

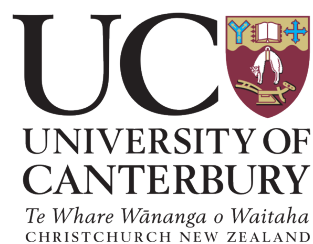
# **The Making of Lawyers: Expectations and Experiences of Fifth Year New Zealand Law Students and Recent New Zealand Law Graduates**

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## **Table of Contents**

Executive Summary	iv
I Introduction	1
II Methodology	3
III Literature Review	6
A Student Engagement	6
B Work-readiness	9
IV The Immediate Context: Participants' 2018 Learning Environment	11
V Findings	12
A Participation Rates	13
B Participants Still at Law School	13
1 Future career plans	14
(a) Interest in pursuing a legal career	14
(b) Preferred legal careers	15
(c) Preferred legal subject areas	17
2 Law school experiences	18
(a) Lecture attendance	18
(b) Relationships with teachers	20
(c) Self-study	22
(d) Relationships with peers	26
(e) Extra-curricular activities	28
3 External factors	29
4 Self-assessment of academic outcomes	31
(a) Assessment workload	31
(b) Assessment timing	32
(c) Grades received	33
(d) Did grades meet expectations?	33
(e) Confidence in passing	34
(f) Assessment types	34
(g) Overall satisfaction with law school experience	35

C	Participants in their Final Year at Law School	36
1	Future employment plans	36
2	Confidence in finding employment	37
3	Careers Advice	38
4	Preparedness to join the workforce	38
5	Self-assessment of work-related skills and attributes	38
6	Engagement in work-related activities	43
7	Advice to prospective law students	44
D	Wellbeing of Participants still at Law School	46
E	Law Graduates	49
1	Post law school experiences	49
(a)	Work experiences	50
(b)	Non-work experiences	51
2	Future plans	51
3	Self-assessment of work-related skills and attributes	51
4	Reflections on law school experience	55
(a)	Law school culture	55
(b)	What could law schools do to improve the student experience?	56
(c)	What could law schools do to better prepare students for the workforce?	58
(d)	Satisfaction with overall law school experience	58
5	Wellbeing	59
VI	Summary of Findings	60
A	Participants still at Law School	60
B	Final Year Participants	62
C	Wellbeing of Participants still at Law School	62
D	Law Graduates	63
E	Gender	63
VII	Where to From Here?	64

Bibliography	67
Appendices	
Appendix 1. Figures and Tables	76
Appendix 2. Survey 1 2014	78
Appendix 3. Survey 2 2014	85
Appendix 4. Survey 3 2015	90
Appendix 5. Survey 4 2016	96
Appendix 6. Survey 5 2017	107
Appendix 7. Survey 6 2018	120

# THE MAKING OF LAWYERS: EXPECTATIONS AND EXPERIENCES OF FIFTH YEAR NEW ZEALAND LAW STUDENTS AND RECENT NEW ZEALAND LAW GRADUATES

## EXECUTIVE SUMMARY

This report presents the sixth collection of data in a longitudinal study of a self-selected cohort of law students who enrolled in 2014 in a first year law programme at the University of Auckland, the University of Canterbury, the University of Waikato and Victoria University of Wellington. The data was collected in August and September 2018. At that time, the majority of study participants (116) were still at university engaged in completing their law degree. Just over half of these intended to complete by the end of February 2019. The remaining participants (44) had completed their law degree and had entered the workforce or were engaged in other post-law school endeavours.

The expectations and experiences of New Zealand law students and graduates has been little studied and this longitudinal project aims to present stakeholders with comprehensive data to inform teaching practice and the design and regulation of undergraduate legal education. We intend, over time, to develop a complete law student profile which will detail the expectations, views and experiences of law students during each year of their law studies and in their first post-law school years.

## Methodology

The initial phase of the longitudinal study was carried out in 2014. All students enrolled in first year law programmes at the Universities of Auckland, Canterbury and Waikato were invited to participate in the study. Those who accepted the invitation completed two online surveys. The first survey, administered towards the beginning of the academic year, captured details of participants' backgrounds, future career plans, and expectations about their first year of study. The second survey, administered towards the end of the academic year, focused on participants' actual teaching and learning experiences.

