NATIONAL REVIEW

of

BACHELOR OF LAWS (LLB)

PROGRAMMES

THE INSTITUTIONAL

SELF-EVALUATION REPORT

Name of institution	
Name of programme	
Date submitted	

Details of the programme(s)

Mode(s) of tuition	
If contact, site(s) of delivery	
If distance, administrative centre	
Exit level on the NQF	
Total number of credits	
Normal duration of study (full-time)	
Normal duration of study (part-time)	
If the programme is offered on behalf of the awarding institution by any other institution(s), name(s) of other institution(s), and site(s) of delivery, and mode(s) of delivery	
(For CHE use only) Reference number	

I confirm that the self-evaluation report has been prepared after appropriate consultation with members of staff involved in the programme, and has the approval of the Faculty/School.

Dean of Faculty/Head of School

Name	**Signature**	**Date**

I confirm that the self-evaluation report has been subject to the relevant institutional quality assurance procedures.

Institutional comment on the self-evaluation report.

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Deputy Vice-Chancellor responsible for academic affairs

Name	**Signature**	**Date**

Guidelines for completion of the self-evaluation report (SER)

For general principles governing the preparation of the SER, please refer to the *National Review Manual: Bachelor of Laws (LLB)*, chapter 3. Reference should also be made to the *Qualification Standard for the Bachelor of Laws (LLB),* from which is derived a number of terms used in this document.

The report should be written in narrative form, accompanied, where requested, with data tables. Each claim made in the response to questions should be accompanied by evidence embedded in the narrative. Additional figures and tables may be included, preferably as annexures to the report.

Documentation annexed to the SER should be restricted to information fundamental to a comprehensible reading of the report. Other supporting documentation should be made available to a review panel during the forthcoming site visit. (For examples of documents to be displayed during the site visit, refer to the Manual, section 4.4.)

Where evidence for a claim made in the SER is available in documentation not included with the report but displayed during the site visit, please make accurate reference to the source in such a way that it is easily accessible to the review panel. Two examples follow.

> The internal moderation of coursework assessment is done according to institutional policy, which requires that …. (*Policy on Assessment*, section 4.2.1, page 34, approved by Senate on 26 March 2014, site-visit document reference no. 17B).

> In 2012 a proposal to include two additional elective modules, namely …. and …., in the final-year curriculum was approved by Faculty Board (Minutes of Faculty Board, 30 April 2012, paragraph 6.1, page 5, site-visit document reference no. 6A). The proposal was approved by the Rules Committee in September 2012 and included in the Rules Book for implementation in 2013 (*2013 Faculty Prospectus and Rules*, page 36, site-visit document reference no. 6B).

Please include as one of the annexures to the SER a document reference map, indicating the titles of all documents that will be made available during the site visit. The reference map should be comprehensibly coded and sequenced to ensure ease of access for review panel members. If deemed necessary, the CHE may request, prior to the site visit, the submission of electronic copies of specific documents included in the reference map.

In most cases, the SER narrative report will deal separately with each of the questions asked below. Each response should be clearly headed with reference to the relevant question. There may be cases, however, where there is a need, for reasons of coherence and continuity, to integrate responses to more than one question. In such cases, ensure that the questions are clearly identified and that each is comprehensively answered.

The on-line method of submission will be described during a workshop organised for the purpose of clarifying all aspects of the SER. In brief, the SER will be uploaded as an integrated document.

Introduction

Optimal involvement in the self-evaluation by staff members involved in the LLB programme is fundamental to the process. This would include full-time and part-time academic staff teaching and assessing in the programme, tutors, administrative and technical staff supporting it, quality assurance personnel, library staff, and any other relevant category. The staff involved in the self-evaluation process would normally comprise full-time permanently-appointed members, but need not be limited to that category. Of greatest importance is ensuring that all aspects of the programme are adequately represented, and that input fully and fairly covers the programme. If, to achieve full and fair representation, the views of other staff categories are needed, then they ought to be canvassed.

