for example, external reviewers and students to guide new change initiatives;[6] student pass rates, throughput and retention rates are regularly monitored to identify additional student support interventions and new teaching, learning and assessment initiatives;[7] graduate tracking surveys to assess graduates' employability are introduced one year after the first cohort of the new LLB has graduated;[8] and employer satisfaction surveys are conducted one year after the first cohort of the new LLB has graduated.[9]

Due to the timing of the administration of the questionnaire, respondents were not requested to evaluate the compliance of the UFS curriculum change process with DPs B31 to B34, and no recommended

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6   DP B31.
7   DP B32.
8   DP B33.
9   DP B34.

practices were developed for these DPs. Based on the contribution of DP B31 to B34 towards achieving DP B29 and the absence of recommended practices for the four DPs, I converted DPs B31 to B34 to recommended practices for FP B23 in the Final LLB CCMM.[10]

One of the five top strengths of the UFS curriculum change process, as identified by the focus group in the main study, related to the curriculum change process compelling the UFS Faculty to develop and review appropriate policy documents.[11] This strength led to the formulation of FP B25: 'The faculty reviews existing policies and develops new policy documents to support the implementation of the new LLB curriculum.' One of the policies a faculty must review is the admission criteria for the new LLB (DP B35). Since DP 35 contributes towards complying with FP B25, I converted DP 35 into a recommended practice for FP B25.

6.3   The Final LLB Curriculum Change Management Model

The Final LLB CCMM comprises 52 FPs for facilitating comprehensive curriculum change at South African universities. These FPs are supplemented with recommended practices that will assist in complying with the FPs. Compliance with the FPs can enable law faculties to cultivate a climate conducive to curriculum change and ensure long-term implementation.

Figure 6.1 provides a schematic presentation of the Final LLB CCMM. Similar to the Draft LLB CCMM in chapter 4, the Final LLB CCMM comprises three processes (strategic planning, curriculum change management and curriculum planning), represented by the three interlinked circles. The strategic planning process encompasses five interlinking stages: (i) defining the key performance indicators; (ii) performing an internal environmental scan and identifying strengths and weaknesses; (iii) performing an external environmental scan and identifying opportunities and threats; (iv) developing a vision, mission and strategies; and (v) evaluating the strategic planning process.

The middle circle depicts the interlinked steps or functions of the curriculum change management process: (i) creating a sense of urgency

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10   Similar to DP B29, FP32 requires a quality assurance system to be implemented to ensure that the LLB curriculum changes will be of benefit.

11   See part 5.6.4.

to change the curriculum; (ii) building a Curriculum Change Committee that works effectively as a team; (iii) empowering academic staff members for curriculum change; (iv) identifying and celebrating short-term wins and milestones; (v) consolidating wins and creating more changes in the faculty; and (vi) anchoring curriculum change in the faculty's systems, practices and organisational culture.

In contrast to the Draft LLB CCMM, consisting of only three continuous change management functions, the Final LLB CCMM comprises four continuous change management functions: (i) communication; (ii) considering the psychological impact of the curriculum change process on staff members; (iii) managing barriers or opposition to change; and (iv) consultation with staff members. Consultation was included as a fourth continuous change management function.[12]

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12   See part 5.6.1.

Figure 6.1:   *The Final LLB CCMM and its three processes*
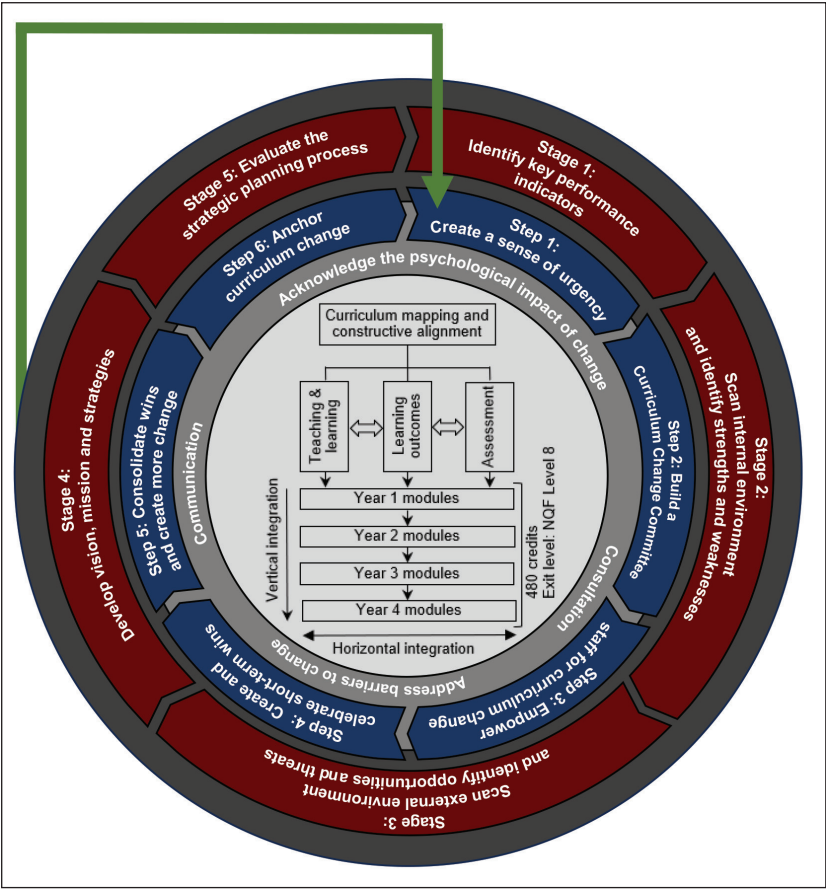
Although Figure 6.1 provides for vertical integration over the four years of the LLB, a fifth year can be added should a faculty decide to develop a five-year LLB as proposed by the National Review of the LLB.[13]

The curriculum change model process is based on the cycling of the three processes, each with interactive and reiterative elements. Multiple activities or occurrences take place during the curriculum change process.

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13   It is important to note that the existing UFS extended curriculum programme should not be mistaken for the five-year LLB proposed by the National Review of the LLB. Should institutions decide to present an extended curriculum programme in addition to the envisaged five-year LLB programme, the minimum duration of the first-mentioned programme will be six years.

Although the processes are depicted as separate, the three processes can run concurrently. For example, while staff members develop a strategic plan for the faculty, the curriculum change leader can create a sense of urgency to change the curriculum. Furthermore, some staff members may undergo training (step 3 of the curriculum change management process) while fulfilling their roles as members of the Curriculum Change Committee (step 2 of the curriculum change management process). Also, the interlinked change management functions or steps may sometimes overlap and, therefore, do not constantly occur in chronological or consecutive order. For example, curriculum change leaders are appointed in the second step of the curriculum change management process. However, they already start performing their duties in the first step of the curriculum change management process when they assist in creating a sense of urgency to change the curriculum.