In the second phase of the project, carried out in 2015, a further online survey was developed and administered towards the end of participants' second year of study. Questions focusing on participants' future plans were repeated. More detailed information was sought about participants' teaching and learning experiences and their feelings of psychological wellbeing.

The third phase of the study was carried out two thirds of the way through the 2016 academic year. Questions focusing on participants' intended study options and career plans were again repeated, as were key questions focusing on learning and teaching experiences. A new section seeking participants' views on assessment practices was included and the section on participants' feelings of psychological wellbeing was expanded.

The fourth phase of the study was carried out in 2017. Participating students completed an online survey in August and September 2017. Questions focusing on participants' future career intentions were repeated, as were key questions relating to learning and teaching experiences and psychological wellbeing. Participants who anticipated they would complete their law degree by the end of February 2018 were asked questions about their future work plans, their feelings of preparedness for work and how they rated themselves in terms of a series of work-related skills and attributes.

The fifth phase of the study, and the subject of this report, was carried out in 2018. This involved a further online survey of the study cohort over August and September 2018. Key questions relating to participants' teaching and learning experiences were repeated. Participants who anticipated completing their law degree by the end of February 2019 were asked questions relating to their entry to the workforce. For the first time, information was collected from those who had completed their law degree (the final year students from 2017) about their post-law school experiences and their reflections (looking back) on their time at law school.

The reported findings in this report are of the collated responses of participants across three categories: students still at law school; final year students; and law graduates. Where relevant, a gender analysis of responses has also been undertaken and reported. We have used the literature on university student engagement and law student wellbeing as a framework for collating and contextualising the responses of participants still at law school. We have also referenced the growing body of work relating to the work-readiness of university graduates.

## **Findings**

### **A Participation rates and demographics**

One hundred and sixty participants completed the sixth 2018 survey. The gender split of participants was 64 percent female and 36 percent male.

### **B Participants still at university**

#### **Career Plans**

Participants' reported career intentions were largely unchanged from previous years.

- A majority were "quite interested" or "very interested" in pursuing a legal career. The most popular reported career choice was private practice as a lawyer.

- Commercial/company law was the area of law that participants were most interested in.
- Overall, participants' responses to questions in this section continue to align with the realities of legal practice in New Zealand.

#### Teaching and learning experiences

- A majority of participants continued to reported high attendance rates at lectures, although the size of this majority continued to decrease.
- Participants most frequently reported having electronic, rather than face-to-face, contact with their teachers outside of scheduled classes, with half of the cohort reporting that only between 0 – 20 per cent of their teachers knew them.
- Participants continued to report that they typically spent between 3-5 hours outside of lectures and tutorials on each of their law year courses each week, a figure that is somewhat less than the law schools at which they were enrolled would expect.
- Participants' reported activities during period of self-study were largely unchanged: participants most frequently reported reading cases and writing up or supplementing their lecture notes. Participants most frequently reported completing these tasks for assessment purposes.
- In another continuing trend, participants reported having more frequent contact with their peers outside of class for social purposes than study-related purposes.
- Over half of participants reported involvement in a law-related extra-curricular activity.

#### External Factors Adversely Affecting Participants' Studies

- Home/family issues, personal issues, health issues and work and employment issues were the external factors that participants most frequently reported having had an adverse effect on their studies in 2018.
- The most commonly reported level of student debt was \$40,001 – \$50,000.

#### Participants' Self-Assessment of the Outcomes of their Studies

- A majority of participants reported receiving results that, on average, reflected their expectations.
- The grade that participants most frequently reported receiving was a B grade.
- A majority of participants were "confident" or "very confident" that they would pass all of their courses in 2018.
- Many participants continued to perceive that their assessment load at law school was "high".
- A majority of participants reported the assessment type in which they performed the best was an individual assignment. A majority also reported that an individual assignment was the assessment type in which they learned the most.
- A majority of participants were "satisfied" or "very satisfied" with their overall law school experience in 2018.

#### C Participants in the final year of their law degree

- A majority did not have employment arranged for after they had completed their law degree.
- A majority of those who did not have employment arranged were “not confident” or only “a bit confident” about finding employment.
- A majority of those who did not have employment arranged rated the careers advice received from their university as “not helpful at all” or “only a bit helpful”.
- A sizeable minority reported that they felt “prepared” or “very prepared” to join the workforce.
- A majority rated themselves as “good”, “very good” or “excellent” in terms of a given list of skills, including written skills, critical thinking, problem solving and research. In another continuing trend, final year participants were less likely to rate themselves highly in terms of the core legal skill of legal reasoning.
- A majority rated themselves highly in terms of attributes relating to maturity, willingness to learn, ability to follow instructions and professionalism, but less highly in relation to being comfortable with ambiguity and commercial awareness.
- During their time at law school, completing students were more likely to have participated in a self-arranged work activity or voluntary work than one arranged by their university.