Please provide a brief introduction describing the process followed: the main parties involved, the methods and forms of consultation, and the timelines along which the self-evaluation was conducted (the report drafted, drafts made available for academic and support staff input, and the final version approved for submission to the CHE).

The self-evaluation report

The institution assesses its programme(s) against the benchmark of the qualification standard. The standard is an annexure to the National Review Manual. The headings below refer to sections of the standard. The criteria referred to are set out in *Criteria for Programme Accreditation* (CHE, 2004). This document is included as an annexure to the Manual.

(Note: as and when specific documentary evidence is required to support narrative statements, indications will be included.)

Preamble (refer to the LLB standard)

How does your LLB degree address the values and ethos expressed in the preamble? Your response should have particular reference, but is not limited, to the following aspects:

- transformative constitutionalism;
- responsiveness to social justice;
- inculcating student awareness of constitutional imperatives;
- responsiveness to globalization;
- responsiveness to ever-evolving information technology.

Institutional alignment (Criterion 1)

1. What alignment is there between the LLB programme and your institution's mission, goals and strategic plans?
2. Is there any outsourcing of delivery of the programme? If so, describe the outsourcing arrangements, how they are aligned with the institution's mission, goals and strategic plan, and what measures are in place to ensure comparable quality under the outsourced arrangements.

Purpose (refer to the LLB standard)

1. How does your LLB prepare well-rounded graduates for the three career pathways stated, namely entry into legal practice, into a wide range of other careers that require the application of law, and for postgraduate studies in law?
2. What evidence do you have to show that the LLB degree attempts to address the stated purpose of the qualification?

NQF level and Credits (refer to the LLB standard)

1. Explain how your LLB degree is designed (through logical sequencing and increasing complexity of module content and assessment) in order to ensure appropriate progression through ascending levels of competency.
2. With reference to the NQF level descriptors in annexure A, explain how your LLB degree meets the requirements of NQF exit level 8.
3. How is the credit rating of the modules constructed in terms of the student workload and the variety of teaching activities offered and learning activities expected?
4. How does this credit rating relate to the notional study hours undertaken in the LLB degree?
5. To what extent does the total allocation of credits in the LLB degree adequately meet the purpose, content and intended outcomes of the qualification?

Guideline

A narrative response to question 4 should be accompanied by a table such as the following. Notional study hours should be given as a number of hours and as a percentage of the total number allocated to the module.

Table: modules, credits and notional study hours

Module title	Code	Year of study	Credits	Core/ elective	Lecture hours	Small-group tutorials	Independ-ent self-study	Assess-ment	Other (describe) – include consultat-ion

Student recruitment, selection, admission and support (Criteria 2 and 11)

1. Taking into account the NQF levels and the particular demands of the LLB, how do your policies and procedures for recruitment, selection and admission of students address issues including, but not limited to:
   - legislative requirements
   - equity
   - diversity and transformation

- transparency
- institutional capacity
- demonstrated or assumed competence (as reflected in admission requirements)
- admission via RPL.

2. In cases of gaps between assumed competence at entrance level and assessed competence at (or shortly after) the commencement of the LLB programme, what policies, procedures and resources are in place to ensure adequate academic development support for students, and adequate training for staff members involved in such support activities? (This includes support in respect of language, numeracy, cognitive and referential skills.)

(A narrative response to this section should be accompanied by a table such as the following, giving a clear indication of the student enrolment profile for at least the most recent five entrance cohorts.)