Completing a specific curriculum change management function is not imperative before engaging in the next step. For example, staff members may be empowered for curriculum change (step 3 of the curriculum change management process), while a sense of urgency is created to change the curriculum (step 1 of the curriculum change process).

The green arrow indicates that faculties with existing strategic plans do not have to go through the entire strategic planning process if they were recently reviewed. These faculties should only change their curriculum change objectives and strategies in their strategic plans before commencing with the first step of the curriculum change management process.[14]

Despite my efforts to enhance the validity and reliability of the quantitative research[15] and the trustworthiness of the qualitative study,[16] I acknowledge that other scholars may have phrased the FPs differently or organised them differently. Also, other researchers may have proposed additional or different recommended practices for complying with the FPs.

Table 6.2 indicates the three curriculum change processes and the distribution of the 52 FPs of the Final LLB CCMM among these processes. For example, the curriculum change management process

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14   See part 6.2.3.
15   See part 1.4.
16   See part 1.5.

comprises 35 FPs that are categorised into six interlinked curriculum change management functions (FP B1 to B29) and a set of continuous change management functions (FP C1 to C6).

Table 6.2:   Distribution of the 52 FPs of the Final LLB CCMM among the three curriculum change processes

Curriculum change processes	Curriculum change management functions	FPs
Strategic management (seven FPs)		A1 to A7
Curriculum change management (35 FPs)	Create a sense of urgency to change the LLB curriculum (seven POs).	B1 to B4
	Build a Curriculum Change Committee that works effectively as a team (eight FPs).	B5 toB12
	Empower staff members for curriculum change (eight FPs)1	B13 to B20
	Create and celebrate short-term wins and milestones (one FP).	B21
	Consolidate wins to create more changes in the faculty (seven FPs)	B22 to B28
	Anchor the curriculum change in the faculty's systems, practices, and organisational culture (one FP).	B29
	Continuous change management functions (six FPs)	C1 to C6
Curriculum planning (10 FPs)		D1 to D10

For the purposes of the Final LLB CCMM, comprehensive curriculum change implies that 50 per cent or more of a curriculum is changed.[17] It effectively means the development of a new curriculum. Ideally, faculties should comply with all 52 FPs when engaging in a comprehensive curriculum change. However, the Final LLB CCMM and its FPs are not meant to be rigidly implemented. The model can be amended to suit,

17   See part 1.2.

for example, the specific faculty or institutional context and needs, its organisational culture, and the availability of staff members to drive the curriculum change process. Furthermore, the Final LLB CCMM can take several years to complete,[18] while some faculties may be constrained by time limits to expedite the process. The following are examples of the implications of this flexible approach on the implementation of the Final LLB CCMM:

- Faculties or curriculum change leaders may resolve to use the Final LLB CCMM for facilitating comprehensive LLB curriculum change. However, they may decide to skip or omit specific FPs during the change process. For example, a faculty may choose not to engage in an external institutional review of the faculty's LLB (see FP B3) due to the costs and time-consuming nature of the process. The curriculum change leader may also argue that the recent National Review of the LLB does not warrant another review that will result in a duplication of processes. Also, faculties with recently developed or reviewed strategic plans may resolve not to develop new plans. The green arrow in Figure 1 demonstrates that such faculties must only change existing objectives or add new objectives and strategies regarding curriculum change (see FP A6). Although important, the FPs are not regarded as essential for the curriculum change process and omitting one or more of the DPs will not necessarily result in the failure of the change process.

- Faculties may decide to implement only one or more of the processes, stages, steps or FPs of the Final LLB CCMM. For example, during a curriculum change process, the curriculum change leader may adopt only the FPs and recommended practices related to the curriculum planning process.[19] This approach can be followed by faculties engaging in minor or piecemeal changes, but is not recommended for faculties engaging in comprehensive curriculum change.

- The responsibilities and duties of, for example, deans, departmental heads and curriculum change leaders may not be the same at all institutions. Therefore, the responsibilities and duties assigned to specific individuals or teams in the FPs may be delegated or assigned

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18   See FPs A5 & A6.
19   See DP D1 to D10.

to other staff members. Institutional human resources policies may require some of the curriculum change duties to be performed by individuals in different positions than those prescribed by the model. The Final LLB CCMM, to some extent, covers this aspect by providing for the appointment of a representative of the Dean and an Executive Curriculum Change Committee to assist the curriculum change leader with their extensive duties and responsibilities. Also, some institutions may require the approval of the Faculty Board for specific FPs, while others may only require the approval of the Curriculum Change Committee.

The following parts elaborate on the three curriculum change processes, their respective FPs and the recommended practices that can assist faculties in complying with the principles.

6.3.1   The strategic planning process

Table 6.3 identifies the seven FPs related to the strategic management process. Each of these FPs is supplemented with recommended practices for complying with the principles.

Table 6.3:   FPs and recommended practices for the strategic planning process

FPs		
Numbers	Descriptions	Recommended practices
A1	Faculty management satisfactorily consults staff members on drafting or amending the faculty's strategic plan, specifically regarding the curriculum change objective and strategy.	• Due to the top-down approach adopted for curriculum change, the dean usually identifies a need to change the LLB curriculum. • The dean or their appointed representative facilitates a range of off-site strategic planning workshops to consult with staff members on (i) the intended curriculum change process and (ii) whether it will require developing a new strategic plan or amending an existing strategic plan.

		• Although off-site workshops play a significant role in creating trust, employees feeling consulted, and attendees not being interrupted by typical day-to-day enquiries, the workshops can be hosted on campus should there be a lack of funding. • The dean or their appointed representative uses plenary sessions and breakaway groups to consult with and get maximum input on strategic planning issues and the intended curriculum change from staff members.
A2	Staff members consider key performance indicators (for example, programme accreditation, student enrolment numbers, pass rates, throughput rates, graduation rates, student satisfaction scores, lecturer-to-student ratios, employment rates of graduates within six months from graduating and employer satisfaction ratings) when drafting the faculty's strategic plan and its curriculum change strategy.	• During the first strategic planning workshop, the Dean or his or her appointed representative shares data on key performance indicators with staff members for the past five years. • The dean or their appointed representative presents the data in tables and drafts, enabling staff members to make sense of the data and identify trends. • The dean or their appointed representative describes in plain language how the key performance indicators were calculated and the meaning and implications thereof. • The dean or their appointed representative compares the faculty's results with national and institutional objectives and performances. • Academic staff members consider the implications of the key performance indicators on curriculum change. For example, will the graduation rates of previously marginalised groups increase if the LLB is extended by an additional year? • The dean and curriculum change leader often repeat the results and implications of the key performance indicators during the curriculum change processes.