#### D Reported levels of likely wellbeing of participants still at university

Analysis of participants’ Kessler-6 test scores revealed likely levels of psychological distress higher than those reported within the general New Zealand population, but consistent with international studies focusing on law student and undergraduate student wellbeing.

#### E Graduates

- A majority were employed.
- A majority of those who were employed were engaged in work where they used their law degree.
- A minority of the graduates who were not employed were looking for work. A majority were completing the other university degree in which they were enrolled or were engaged in other endeavours.
- A majority saw themselves as working in a law related field in 2021.
- Graduates’ self-rating of their skills attributes improved (when compared with their self-rating as final year students).
- Graduates’ reported levels of likely psychological wellbeing also improved.
- A majority (when asked to reflect on this) described the culture of their law school in positive terms.
- A majority reported that law schools could improve the student experience by better equipping students for life after law school.

- A majority reported that law schools could better prepare students for the workforce by placing greater focus on the teaching of practical legal work skills.

## Summary of Findings

### Overall

- The responses of the participants who were still completing their law degrees in 2018, a group of largely successful and persisting law students, indicate that there is room for improvement in the way that many engage with their studies. We note that the limited empirical evidence that is available suggests that is also true for many undergraduate students enrolled at New Zealand universities. Participants reported decreasing (although still high) class attendance rates. Many also reported that few of their teachers knew them and that they did not interact frequently with their peers for formal or informal study-related purposes. Although participants reported generally positive academic outcomes, these are not necessarily a proxy for positive learning and teaching experiences.
- Many participants in their final year at law school did not have employment arranged and were not confident they would be able to find employment. Many did not feel prepared to join the workforce or that they had received helpful careers advice from their universities. A majority had completed some form of self-arranged work experience or voluntary work, but few had completed university arranged work-experience or voluntary work for credit or otherwise. Overall, participants still enrolled at university continued to report levels of likely psychological wellbeing that were considerably lower than those reported in the general population.
- The overall reported post-law school experiences of law graduates were more positive. Only a small number of those who did not have employment arranged were actively looking for work. Graduates reported an improvement in both their self-ratings of work-related skills and attributes and their likely levels of psychological wellbeing. Graduates had a very clear aspirational message for law schools: law schools should better prepare students for the workforce and place a greater emphasis on the development of practical work-related skills.

### Gender

Three key trends from past years and relating to female students continued in 2018:

- Female students reported greater interest in presently female dominated areas of legal practice.
- Female students reported lower levels of self-confidence.
- Female students reported lower levels of likely psychological wellbeing.

Female graduates, on the other hand, were more likely to report that they were employed, but were slightly less likely to be working for a law firm or in a Government position. Female graduates were less likely, looking back, to report that they were “very satisfied” with their law school experience.

### **Where to from here?**

Bearing in mind that this report focuses on the responses of successful and persisting law students (and, ultimately, graduates), the overall assessment is that there is room for improvement in law students’ reported engagement with their studies and their likely levels of psychological wellbeing. Rather than ad hoc developments by individual staff, we continue to recommend a focus at a law school level to determine and agree on suitable outcomes for legal education at undergraduate level and which will promote greater positive student engagement and psychological wellbeing. A further factor for law schools to take into account when determining outcomes is the extent to which they can and should respond to feedback from final year students and graduates about better preparing students to join the workforce.

Working within the current regulatory framework and institutional constraints, we continue to recommend that law schools and staff:

- Review and settle on desired outcomes in terms of skills and attributes of law graduates.
- Develop learning outcomes and assessment programmes for individual courses that ensure that students will complete with the desired skills and attributes and in a manner that promotes positive engagement and psychological wellbeing.
- Ascertain staff development needs and, if necessary, resource staff development in appropriate teaching and assessment practices.

In the longer term, we recommend that law schools adopt a collegial approach and lobby for regulatory change at the Council of Legal Education level as to how the LLB degree is taught and assessed in order to better promote positive student engagement and wellbeing. Regulatory change at this level is likely to be a powerful tool to obtain institutional support for such developments.