Integrated (480-credit) LLB

Year	Enrolled	African	Coloured	Indian	White	Internat-ional	With disability
	Total						
	Female						
	Male						
	Total						
	Male						
	Female						
	Total						
	Female						
	Male						
	Total						
	Female						
	Male						
	Total						
	Female						
	Male						
	Total						
	Female						
	Male						

Note

*In this table and tables below, persons in the category 'International' are **excluded** from the numbers provided according to race. Persons in the category 'With disability', if South African citizens, are **included** in the numbers provided according to race.*

Second-degree (240-credit) LLB

Year	Enrolled	African	Coloured	Indian	White	International	With disability
	Total						
	Female						
	Male						
	Total						
	Male						
	Female						
	Total						
	Female						
	Male						
	Total						
	Female						
	Male						
	Total						
	Female						
	Male						
	Total						
	Female						
	Male						

Note

The table above refers to all students enrolled for the LLB as a second degree. In cases where an institution provides for admission to the LLB as a second degree following both a non-law first degree and a law-related first degree (for example, BA (Law) or BCom (Law)), the table above could be disaggregated by means of separate tables reflecting the different pathways into the LLB.

Graduate Attributes (refer to the LLB standard)

Knowledge

1. How does your LLB degree impart to graduates 'comprehensive and sound knowledge and understanding' in relation to:
   - South African law and the legal system;
   - the associated values; and
   - the historical background?
2. How, specifically, is 'comprehensive and sound knowledge and understanding' achieved in:
   - basic areas of law – i.e., private, public, mercantile and formal law; international and comparative aspects of law; perspectives on law and the legal profession;
   - the dynamic nature of law and its relationship with relevant contexts such as political, economic, commercial, social and cultural contexts;

- some discipline(s) other than law;
- select area(s) <u>or</u>
- specialization in one or more areas <u>or</u>
- clinical legal education.

3. In regard to discipline(s) other than law –
   (1)   what other discipline(s) may students pursue?; and
   (2)   are there any restrictions in the discipline(s) students may choose?
4. How many credits (if it applies, minimum and maximum number) are allocated, in (i) the LLB programme and (ii) in a first degree leading to the LLB, to discipline(s) other than law? Justify the ratio of these credits to the total number of credits as providing for an appropriate balance with law-related credits to deliver 'well-rounded' graduates.

<u>Skills</u>

How does your LLB degree, in conceptualisation and overall design, meet the multiple career pathways referred to in the purpose statement in terms of

- the development of critical thinking skills?
- the development of research skills?
- the development of writing skills?

<u>Applied Competence</u>

How does the conceptualisation and overall design of your LLB degree address the following areas of applied competence? (Show in detail how each of these areas of competence are taught and assessed in the LLB programme. In cases of the LLB as a second degree where one or more of the applied competences are taught in a first degree, evidence should be provided to show that the teaching and assessment are appropriate for and relevant to fields of law.) Elaboration of each competence is contained in the qualification standard.

- Ethics and integrity;
- Communication skills and literacy;
- Numeracy;
- Information technology;
- Problem solving;
- Self-management and collaboration;
- Transfer of acquired knowledge;
- Agency and accountability;
- Service to the community.

Staffing resources (Criteria 3, 4 and 8)

(Responses to this section need to be accompanied by summary CVs for all staff members involved, and data requested in the tables below.)

Academic staff resources

1. How is the academic staff profile, in terms of qualification, experience and levels of appointment, aligned with the programme structure and content to ensure that students are exposed to a diversity of expertise, ideas, styles and approaches, as well as the achievement of all the graduate attributes?

2. Taking into account what you consider to be an appropriate staff:student ratio to address all the graduate attributes, what measures are in place to ensure that academic staffing resources are compatible with the number of students registered for the degree and the needs of the curriculum? What is in place to ensure that there is an appropriate ratio of full-time and part-time staff? How are academic staff workloads designed and controlled to ensure a suitable balance between teaching, assessment, consultation, research and other activities? If there are shortcomings in the academic staff profile, what steps are being taken to address them?

3. What policies and practice apply to the recruitment, employment, induction, promotion and professional development of academic staff, to ensure compliance with relevant legislation, to promote demographic equity and diversity, to reflect in the academic staff profile the values embedded in the Preamble of the qualification standard, and generally to enhance the quality of the programme?