A3	Staff members perform a SWOT analysis to provide clear guidance for the vision, mission, and, particularly, the LLB curriculum change objective and strategy that will be incorporated into the faculty's strategic plan.	• This FP is optional if the faculty has an existing strategic plan that has been recently reviewed. • The dean or their appointed representative uses plenary and breakaway groups during strategic planning workshops (preferably at off-campus venues) to identify, deliberate, analyse and assess opportunities and threats within the external environment and strengths and weaknesses in the internal environment. • The dean or their appointed representative requests attendees to consider the faculty's results regarding the key performance indicators and the information obtained from the various initiatives employed to create a sense of urgency to change. Examples include the report on the focus group discussions (see FP B2) and the report on the external institutional review of the LLB (see FP B3).
A4	Staff members consider the purpose of the LLB when drafting the curriculum change objective and strategy for inclusion into the strategic plan for a faculty.	The purpose of the LLB in terms of the LLB Qualification Standard'[20] is to prepare students for entry into legal practice, into a wide range of other careers that require the application of law, and for postgraduate studies in law. Therefore, faculties should prepare LLB students for all these purposes. However, faculties may decide to select whether to proceed to acquire a competitive advantage by focusing on, for example, preparing students for legal practice. The faculty's decision in

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20   The graduate attributes that LLB graduates should possess are prescribed by the CHE Qualification Standard for the Bachelor of Laws (LLB) (2015) 8, https://

		this regard should be reflected in its strategic plan. However, the faculty should stay committed to developing graduates for other careers that require the application of law and for postgraduate studies.
A5	Staff members thoughtfully consider the timing of the curriculum change process when developing the implementation plan for the change.	• Although no time is ever perfect for undertaking curriculum change, staff members should agree on the timeframe for the curriculum change. • Curriculum change is time-consuming. Therefore, it may take several years to complete the process. As a rule of thumb, allow approximately two years for a comprehensive LLB curriculum change. The first six months to a year may be spent on creating a sense of urgency to change the curriculum and develop the strategic plan. Approximately one year may be set aside for planning the formal curriculum and having it approved by the various institutional bodies. Thereafter, the application for a new LLB programme should be submitted to the HEQC for accreditation purposes. • Take the following internal factors into account when considering the timing for the curriculum: the academic calendar of the institution, the extent of the training and professional development required by staff members, and the time necessary for consulting with and receiving feedback from students,

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www.che.ac.za/publications/standard-reviews/standards-bachelor-laws-llb (accessed 10 November 2024).

		alumni, academic staff members and employers. Dealing with external factors like globalisation and government policies may be more challenging.
A6	In the case of a new strategic plan, faculty management ensures that staff members support the vision, mission, LLB curriculum change objective and strategy in the strategic plan of the faculty. In the case of an existing strategic plan, faculty management ensures that staff members support the new curriculum change objective and strategy.	• Staff members consider the outcomes of the SWOT analysis in their decision to develop a new strategic plan, or to amend an existing one and to change the LLB curriculum. • The following applies if the faculty decides to draft a new strategic plan or make significant changes to the mission, vision, objectives and strategies of the existing strategic plan: ◊ The dean or their appointed representative uses the outcomes of the SWOT analysis and breakaway and plenary sessions to generate ideas about formulating the vision, mission, objectives, and strategies (for example, the curriculum change objective and strategy) in the strategic plan. ◊ The dean or their appointed representative assists staff members in identifying unified and common themes generated in breakaway group discussions to formulate the elements of the strategic plan. ◊ The dean or their appointed representative provides numerous opportunities for staff members to provide input on formulating the vision, mission, objectives, and strategies of the strategic plan. ◊ In cooperation with faculty management, the dean proposes a draft strategic plan or changes to an existing strategic plan during a strategic planning workshop, preferably at an off-campus venue.

| | | ◊ In addition to strategic planning workshops, the dean requests input from staff members on further drafts of the strategic plan at other strategic planning workshops, faculty board meetings, departmental meetings, informal individual meetings and via email.
◊ The strategic plan affirms that staff members' input was incorporated in the new or amended strategic plan.
◊ The dean or their appointed representative allows enough time for staff members to provide input on each strategic plan draft.
◊ Drafting a curriculum and consulting staff members are time-consuming. Allocate sufficient time (approximately six months to one year) for drafting a new strategic plan.
• The following will apply if the faculty decides to amend the strategic plan by incorporating a new or amended objective and strategy regarding curriculum change in the existing strategic plan:
◊ The dean uses the outcomes of the SWOT analysis that informed the faculty's existing strategic plan, and feedback from breakaway and plenary sessions to generate ideas about formulating the new or revised curriculum objective and change strategy.
◊ The dean provides numerous opportunities for staff members to provide input on formulating the curriculum change objective and strategy.
• The Faculty Board formally approves the new or amended strategic plan. |

A7	Faculty management and staff members regularly monitor and evaluate progress with the implementation of the strategic plan of the faculty and its curriculum change strategy.	• Faculty management monitors compliance with the strategic plan and its curriculum change strategy at faculty management meetings, preferably every six months. • All staff members evaluate and monitor progress in implementing the strategic plan and its curriculum change strategy at an annual workshop. • The Faculty Board makes and approves amendments to the strategic plan when necessary.

Once the faculty has reached agreement about the curriculum change purpose, objective and strategy, the curriculum change process should be managed.

6.3.2   The curriculum change management process

The curriculum change management process encompasses six interlinked and three continuous change management functions. The FPs and recommended practices for these functions are addressed in the part below.

The six interlinked change management functions

Step 1: Create a sense of urgency to change the curriculum

The table below identifies the four DPs for creating a sense of urgency to change the LLB curriculum. These DPs are supplemented with recommended practices for complying with the principles.