# THE MAKING OF LAWYERS: EXPECTATIONS AND EXPERIENCES OF FOURTH YEAR NEW ZEALAND LAW STUDENTS

## *I Introduction*

This paper reports the sixth collection of data in a longitudinal study of a self-selected cohort of law students who began their law studies in 2014 at the University of Auckland, the University of Canterbury, the University of Waikato and Victoria University of Wellington. The data was collected in August and September 2018. Study participants are or were enrolled in a Bachelor of Laws or a Bachelor of Law with Honours degree. Both of these degrees require the equivalent of a four-year full-time programme of study.<sup>1</sup> Although most participants have been studying full-time for the period this study has been running,<sup>2</sup> a majority have also been completing concurrently another degree, most often a Bachelor of Arts or a Bachelor of Commerce. In this sixth stage of the project, a majority (73 per cent, 116) were still completing their law degree, with just over half of these intending to complete by the end of February 2019. The remaining participants (27 per cent, 44) had completed their law degree and were employed or engaged in other post-law school endeavours.

The expectations and experiences of New Zealand law students and graduates have attracted little attention and this project aims to present stakeholders (law students, law teachers, law schools and the Council of Legal Education) with a pool of data to inform both teaching practices and the design and regulation of undergraduate legal education. We intend that, over time, a complete law student profile will be developed and will detail the expectations, views and experiences of law students during each year of their law studies and in their first years in the workforce. In this report, as in previous years, we present and contextualise findings using a framework derived from the higher education literature on student engagement. Findings are grouped according to factors associated with quality learning and teaching experiences.

Throughout the study, data has been collected from the study participants via anonymous and online surveys. Two surveys of participants enrolled in their first year of study at the Universities of Auckland, Canterbury and Waikato were carried out in the first phase of the study in 2014. The first survey took place at the beginning of the academic year, the second towards the end. Data collected included core demographic information, participants' relationships with teaching staff and other students, their future career intentions and feelings of psychological wellbeing.

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<sup>1</sup> Students who are completing a Bachelor of Laws with Honours complete the additional requirements for an award of Honours concurrently with the requirements of a Bachelor of Laws.

<sup>2</sup> In 2018, 88 per cent of participants still enrolled in university study reported that they were studying full-time.

In the second phase of the study, carried out in 2015, participants were surveyed two thirds of the way through their second year of law studies. Questions focusing on their intended study and career intentions were repeated. A key focus of the third survey was the collection of data on participants' learning and teaching experiences and on their psychological wellbeing.

In 2016, the third phase of the study, participants were again surveyed two-thirds of the way through the academic year. Questions focusing on their intended study options and career intentions were repeated. Key questions focusing on learning and teaching experiences were also repeated, but with some modification to take into account participants' broader range of course choices in their third year of study. The section on participants' psychological wellbeing was expanded.

The fourth phase of the study was carried out in August–September 2017. Survey questions from earlier phases focusing on participants' intended career intentions were repeated, as were key questions focusing on their learning and teaching experiences and psychological wellbeing. Participants who reported that they anticipated completing their law degree by the end of February 2018 were asked a series of questions relating to their entry into the work force.

Students who first enrolled in a law degree at the University of Wellington in 2014 were, for the first time, invited to join the study cohort in 2017. Sixty-three accepted the invitation to complete the 2017 survey.

This fifth phase of the study involved a further survey of the study cohort over August and September 2018. Key questions relating to participants' teaching and learning experiences at law school were repeated. As in the fourth phase of the study, participants who anticipated completing their law degree by the end of February 2019 were asked questions relating to their entry into the workforce. For the first time, data was collected from participants who had completed their law studies. Questions were directed at graduates' post-law school experiences and on their views of their law school experiences.

The reported 2018 findings are of the collated responses of all participating students and graduates from Auckland, Canterbury, Waikato and Victoria law schools. We have now published a separate and longitudinal analysis of the responses of the original cohort of Auckland, Canterbury and Waikato students across time.<sup>3</sup> As the 2018 participants are now split into several categories (continuing students, final year students and graduates), numbers from some law schools in some groups are now too small to generate statistically robust results. In any event, analysis of students' responses by law school in previous years revealed few differences. One of the key findings of the longitudinal study is that law students'

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<sup>3</sup> See Lynne Taylor and others *The Student Experience at New Zealand Law Schools* [2018] (4) New Zealand Law Review 693–722.

experiences at law school are generally consistent across the participating law schools.<sup>4</sup> Analysis of the 2018 responses by ethnicity was also not undertaken because numbers of students in most ethnic groups except New Zealand European/Pākehā were again too small to generate statistically robust results. Where relevant, we have continued to analyse and report responses by gender.