Table: academic staff profile

Appointment	Number	African	Coloured	Indian	White	Internat-ional	With disability
Full-time	Total						
	Male						
	Female						
Part-time	Total						
	Male						
	Female						

Table: full-time academic staff profile by level of appointment

Level	Professor	Associate/Adjunct Professor	Senior Lecturer	Lecturer	Associate Lecturer/ Tutor
Number					

Table: academic staff profile by qualification and experience

Staff member	Highest qualification	LLB teaching experience (in years)	Bar or attorney admission?	Professional practical experience (in years)	Clinical legal (law clinic) training (in years)

Administrative and support staff resources

1. What evidence is there that the support staff resources available to the LLB programme (administrative, technical and academic support) are sufficient for its needs, including qualification, experience, and the needs of students, in terms of number and demographic profile?

2. What steps are in place to provide for induction of new support staff and development opportunities for all support staff members?

3. What measures are taken to ensure that administrative steps, such as admission, registration, recording of results, identification of students at risk, and certification are in line with institutional policy and LLB rules, and are consistent, transparent, equitable and reliable?

4. In the case of distance learning programmes: what evidence is there of sufficient administrative and technical staff resources available for effective achievement of specialised tasks of registry, dispatch, management of assignments, record-keeping and other tasks related to students' needs?

Table: administrative, technical and support staff profile

Appointment	Number	African	Coloured	Indian	White	Internat-ional	With disability
Full-time	Total						
	Male						
	Female						
Part-time	Total						
	Male						
	Female						

Table: full-time support staff (administrative, technical, academic support) and responsibilities

Name	Position held	Highest qualification	No. of years' experience	Main responsibilities

Teaching and learning strategy (Criteria 5 and 14)

1. How are the teaching and learning needs of the programme reflected in the institution's central operating policies and procedures, including resource allocation, mode(s) of tuition, as well as staff appointments and promotion?
2. What teaching and learning approaches, strategies and methods are applied in the programme, in order to ensure that the purpose of the LLB, and all the graduate attributes associated with the purpose, are addressed and met?
3. How are the teaching and learning strategies aligned with the mode(s) of tuition and the resources required for effective teaching and learning through the tuition mode(s)?
4. Where learning in a programme is wholly or partially dependent on the production of non-contact learning materials, what policy and procedures are in place to ensure quality in the conceptualisation, development, and regular evaluation of the materials, as well as the training and development of academic staff responsible for the materials?
5. What provision is made for student/graduate evaluation of teaching and assessment in the programme, and input in terms of programme review?
6. How does the programme cater for the identification and monitoring of students at risk, and for appropriate support for such students?

Contexts and conditions for assessment (refer to the LLB standard, and Criteria 6, 13 and 14)

1. What variety of assessment methods, including formative and summative assessment, is used in the programme, and what evidence is there to show that they occur regularly throughout the course of study?
2. How are students provided with tasks requiring independent research; how are students supported in these tasks; and how are they assessed? List the modules in which independent research is required, and provide examples of the tasks set.
3. How does the programme ensure that students engage in authentic problem-solving either in real-life work contexts or simulated teaching and learning activities, and that such activities are assessed by staff suitably qualified to effect meaningful

assessment? List the modules in which problem-solving activities are assessed, and provide examples of tasks that are required of students.

4. Taking into account the mode(s) of tuition provided, what IT resources are available to students to enable them to achieve the purpose of the qualification? What provision is there for the maintenance of these resources to keep abreast of ever-evolving technology?

5. What provision is there in the programme for regular and constructive feedback to enable graduates to have achieved all the attributes required by the qualification standard?

6. Taking your responses above to teaching, learning and assessment into account, what evidence is there to show that adequate resources are available so graduates' learning, research and problem-solving attributes of the qualification are demonstrably achieved? These resources include (but are not limited to):

   - an adequate student:staff ratio;
   - adequate physical resources, such as teaching venues and audio-visual equipment;
   - adequate access to library and e-resources (taking into account the mode(s) of tuition and institutional policy for access to resources);
   - in cases where clinical legal education is a credit-bearing part of the programme, adequate resources for quality clinical practice and assessment.