Table 6.4:   *FPs and recommended practices for creating a sense of urgency to change the curriculum*

FPs		Recommended practices
Num-bers	Descriptions	
B1	The curriculum change leader and Executive Curriculum Change Committee provide staff members with evidence from the media, scholarly and non-scholarly articles, and the Report on the National Review of the LLB as to why and how the LLB curriculum has to change.	• The curriculum change leader (appointed in FP B5) and Curriculum Change Committee (appointed in FP B6) collect and share literature, media reports and networking experience on legal education, teaching and learning, assessment and curriculum change with academic staff members. • The curriculum change leader and Executive Curriculum Change Committee share the recommendations of the Report on the National Review of the LLB regarding curriculum change and the suggestion to extend the minimum duration of the four-year LLB by an additional year. Although the findings in this Report may be perceived as outdated in a few years, it provides valuable insights into the LLB curriculum and how the additional year of study should be utilised in a five-year LLB.
B2	The curriculum change leader and Executive Curriculum Change Committee use the feedback from focus group discussions held with members of staff, students, alumni, and employers to demonstrate why and how the LLB curriculum needs to change.	• Once the curriculum change leader or members of the Executive Curriculum Change Committee have conducted focus group discussions with role players, they draft a report summarising the strengths and weaknesses of the faculty's old LLB and propose strategies for addressing the weaknesses of the existing curriculum. • Should a five-year LLB be developed, the curriculum change leader or Executive Curriculum Change Committee members request focus group members to reflect on how to use the extra curriculum space.

		• The curriculum change leader and Executive Curriculum Change Committee share the findings with academic staff members at appropriate fora. • The curriculum change leader and Executive Curriculum Change Committee frequently refer to the focus group findings during the curriculum change process.
B3	The dean or their appointed representative and curriculum change leader use the self-evaluation report and the report submitted by the external institutional review panel to motivate why and how the faculty's LLB curriculum should change.	• The curriculum change leader requests staff members to nominate external experts to serve on the panel. • The curriculum change leader and Executive Curriculum Change Committee have informal discussions and involve staff members in drafting the self-evaluation report. • The curriculum change leader circulates the self-evaluation report for input from staff members. • The Faculty Board approves the self-evaluation report. • The external institutional review panel is requested to (i) evaluate whether the changes made to the LLB curriculum in response to the National Review of the LLB were of value; (ii) provide direction and insights on why and how the faculty's curriculum needs to change; and (iii) in the case of a five-year LLB, suggest how the additional year can be utilised. • Staff members reflect on the recommendations of the report prepared by the external institutional review panel.
B4	The dean or their appointed representative and curriculum change leader provide compelling evidence of why and how the LLB curriculum has to change.	• The dean or their appointed representative and curriculum change leader continuously share other information as evidence of the need to change the LLB curriculum.

Step 2: Build a Curriculum Change Committee that works effectively as a team

The table below identifies the eight FPs related to building a Curriculum Change Committee that works effectively as a team. Each of these FPs is supplemented with recommended practices for complying with the principles.

Table 6.5:   *FPs and recommended practices for building a Curriculum Change Committee that works effectively as a team*

FPs		
Num-bers	Descriptions	Recommended practices
B5	In terms of the institution's human resources policies, faculty management appoints a curriculum change leader who demonstrates the leadership skills required to lead the LLB curriculum change process.	• Faculty management considers previous leadership roles and leadership skills of potential candidates when appointing a curriculum change leader. • Preferably, the curriculum change leader is a senior academic in a key post, such as the vice-dean of academics.
B6	Faculty management appoints a Curriculum Change Committee to assist the curriculum change leader.	• The faculty aims to include all LLB academics in the Curriculum Change Committee. • If all LLB academic staff members cannot be included in the Curriculum Change Committee (for example, due to a high number or an unwillingness of academics to assist), faculty management considers appointing a smaller Curriculum Change Committee comprising at least one representative per department, members with sufficient position power, academics with different viewpoints on the LLB curriculum, credible academics with

		good reputations and the necessary skills to support and deal effectively with curriculum change, faculty innovators, and a minority of voices in opposition to curriculum change. The Faculty Board should ensure these requirements are met should the staff members be invited to serve voluntarily on the smaller Curriculum Change Committee. • In addition to the Curriculum Change Committee referred to above, the faculty can appoint an Executive Curriculum Change Committee to assist the curriculum change leader. In such an instance, the duties of the curriculum change leader apply, *mutatis mutandis,* to the members of the Executive Curriculum Change Committee. • The curriculum change leader and Executive Curriculum Change Committee consider appointing working groups to assist with specific tasks of the curriculum change process, for example, developing a curriculum matrix as described in the recommended practices for FPs D1 to D8.
B7	The appointed curriculum change leader displays sufficient curriculum change knowledge.	• The curriculum change leader has knowledge and prior experience in curriculum change management. • The curriculum change leader has a keen interest in curriculum change. • The curriculum change leader has a postgraduate qualification in curriculum development or curriculum studies. • If the faculty management cannot identify an academic with the required knowledge, an academic with a keen interest in curriculum development can be appointed. The candidate should be supported to undergo training and attend workshops aimed at curriculum development. Also, the candidate

		should be encouraged to register for a qualification such as the Postgraduate Diploma in Curriculum Development or Curriculum Studies offered at numerous South African institutions. • If there is a lack of curriculum change leader expertise or interest in the faculty, I strongly advise the inclusion of a staff member from the institutional teaching and learning centre or an external consultant with expertise in curriculum change management to serve on the Executive Curriculum Change Committee or to act as curriculum change leader. • Alternatively, the faculty can collaborate with another law faculty that undertook similar curriculum changes to learn from their experience best practices.
B8	The appointed curriculum change leader continuously and effectively manages group dynamics and interactions during the curriculum change process.	• The curriculum change leader manages the curriculum change process through leadership skills, effective communication, conflict management and trust. • The curriculum change leader ensures that all meetings and workshops are thoughtful, engaging and well prepared. • Although the curriculum change leader values the views and input of staff members, his or her interaction with academics at these events remains focused and disciplined.
B9	The curriculum change leader carries out the LLB curriculum change process with trust.	• The curriculum change leader exhibits leadership skills and curriculum change knowledge and 'know-how' (see FP B7). • The curriculum change leader successfully performs the continuous change management functions (see FPs C1 to C6) • The curriculum change leader facilitates strategic planning workshops, preferably at off-campus venues. • The curriculum change leader encourages open decision making.