In terms of structure, the methodology of the study is set out in Part II below. A brief literature review is the subject of Part III. The teaching and learning context of the cohort still completing their law studies is described in Part IV. Results and accompanying commentary are detailed in Part V. A discussion and summary of findings is set out in Part VI. The paper concludes with some recommendations for stakeholders in the light of project findings.

Overall findings in respect of participants' experiences at law school are generally unchanged from previous years. Three key trends have continued. Firstly, participants' learning and teaching experiences continue to rate poorly on some measures of positive student engagement identified within the higher education literature. Secondly, participants continue to report overall levels of likely psychological wellbeing that are lower than the general population, although such levels are consistent with those reported by law students in other jurisdictions and with the general undergraduate university population. The third trend is the continued differences in the way that male and female students experience law school. For participants in their final year at law school, as was the case in 2017, only a minority had employment arranged for after they completed their law degree. In addition, only a minority felt prepared to enter the workforce. However, the first set of responses from those who have now completed their law degrees were positive. A majority had gained employment and, overall, a significant improvement was evident in their reported levels of likely psychological wellbeing. Looking back at that their time at law school, graduates emphasised a preference for law schools to better prepare students for the workforce.

## *II Methodology*

The first phase of the longitudinal study carried out in 2014 involved a number of steps. Initially, a literature review of empirical studies and analytical comment based on student profiles and/or the development of student profiles was carried out. A first online survey was then developed. All students enrolled in first year law papers in 2014 at the Universities of Auckland, Canterbury and Waikato were invited to participate in this survey which was conducted in the first half of 2014. This survey contained basic demographic questions covering ethnicity, age, gender, and educational and family background. This was followed by

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<sup>4</sup> See Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of First Year New Zealand Law Students* (Ako Aotearoa, 2015); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Second Year New Zealand Law Students* (Ako Aotearoa, 2016); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Third Year New Zealand Law Students* (Ako Aotearoa, 2017); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Fourth Year New Zealand Law Students* (Ako Aotearoa, 2018).

questions investigating participants' reasons for studying law, their future plans and intentions with respect to study and careers, and their expectations around the law degree and the study of law. A final set of questions dealt with wellbeing and confidence.

All participants completing this first survey were assigned a digital identifier by an independent consultant and this was used to invite them to complete the second survey later in 2014. The second survey was adapted to remove the demographic questions and to allow comparison of participants' actual experience with their initial expectations captured in the first survey. New questions asked whether participants expected, at this later stage of their first-year studies, to continue studying law in 2015, and focused on the skills they had gained, the support they had received and the contact they had had with their law teachers and other students. Questions were also directed at their actual study experiences and feelings of general well-being. One final subset of questions was directed at how their first year experience could have been improved

In the second phase of the project carried out in 2015, a further online longitudinal survey was developed, informed by the responses received to the two 2014 surveys. Questions focusing on participants' intended study and career destinations were repeated and more detailed information was sought about their teaching and learning experiences and levels of psychological wellbeing. The third survey was promoted to participants who were assigned a digital identifier at the time of the first survey in an email reporting the key findings from the first and second surveys. The survey was also promoted in class and via an online learning platform at the University of Canterbury. A small number of participants who had completed the first survey, but not the second, elected to return to the study and complete the third survey. As the email invitation to complete the survey was tied to participants' university email addresses, the invitation only reached those who were continuing their studies at the university in which they were enrolled at the beginning of 2014.

In the third phase of the project, carried out in 2016, a further online longitudinal survey was developed, informed by the responses received to previous surveys. Questions focusing on participants' future career intentions and reasons for continuing their legal studies were repeated. Questions focusing on learning and teaching experiences were expanded to take into account the fact that many participants were no longer studying only compulsory courses in the law degree. A new set of questions in this area sought participants' views on assessment. Wellbeing questions included in the 2015 survey were repeated, with further questions added to understand whether it is the law school experience that adversely affects participants' wellbeing and, if so, how law schools might respond.