7. What steps are in place for internal and external moderation/examination of the programme, and what role do these activities play in the quality assurance and review of the programme?

8. What evidence is there to show that the assessment system applied in the programme is consistent with institutional policies and rules, and is rigorous, reliable and secure?

Progression

1. What policy and practice apply to the transfer of credits from other institutions or other programmes?

2. What policy and practice apply to the duration (shelf-life) of credits that may be awarded towards the LLB?

3. What vertical articulation (for example, into a master's programme) and horizontal articulation (for example, into a post-graduate diploma) options are available to the graduate?

Programme effectiveness and impact (refer to LLB standard: Purpose, and Criteria 17, 18 and 19)

1. What measures are in place to promote and monitor student throughput and graduation rates, in terms of faculty and institutional targets, and with a view to aiming for a graduate profile that resembles the entrant cohort profile?

2. What steps are taken in the programme to ensure, with a view to enhanced employability and in the light of the purpose of the qualification as described in the qualification standard, that graduates have been made aware of the career pathways made available to them through the award of the LLB?

3. Given a distinction between graduates' employability and actual employment, and the purpose of the qualification as set out in the LLB standard, to what extent does the institution promote and practise graduate tracking? How does the institution make use of surveys, impact studies, alumnus tracking, or other means to gauge the status of the programme in the interests of graduates, the profession and other employer bodies? If such measures are taken, how do they influence reviews of the programme itself? Where there are constraints or limitations on the institution's capacity to track its graduates' career pathways, what are the constraints, and what measures could be introduced to address them? To what extent does the institution regard graduate career tracking as a responsibility of the profession rather than the institution? How does it know that the purpose of the qualification has been achieved in its graduates?

Table: graduation rates

Year	Graduates (total)	Female	Male	African	Coloured	Indian	White	Inter- national

Table: throughput and graduation rates by entrant cohort

Year	Cohort	Female	Male	African	Coloured	Indian	White	Inter-natio nal
	1st-time enrolled							
	On-time graduate							
	N+1 graduate							
	N+2 graduate							
	1st-time enrolled							
	On-time graduate							
	N+1 graduate							
	N+2 graduate							
	1st-time enrolled							
	On-time graduate							
	N+1 graduate							
	N+2 graduate							
	1st-time enrolled							
	On-time graduate							
	N+1 graduate							
	N+2 graduate							
	1st-time enrolled							
	On-time graduate							
	N+1 graduate							
	N+2 graduate							

Note

'N' refers to the number of years normally required for completion of the qualification.

Programme coordination (Criterion 10)

Programme coordination requires an effective combination of academic leadership, curricular coordination, programme administration controlling teaching, learning and assessment aspects of the programme, and provision for programme review based on internal and

external evaluation. What systems and procedures are in place to provide for effective and long-term coordination of your LLB programme(s)?

General

If, based on your responses above, there are any aspects of your programme that you consider to be above the standard threshold, identify those aspects. (Unless further elaboration is required, it would be sufficient at this point simply to name the aspects and refer to the sections in your report in which they are described.)

In the event that the programme does not yet meet some aspects of the qualification standard or the associated re-accreditation criteria, or that the self-evaluation has revealed issues meriting attention, please respond to the following questions.

1. What aspects of the standard or the re-accreditation criteria need to be addressed?
2. What are the major obstacles to addressing those aspects? (Identify and distinguish between obstacles that are a) internal to the faculty/school, b) experienced at institutional level, and c) external to the institution.)
3. What plans does the institution/faculty/school/department have for addressing those aspects needing attention?
4. Within what timelines will those plans be put into action?
5. Within what timelines are the plans likely to be fulfilled?

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