B10	The implementation plan for the curriculum change process ensures that staff members know where they fit into the process, the activities they should perform and the timeframes for completing the activities of the LLB curriculum change process.	• The implementation plan for the curriculum change makes provision for the following: (i) the time that will be set aside for the curriculum change process, (ii) specific short-term wins and milestones that should be achieved (see FP B21), (iii) the names of staff members or groups of people (for example, academics or department heads) responsible for tasks related to the short-term wins and milestones, and (ivi) the timeframes for the respective tasks. • The implementation plan allows enough time for achieving the short-term wins and milestones. • The curriculum change leader or Executive Curriculum Change Committee reminds staff members well in advance, in person or via email, of an upcoming due date. • The Curriculum Change Committee approves the implementation plan.
B11	All decisions taken at meetings and workshops are formally recorded and approved.	• A scribe or administrative assistant is appointed to deal with the administrative aspects of meetings and workshops. • In collaboration with the curriculum change leader, the scribe or administrative assistant prepares agendas and minutes for curriculum change meetings and workshops. • The minutes, reflecting decisions taken at previous meetings or workshops, are approved at the next meeting or workshop.

| B12 2.1.2.8 | The curriculum change leader commits to being involved during the implementation phase of the curriculum. | • Faculty management negotiates clear terms and conditions when appointing the curriculum change manager.
• Since curriculum change is challenging, multifaceted and complex, faculty management considers negotiating some incentive (for example, study leave, a reduced lecturing load or additional remuneration) to have the change leader commit to implementing the new curriculum. |

Step 3: Empower staff members for curriculum change

The table below identifies the eight FPs related to empowering staff members for curriculum change. These FPs are supplemented with recommended practices for complying with the principles.

Table 6.6:   *FPs and recommended practices for empowering staff members for curriculum change*

FPs		
Numbers	Descriptions	Recommended practices
B13	The dean, curriculum change leader and Executive Curriculum Change Committee members assist staff members in believing and feeling that change is possible.	• The dean, curriculum change leader and Executive Curriculum Change Committee members show through their actions, behaviour and words that they are optimistic and excited about the curriculum change. • The dean or their appointed representative attends all curriculum change meetings and workshops to show commitment to the curriculum change process.

B14	The curriculum change leader ensures that staff members are familiar with the theoretical underpinnings of curriculum design (for example, constructive alignment, the NQF, NQF levels, level descriptors, notional hours, and credits).	• The curriculum change leader emphasises the importance of being acquainted with the theoretical underpinnings of curriculum design. Without such knowledge, staff members will, for example, find it challenging to participate in the curriculum change process, align the curriculum elements in their modules, and present the modules at the required NQF level. • Although faculties may find it unnecessary for all staff members to attend training on the theoretical underpinnings of curriculum design, at least the Executive Curriculum Change Committee members should undergo such training. • The curriculum change leader explains the concepts pragmatically and broadly so as not to overwhelm attendees.
B15	The curriculum change leader ensures that staff members are familiar with the LLB Qualification Standard, that they are empowered to develop the required graduate attributes in students, and are able to introduce the LLB curriculum imperatives (for example, transformative constitutionalism, decolonisation, globalisation and internationalisation, and the Fourth Industrial Revolution) into the new modules of the LLB curriculum.	• The curriculum change leader provides opportunities for staff members to become or remain informed about the LLB Qualification Standard, and the graduate attributes and curriculum imperatives that should be addressed in the new LLB curriculum. • Faculty innovators share practical examples of how they responded to the curriculum imperatives and the development of specific graduate attributes in their modules. • Academic staff members reach consensus on the meaning and implications of the curriculum imperatives on the new LLB curriculum. • The curriculum change leader involves all academics in drafting the curriculum matrix. The recommended practices for FPs D3 to D8 relate to developing a curriculum matrix.

		• Faculty management encourages staff members to read, attend conferences and institutional training sessions, and publish on incorporating the LLB curriculum imperatives and developing specific graduate attributes in their modules.
B16	The curriculum change leader ensures that staff members are empowered to introduce innovative teaching, learning and assessment practices into the modules of the new LLB curriculum.	• The curriculum change leader ensures that the strategic plan underscores the faculty's commitment to innovative teaching, learning and assessment. • The curriculum change leader and department heads encourage staff members to attend training courses and workshops on innovative teaching, learning and assessment practices and methods. • The curriculum change leader requests the institutional teaching and learning centre to tailor training for the faculty on innovative teaching, learning and assessment. • Academics consider establishing a community of learning in law. The community sets itself the goal of gaining, among other things, knowledge and skills of the theory of innovative teaching, learning and assessment in law. • Department heads encourage staff members to engage in research, publish articles and present at conferences on implementing innovative teaching, learning and assessment practices and methods in law modules.
B17	Faculty innovators' work is showcased to inspire and encourage staff members to incorporate innovative teaching, learning, and assessment practices into the module for which they are responsible.	• The curriculum change leader identifies and approaches staff members to present ways in which they have implemented innovative teaching, learning and assessment practices and methods in their modules. • Showcasing the work of others on innovative teaching, learning and assessment occurs at regular intervals.

		• Establishing a community of learning in law will assist in developing faculty innovators who can share their ideas and experience using innovative teaching, learning, and assessment practices with other academics in the faculty.
B18	Staff members receive information and training on writing learning outcomes so as to empower them to write meaningful outcomes for the LLB modules for which they are responsible.	• The curriculum change leader or expert(s) in the field presents a workshop on drafting learning outcomes. • The curriculum change leader or an expert in the field makes academic staff members aware of the influence of the NQF level descriptors and NQF levels on the writing of learning outcomes. • The curriculum change leader or an expert in the field familiarises academic staff members with the taxonomy of educational outcomes by Bloom[21] and the 'revised taxonomy of Bloom', and how to utilise this tool in formulating learning outcomes at different NQF levels.
B19	The curriculum change leader, Executive Curriculum Change members, experts from the institutional teaching and learning centre or reputable academics from other law faculties assist staff members in writing meaningful module outcomes and provide constructive feedback on the draft learning outcomes presented to them for input.	• The curriculum change leader, Executive Curriculum Change Committee members, experts from the institutional teaching and learning centre or reputable academics from other law faculties are sensitive, engender competence and ensure that academics feel respected, valued and competent in carrying out the task. • These persons provide constructive and honest feedback to improve the quality of the learning outcomes.

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21   BS Bloom and others *Taxonomy of educational objectives: The classification of educational goals* (1956).
LW Anderson & DR Krathwohl *Taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives* (2001).

		• The persons mentioned above verify whether the agreed-upon curriculum imperatives and graduate attributes in the curriculum imperative and graduate attribute map are evident in the learning outcomes of the modules. The recommended practices for FPs D1 to D7 involve developing a curriculum imperative and graduate attribute map.
B20	The curriculum change leader or the Executive Curriculum Change Committee provides staff members with the LLB learning outcomes of other South African universities to assist them in writing learning outcomes for the modules for which they are responsible.	• The curriculum change leader or Executive Curriculum Change Committee collect and share the LLB curricula and the learning outcomes of other law faculties with staff members. • Academic staff members use the learning outcomes of other universities as a benchmark when developing or improving learning outcomes.

Step 4: Create and celebrate short-term wins and milestones

The table below identifies the FPs related to creating and celebrating short-term wins and milestones, and the recommended practices for complying with this principle.