The fourth phase of the project was carried out in 2017. A further online survey was administered over August–September 2017. Questions focusing on participants' future career intentions were repeated as were key questions from the 2016 survey focusing on participants' learning and teaching experiences and psychological wellbeing. Participants who anticipated they would complete their law degree by the end of February 2018 were

asked a series of questions about their future work plans, their feelings of preparedness for work and how they rated themselves in terms of a series of work-related skills and attributes. The self-rating questions in this last category mirror those asked of employers of law graduates in an ongoing and complementary study of these employers conducted by two members of the project team, Natalie Baird and John Caldwell.<sup>5</sup>

The fifth phase of the project, and the subject of this report, was carried out in 2018. The study cohort was invited to participate in an online survey running across August–September 2018. Those who were still at university were asked questions about their future career intentions and their teaching and learning experiences. As was the case in the fourth phase of the project, those who anticipated they would complete their law degree by the end of February 2019 were asked a series of questions about their entry into the workforce. Participants who had completed their law studies were asked about their post-university experiences in the workforce and given an opportunity to reflect on their time at law school.

The 2018 survey was promoted to study participants who were assigned a digital identifier at the time of the first 2014 survey in an email reporting the key findings from the fourth survey conducted in 2017. As an incentive to participate, students from all participating law schools who completed the surveys were eligible to be entered in a prize draw to win a \$50 iTunes voucher. To enter, students were asked to supply an email address and these were used only for entry in the prize draw.

Research team members from the participating law schools do not have access to any identifying information and cannot identify any student responses. This is to ensure there is no possibility that participation in the study can affect students' academic progress. However, if survey responses indicate that a participant may be at risk in terms of well-being, provision is made for that participant to be identified by an independent consultant and offered assistance.

Participation in the study is voluntary. Participants have the right to withdraw at any stage with no penalty, in which case relevant information is removed from the data if requested, provided this is practically achievable. Only members of the Canterbury research team and their assistants working on the project have access to the raw data, which is dealt with in confidence and securely stored at the University of Canterbury. The data will be destroyed five years after the project has been completed.

The study is taking place in accordance with protocols approved by the University of Canterbury Educational Research Human Ethics Committee.

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<sup>5</sup> Natalie Baird and others "The Work Readiness of New Zealand Law Graduates" (2018) 28 New Zealand Universities Law Review 54.

As was the case with previous phases of the study, we will disseminate the data collected in this phase and the accompanying analysis to all six New Zealand Law schools and the wider legal education community for use in development of student profiles and better law teaching and learning practice.

### *III Literature Review*

The higher education literature relating to student engagement and work-readiness provides context to the study participants' self-reported experiences at law school and beyond and their reflections on those experiences.

#### *A Student Engagement*

Education researchers agree that student engagement is linked to retention and success,<sup>6</sup> but also describe it as a "complex and contested"<sup>7</sup> construct with "multiple understandings"<sup>8</sup> that is "not easily defined".<sup>9</sup> Nevertheless, in perhaps its most broadly understood form as a "metaphor for quality learning and teaching", it is useful for the purposes of this study.<sup>10</sup> We have not adopted or applied the framework underlying any single theoretical construct, but have focused instead on broad themes emerging across the different research approaches and the results of empirical studies of student engagement, both of which assist with contextualising the self-reported experiences of the participants in this study.

Reviews or syntheses of the literature on student engagement across a variety of different research approaches highlight a number of institutional (law school) factors having a bearing on the quality of students' learning and teaching experiences. These include students' relationships with their teachers and peers, the extent to which students engage and are encouraged to engage in deep or active learning as opposed to surface or passive learning, and institutional policies.<sup>11</sup> A further common theme recognises that student engagement is affected by more than just what is occurring at the institution in which a student is enrolled. Other relevant factors are students' experiences prior to enrolling in tertiary study and external events in their lives occurring during the time that they are studying.<sup>12</sup> The wider socio-political context has also been identified as relevant.<sup>13</sup> Finally, it is important to

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<sup>6</sup> Ella Kahu and Karen Nelson "Student engagement in the educational interface: understanding the mechanisms of student success" (2018) 37(1) Higher Education Research & Development 58 at 59.

<sup>7</sup> At 61.

<sup>8</sup> Nick Zepke "Student engagement in neo-liberal times: what is missing?" (2018) 37(2) Higher Education Research & Development 433 at 434.