Table 6.7:   FPs and recommended practices for creating and celebrating short-term wins and milestones

FP		
Num-ber	Description	Recommended practices
B21	The faculty identifies and celebrates short-term wins and milestones (for example, the drafting and approval of the strategic plan, curriculum matrix, curriculum imperative and graduate attribute map, module learning outcomes, accreditation application and the phasing-in-and-phasing-out plan) during the LLB change process.	• The implementation plan (see FP B10) clearly identifies the short-term wins and milestones. • The curriculum change leader immediately informs staff members if a milestone has been reached. • The curriculum change leader considers appropriate ways to celebrate the short term wins and milestones.

Step 5: Consolidate wins and create more changes in the faculty

The table below identifies the seven FPs related to consolidating wins to create more changes in the faculty. Each of these FPs is supplemented with recommended practices for complying with the principles.

Table 6.8:   FPs and recommended practices for consolidating wins and creating more changes in the faculty

FPs		
Num-bers	Descriptions	Recommended practices
B22	The LLB curriculum change process paves the way for a continuous improvement model for the faculty.	• The continuous improvement that the faculty aspires to is evident in the amended or new strategic plan of the faculty (see Table 6.2). • At an annual workshop, staff members evaluate the faculty's performance against the strategic plan's vision, mission, strategic objectives, and strategies (see FP A7).

		• Staff members deliberate on whether the strategic objectives and plans, such as the curriculum change objective and curriculum change strategy, have remained relevant and necessary. • The Faculty Board approves all amendments made to the strategic plan.
B23	A quality assurance system is implemented to ensure that the LLB curriculum changes will be of benefit.	• Faculty management takes responsibility for reviewing existing faculty policies and developing new policies to support the implementation of the new LLB curriculum (see FP B25). • In collaboration with staff members, the Executive Curriculum Change Committee compiles a phasing-in-and-phasing-out plan for a seamless transition from the old to the new LLB curriculum. (see FP B24). • The assessment plans of modules are discussed at semesterly year-group meetings. These meetings aim to ensure, among others, that a range of innovative assessment methods are employed to determine whether students have mastered module learning outcomes. • Modules are evaluated at the end of each semester or year by, for example, external reviewers, Department Heads and students to guide new change initiatives. • Student pass rates, throughput rates and retention rates are regularly reviewed to identify required additional student support interventions and new teaching, learning, and assessment initiatives. • The faculty uses graduate tracking surveys to assess graduates' employability one year after the first cohort of the new LLB has graduated. • The faculty introduces employer satisfaction surveys one year after the first cohort of the new LLB has graduated.

B24	The curriculum change leader and Executive Curriculum Change Committee develop, in collaboration with staff members, a phasing-in-and-phasing-out plan for a seamless transition from the old to the new LLB curriculum.	• Academic staff members aim to incorporate the module content of the new LLB modules in equivalent modules of the old LLB curriculum to prevent unnecessary duplication of teaching. • Academic staff members consider whether failing old LLB curriculum students can attend the same classes scheduled for new LLB curriculum students in the case of equivalent modules. • The faculty considers presenting the old LLB curriculum modules at summer and winter schools. • The curriculum change leader requests input from lecturers during individual and departmental meetings. • The Faculty Board approves the phasing-in-and-phasing-out plan.
B25	The faculty reviews existing policies and develops new policy documents to support the implementation of the new LLB curriculum.	• The following are examples of policies that can be reviewed or developed to support the implementation of the new LLB curriculum: • Admission criteria that are aligned with the intellectual and skills demands of the new LLB; • LLB assessment rules and regulations that address quality assurance issues related to, for example, the guiding principles for assessment; appointment of examiners, assessors and moderators; setting of test and examination papers, written assignments, oral presentations and take-home assignments; moderation requirements; feedback to students; online assessment; capturing of assessment results; plagiarism; and the procedure for discussion of assessment results and appeals; • A policy for assessing lecturers' facilitation skills by a peer or department head;

		• A framework for evaluating module guides by department heads; and • A policy for assessing lecturers' facilitation skills by a peer or department head.
B26	Faculty management performs a workload analysis to prevent the possible overloading of academics due to implementing the new LLB curriculum.	• Faculty management considers the effect of the phasing-in and phasing-out of the old and new LLB curricula on staff members' workloads. • Department heads distribute the workload equally and fairly among staff members. For example, the academic workload can be redistributed among existing academic staff members. • Faculty management appoints additional part-time or contract lecturers to alleviate the extra workload on staff members.
B27	Due to the demands of the new LLB curriculum, department heads evaluate the staff development trajectories of academics reporting to them.	• Department heads have individual conversations with staff members to identify their career development trajectories. • The faculty develops, approves and implements or amends an existing staff development policy and human resources plan to make provision for staff development trajectories.
B28	Faculty management makes sufficient resources (time, money, human resources and information technology) available so that staff members feel supported during both the planning and implementation phases of the new curriculum.	• Faculty management performs a needs analysis during the planning phase of the additional finances, human resources, and information technology required to present the new LLB curriculum. • Faculty management takes the necessary steps to ensure the required resources are available to implement the new curriculum. • If the resource needs of the faculty cannot be met, academic staff members, under the leadership of the curriculum change leader, need to consider alternative ways to implement the new curriculum or adjust it so that it would be practicable to implement.

		• Faculty management ensures that it follows through on the expectations raised and 'promises' made to academic staff during the curriculum planning phase. • Record all decisions made and have the recording thereof approved at the next meeting or workshop.

Step 6: Anchor the curriculum change in the faculty's systems, practices and organisational culture

The table below identifies the FP related to anchoring the curriculum change in the faculty's systems, practices, and organisational culture and the recommended practices for complying with the principle.

Table 6.9:   FPs and recommended practices for anchoring the curriculum change in the faculty's systems, practices and organisational culture

FPs		
Num-bers	Descriptions	Recommended practices
B29	Faculty management conducts regular follow-up sessions and workshops to support the new LLB curriculum and its implementation.	• Faculty management encourages staff members to share the content of modules with other staff members. • Academic staff members reflect on whether vertical and horizontal integration of knowledge and skills occur. • Academic staff members reflect on whether the learning outcomes were attainable and if the proposed teaching and learning activities were practicable. • Faculty management adds curriculum change as a standing item on agendas for the faculty board, Executive Faculty Board Committee and departmental meetings. Should faculties reason that such an agenda item may lead to 'curriculum change fatigue', curriculum change items can be incorporated as part of the learning and teaching items on the mentioned agendas.

The four continuous change management functions

The table below identifies the six FPs related to the continuous curriculum change management functions. FPs C1 to C3 relate to communication. The other three FPs concern the psychological impact of the curriculum change process on staff members (FP C4), the barriers or opposition to change (C5) and consultation (C6). Each of these FPs is supplemented with recommended practices for complying with the principles.