<sup>9</sup> Nick Zepke and Linda Leach "Improving Student Engagement in Post-compulsory Education: A Synthesis of Research Literature" (Teaching & Learning Research Initiative, 2010) at 1.

<sup>10</sup> Zepke, above n 7, at 434.

<sup>11</sup> Nick Zepke and Linda Leach "Improving student engagement: Ten proposals for action" (2010) 11(3) Active Learning in Higher Education 167; and Katherine Wimpenny and Maggi Savin-Baden "Alienation, agency and authenticity: a synthesis of the literature on student engagement" (2013) 18(3) Teaching in Higher Education 311.

<sup>12</sup> Zepke and Leach, above n 9, at 12.

<sup>13</sup> Kahu and Nelson, above n 6, at 61.

acknowledge, as does the literature, that the engagement of different groups within the study cohort may have been affected to a greater or lesser extent by the foregoing factors.<sup>14</sup> In the New Zealand context, there is important and ongoing research into the experiences of Māori and Pasifika students.<sup>15</sup>

There are very few published empirical studies of student engagement in New Zealand universities.<sup>16</sup> The largest and most well-known of these, the Australasian Survey of Student Engagement (AUSSE), follows a behavioural approach focusing on what institutions may do to improve student engagement.<sup>17</sup> Its authors define student engagement as “students’ involvement with activities and conditions that are likely to generate high-quality learning”.<sup>18</sup> AUSSE collected data on six areas of student engagement across eight New Zealand universities:<sup>19</sup> academic challenge (the extent to which students are challenged to learn); active learning (students’ efforts to actively construct knowledge); staff and student interactions; students participation in broadening education activities; the extent to which students experienced a supportive learning environment; and the integration of employment-focused work experiences into study.<sup>20</sup> AUSSE also measured a number of student learning outcomes including higher order thinking, general learning outcomes, general development outcomes (individual and social development), career readiness, overall grade average, departure intentions and overall satisfaction.<sup>21</sup>

AUSSE findings provide a useful context in which to view the responses of participants to questions focusing on their teaching and learning experiences at the participating law schools. General AUSSE findings were that New Zealand students’ participation in active learning activities was low when compared with Australia and other jurisdictions, and that there was a relationship between length of time at university and reported outcomes and satisfaction (reported outcomes improved but satisfaction fell).<sup>22</sup> The AUSSE data also revealed that students enrolled in a society and culture focused bachelor degree (a subset including the bachelor of laws degree) reported lower engagement and outcomes on a number of key

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<sup>14</sup> Mantz Yorke “Outside Benchmark Expectations? Variation in non-completion rates in English higher education” (2001) 23(2) *Journal of Higher Education Policy and Management* 147 at 156; Zepke and Leach, above n 11, at 172.

<sup>15</sup> See, for example, Reremoana Theodore and others “Equity in New Zealand university graduate outcomes: Māori and Pacific graduates” (2018) 37(1) *Higher Education Research & Development* 206.

<sup>16</sup> Nick Zepke, Linda Leach and Phillippa Butler *Student Engagement: What Is It and What Influences It?* (Teaching & Learning Research Initiative, 2010) at 1.

<sup>17</sup> Ella Kahu “Framing student engagement in higher education” (2013) 38(5) *Studies in Higher Education* 758 at 759. The AUSSE has not been used in New Zealand since around 2013 and New Zealand universities have generally not elected to use its successor, the University Experience Survey (UES), administered by the Australian Council for Educational Research. Both the AUSSE and its successor are accepted as benchmarking tools: see Kaylene Sampson and others “Developing evidence for action on the postgraduate experience: an effective local instrument to move beyond benchmarking” (2016) 35(2) *Higher Education Research & Development* 337.

<sup>18</sup> Ali Radloff and Hamish Coates ‘Introduction’ in Ali Radloff (ed) *Student Engagement in New Zealand Universities* (Ako Aotearoa National Centre for Tertiary Teaching Excellence, 2011) at vi.

<sup>19</sup> At v and vii.

<sup>20</sup> At vii.

<sup>21</sup> At vii.