Table 6.10:   ***FPs and recommended practices for the continuous change management functions***

FPs		
Numbers	**Descriptions**	**Recommended practices**
C1	The curriculum change leader continuously communicates the progress made with the LLB curriculum change to staff members.	• The Faculty approves a communication strategy for the curriculum change. • The curriculum change leader practices 'repeat, repeat, repeat' regarding important information. • The curriculum change leader keeps a delicate balance between informing staff members of the progress made and not overburdening them with too much or irrelevant information.
C2	The curriculum change leader uses a range of communication methods to share information with staff members.	• The curriculum change leader uses emails, individual meetings, group meetings, Faculty Board meetings, focus group discussions, and plenary and breakaway sessions during workshops and meetings to share information with staff members.
C3	Staff members have open and honest discussions about problems, conflicts, issues, and progress during the curriculum change process.	• The curriculum change leader encourages staff members to argue, challenge and raise questions about the curriculum change. • The curriculum change leader creates a climate of trust in which to have open and honest discussions (see (FP B9). • Discussions are open, honest and inclusive.

		• Breakaway groups during workshops provide an ideal opportunity for all attendees to give input, be heard, foster collegiality in the faculty, and break down departmental silos in faculties.
C4	Faculty management continuously considers the psychological impact of the curriculum change process on staff members.	• The curriculum change leader focuses on not being too task-oriented and continuously considers research suggesting that lawyers and law academics generally have low empathy. • The curriculum change leader works empathically and shows emotional intelligence when carrying out his or her tasks. The curriculum change leader recognises and understands the emotions of other individuals (cognitive empathy) and articulates the emotional response of the other to a situation (affective empathy). • The curriculum change leader is mindful of others' concerns, finds ways to motivate them, and ensures that others feel engaged in the curriculum change process. • Faculty management prioritises implementing strategies for preventing and effectively managing the stress caused by the curriculum change.
C5	The curriculum change leader continuously and effectively manages barriers or opposition to curriculum change.	• Faculty management uses a top-down approach to changing the curriculum and focuses on creating a sense of urgency to change the curriculum (see Table 6.4). • The curriculum change leader considers anecdotal information and considers appropriate strategies to address barriers.

C6	The curriculum change leader and Executive Curriculum Change Committee continuously consult with academic staff members on their views and ideas during the curriculum change process.	• The curriculum change leader and Executive Curriculum Change Committee provide numerous opportunities for stakeholder input. • The curriculum change leader and Executive Curriculum Change Committee do not consult staff members only on the curriculum change, but confer widely with students, alumni and prospective employers of students. The curriculum change leader or Executive Curriculum Change Committee informs staff members about the outcomes of the consultations with stakeholders outside the university. • Despite the top-down approach to curriculum change, staff members feel that their expertise and views are valued. Their opinions are not simply dismissed. • The curriculum change leader not only shares information with staff members but also asks questions to get staff members' views or ideas about specific aspects of the curriculum change. Questions typically revolve around 'What do you think we should do?' • Although the curriculum change leader values the views and input of academic staff members, his or her interaction with academics remains focused and disciplined. Therefore, the curriculum change leader may, depending on the circumstances, restrict the number of speaking turns and the maximum duration of a speaking turn per staff member at meetings.

The discussion above concludes the second process of the curriculum change process. The following part elaborates on the third and final process: curriculum planning.

6.3.3   *The curriculum planning process*

Table 6.11 identifies the 10 FPs related to the curriculum planning process. Each of these FPs is supplemented with recommended practices for complying with the principles.

Table 6.11:   *FPs and recommended practices related to the curriculum planning process*

FPs		Recommended practices
Num-bers	Descriptions	
D1	The credits and corresponding notional hours of the new LLB modules represent a realistic volume for teaching, learning and assessment.	• In collaboration with the Executive Curriculum Change Committee, the curriculum change leader administers an informal survey among academic staff members and students.
D2	The curriculum change leader encourages staff members to identify and record innovative ideas for teaching, learning and assessment in their modules as soon as possible after such discussions have been held.	◊ The informal survey aims to get participants' perceptions of the (i) learning time that the average student requires to achieve the learning outcomes of modules in the old LLB curriculum (see FP D1), (ii) the desirability of offering the modules as year-long or semester modules (see FP D3) and (iii) the most appropriate years of study for the various modules (see FPs D4 and D7). ◊ The survey requests participants to indicate the number of hours that the average student needs to spend per module to prepare for each of the following (if applicable): formal classes, tutorials, tests, online assessments, written assignments, oral assessments and examinations (see FP D1). Also, the hours spent on the learning management system time to attend classes and tutorials and to participate in the assessments should be stated. The notional hours per module can be calculated from the collected data and provide a guideline for the notional hours and credits that had to be awarded to modules in the new LLB.

D3	Modules are appropriately classified as semester and year modules in the new LLB curriculum.	◊ The abovementioned survey can also request participants to state whether modules of the old LLB should be presented as semester or year-long modules (see FP D3) and the most appropriate year of study in which to present these modules (see FP D7). Participants can, for example, motivate a specific year of study for a module by identifying (if applicable) pre-requite modules for particular modules.
D4	Modules of the new LLB curriculum build on the knowledge and skills that students have acquired in previous modules.	◊ The curriculum change leader, in collaboration with the Executive Curriculum Change Committee, develops a draft curriculum matrix that is based on the following: (i) governmental policies on curriculum development, (ii) the LLB Qualification Standard (see FP D6, (iii) media reports, scholarly and non-scholarly articles, the Report on the National Review of the LLB (see FP B1), (iv) report on the external institutional review of the LLB (see FP B3), (v) the faculty's strategic plan (see FP A1 to A7), (vii) concerns raised by stakeholders during the focus group discussions (see FP B2), (viii) the informal survey pertaining to the credits, duration, and study year of modules and (ix) the LLB curricula of South African universities (see FP B20).
D5	Modules of the new LLB curriculum are presented in an integrated manner and not in silos or in isolation.	
D6	The curriculum imperatives and graduate attributes specified in the LLB Qualification Standard are appropriately mapped across modules of the new LLB curriculum.	
D7	The modules, including the graduate attributes and curriculum imperatives, are appropriately mapped across the years of study of the new LLB.	◊ The draft curriculum matrix identifies the following: (i) the modules for the new LLB curriculum, (ii) whether a module will be presented over a semester or year (see FP D3), (iii) credits for each module (see FP D1), (iv) how the modules are spread across the years of study of the LLB (see FP D7), (v) the most significant graduate attributes and curriculum imperatives to be addressed in each module (see FP D6), (v) the vertical integration of knowledge and skills (see D4), and (vi) the horizontal integration of knowledge and skills (see FP D5).
		◊ The curriculum change leader, in collaboration with the Executive Curriculum Change Committee, consults with staff members on the curriculum matrix using (i) individual meetings with department heads, (ii) plenary and group

		discussions with all academics during (off-campus) workshop(s), and (off campus) workshop(s) with a selection of representatives from the departments of the faculty. During the process, staff members are informed about the progress made via email. ◊ The Curriculum Change Committee formally approves the final curriculum matrix. • The curriculum change leader develops a curriculum imperative and graduate attribute map. ◊ The curriculum change leader, in collaboration with the Executive Curriculum Change Committee, requests the department heads to allocate academics to each of the new LLB modules presented in the curriculum matrix. The allocation can be based on, for example, academics' areas of interest, experience or expertise. ◊ The curriculum change leader requests academics to provide a written narrative regarding the curriculum imperatives that will be addressed and the graduate attributes that will be developed and assessed in the modules for which they are responsible. They also need to provide an assessment plan that indicates the assessment methods that will be used and the contribution of each assessment to the final module mark. In this regard, academics consult their notes on innovative teaching, learning and assessment ideas made during the curriculum change process. For example, staff members incorporate into their modules the innovative teaching, learning and assessment methods identified while receiving training or listening to faculty innovators (see FP B17). ◊ The curriculum change leader, in collaboration with the Executive Curriculum Change Committee, facilitates four focus groups at a staff meeting or workshop – one group for each year of study of the LLB. Attendees must ensure that all the curriculum imperatives and graduate attributes identified in the LLB

		Qualification Standard will be addressed and assessed over the years of study and that the vertical and horizontal integration of knowledge and skills will occur. ◊ The Curriculum Change Committee formally approves the curriculum imperative and graduate attribute map.
D8	The learning outcomes, teaching and learning, and assessments are constructively aligned in the new LLB curriculum.	• Academics apply the knowledge they have gained from the training in FPs B14, B15 and B19 and use the information in the curriculum imperative and graduate attribute map to ensure that learning outcomes meet the requirements set out below: • The learning outcomes are aligned with Bloom's revised taxonomy and the NQF level of the module. ◊ The learning outcomes are aligned with the credit values and associated notional hours allocated to the module. ◊ The learning outcomes address the curriculum imperatives and graduate attributes assigned to the module by the curriculum imperative and graduate attribute map. ◊ The learning outcomes articulate vertically with the learning outcomes of modules presented in previous years (DP D4); the learning outcomes articulate horizontally with the learning outcomes of complementary modules in the same year of study (FP D5). ◊ The learning outcomes are constructively aligned with the intended teaching, learning and assessment methods and practices as identified in the curriculum imperative and graduate attribute map. • When necessary, academics consult with the curriculum change leader, experts from the institutional teaching and learning centre or reputable academics from other law faculties (FP B19).

D9	The new LLB curriculum maintains the old curriculum's strengths. It addresses the weaknesses, concerns and recommendations noted by stakeholders (for example, academics, students, alumni and employers) during focus group discussions (see FP B2), an external institutional review panel (see FP B3) and the HEQC in the Report on the National Review of the LLB (see FP B1).	• In collaboration with the Executive Curriculum Change Committee, the curriculum change leader compiles a list of the concerns and weaknesses and ensures that these are addressed during the curriculum change process. • During the curriculum change process, the curriculum change leader ensures that staff members are informed about the progress made to address the concerns. • In collaboration with the Executive Curriculum Change Committee, the curriculum change leader compiles a report indicating how the new LLB curriculum addressed the concerns and weaknesses raised in the focus group discussions and LLB reviews. • The new LLB curriculum complies with the requirements of the CHE Criteria for programme accreditation. • The curriculum change leader presents the report mentioned above to the curriculum change committee before the application for accreditation serves at the Faculty Board and is submitted to the HEQC of the CHE.
D10	The new LLB curriculum is validated by students, employers and alumni prior to its submission to the HEQC of the CHE to enhance staff members' confidence in the curriculum.	• In collaboration with the Executive Curriculum Change Committee, the curriculum change leader arranges and conducts focus group discussions with role players once the teaching, learning and assessment practices and methods for modules have been finalised and the learning outcomes have been drafted for the various modules of the new LLB. • The curriculum change leader, in collaboration with the Executive Curriculum Change Committee, considers the feedback of the role players and consults with academics on the best way to address their concerns.

		• Academic staff members make the required adjustments to the teaching, learning and assessment practices and methods and the learning outcomes of the relevant modules.

6.4   Concluding remarks: A vision for the future

It is evident from the National Review of the LLB that South African legal education has failed to achieve its purpose in many respects. The future of legal education demands a radical rethinking of how it must evolve and change its curricula to address the demands of globalisation, transformative constitutionalism, decolonisation, the Fourth Industrial Revolution, the under-preparedness of students for higher education, and equity and widening access to higher education. Also, students should be equipped with the graduate attributes of the LLB Qualification Standard that are imperative for succeeding in legal practice, transforming our legal system and contributing to society.

LLB curriculum change and renewal at South African universities is inevitable, but until now, there has been a lack of clear guidance on how to change the curriculum. In this final chapter, I have proposed a Final LLB CCMM that makes a meaningful contribution to curriculum change theory building and is of significant practical value to law faculties seeking to change their curricula. The CCMM is structured systematically and is straightforward, ensuring that it is understandable to those who will use it.

The LLB CCMM breaks down the challenging, multifaceted and complex nature of LLB curriculum change into manageable processes, functions, principles and recommended practices. The FPs are straightforward and are not difficult to achieve. Furthermore, the recommended practices for each of the FPs provide practical examples of what needs to be done to achieve the recommendation of the Report on the National Review of the LLB. As a result, the CCMM is sufficiently detailed, and the curriculum change leader is not left in the dark as to how to lead and deal with curriculum change successfully. Consequently, the LLB CCMM addresses the concern of scholars in part 1.2 that CMMs tend to provide broad guidelines for managing change but are

not sufficiently detailed to stipulate what needs to be done to effect change.

I experienced leading the LLB curriculum change process and developing the research-based LLB CCMM at the UFS as a challenging and enriching experience, which led to personal growth and a better understanding of curriculum change and legal education in South Africa. I hope that the proposed LLB CCMM will be a valuable tool for facilitating LLB curriculum change in South Africa, that it will assist in enhancing the quality of legal education and LLB graduates, and that it will eventually make a meaningful contribution towards the constitutional democratic project and transformative constitutionalism in South Africa.