<sup>22</sup> At x and xiii.

measures when compared to students enrolled in other fields of study.<sup>23</sup> Although society and culture students were more likely to be engaged in academically challenging work, they were less likely to have participated in active learning activities.<sup>24</sup> They were more likely to report an improvement in their writing skills, but were less likely to report an improvement in their ability to solve complex real-world problems or that they had been required to give a presentation to their peers.<sup>25</sup> They were less likely to work with other students in or out of class and reported low involvement in work-integrated learning activities.<sup>26</sup>

The other large empirical study of a similar vintage to the AUSSE reports that New Zealand tertiary students (enrolled at four polytechnics, two universities, one wānanga, one community organisation and one private training establishment) perceived institutional factors relating to teaching to be a more important influence on their engagement than their own motivation or external factors.<sup>27</sup>

Another research approach to student engagement, the psychological approach, views student engagement as “an internal psycho-social process”.<sup>28</sup> One research strand within this approach uses a theory of human motivation, self-determination theory (SDT), to explain students’ motivation to be engaged (or not) with their studies.<sup>29</sup> SDT posits that positive or intrinsic motivation is engendered by regular experiences of “autonomy”, “competence” and “relatedness”:<sup>30</sup>

In other words, people need to feel they are good at what they do or at least can become good at it (competence); that they are doing what they choose and want to be doing, that is, what they enjoy or at least believe in (autonomy); and that they are relating meaningfully to others in the process, that is, connecting with the selves of other people (relatedness).

A number of empirical studies focusing on law student wellbeing in Australia and the United States have used SDT to explain how students’ experiences at law school may have a detrimental effect on their reported levels of psychological wellbeing.<sup>31</sup> Studies across jurisdictions report consistently that many law students suffer elevated levels of psychological

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<sup>23</sup> Keith Comer and Erik Brogt “Student engagement in relation to their field of study” in Ali Radloff (ed) *Student Engagement in New Zealand Universities* at 17–18.

<sup>24</sup> At 17.

<sup>25</sup> At 17.

<sup>26</sup> At 17–18.

<sup>27</sup> Zepke, Leach and Butler, above n 16, at 1–2.

<sup>28</sup> Kahu, above n 17, at 761.

<sup>29</sup> Zepke, above n 8, 437; Zepke and Leach, above n 11, at 170.

<sup>30</sup> Kennon Sheldon and Lawrence Krieger “Understanding the Negative Effects of Legal Education on Law Students: A Longitudinal Test of Self-Determination Theory” (2007) 33 *Personality and Social Psychology Bulletin* 883 at 885.

<sup>31</sup> Richard Ryan and Edward Deci “Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being” (2000) 55(1) *American Psychologist* 68.

distress,<sup>32</sup> although it is important to acknowledge that university students in New Zealand and elsewhere also report levels of psychological distress higher than those reported in the general community.<sup>33</sup> Law students in Australia and the United States have been assessed on SDT measures as having low levels of positive motivation, frequently attributed to a lack of regular experiences of autonomy<sup>34</sup> and sometimes to a lack of relatedness.<sup>35</sup> Given the lack of empirical data on the experiences of New Zealand law students, the Australian results in particular also provide some comparative context for the way in which the students in this study experienced law school. Australia is the jurisdiction with a model of legal education most similar to New Zealand.

## *B Work-readiness*

Whilst the concept of “student engagement” provides helpful context to an assessment of the quality of participants learning and teaching experiences at law school, the concept of work readiness provides context to participants’ assessment of the utility of the outcome of that experience in terms of preparing them to enter the workforce. Although there is an active and ongoing debate as to what the balance should be between academic and professional context in a law degree,<sup>36</sup> a majority of participants in this study have identified in previous surveys that they are interested in pursuing some form of legal career.<sup>37</sup> The work readiness of their graduates is also a strategic priority for universities and law schools. Priority 1 of the New Zealand Tertiary Education Strategy 2014–2019 provides that a key goal for tertiary

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<sup>32</sup> See Wendy Larcombe and others “Does an Improved Experience of Law School Protect Students against Depression, Anxiety and Stress? An Empirical Study of Wellbeing and the Law School Experience of LLB and JD Students” (2013) 35 *Sydney Law Review* 407; Molly Townes O’Brien, Stephen Tang and Kath Hall “Changing our Thinking: Empirical Research on Law Student Wellbeing, Thinking Styles and the Law Curriculum” (2011) 21 *Legal Educ Rev* 149; Catherine Leahy and others “Distress levels and self-reported treatment rates for medicine, law, psychology and mechanical engineering tertiary students: cross-sectional study” (2010) 44 *ANZJP* 608; and Norm Kelk and others “Courting the Blues: Attitudes towards depression in Australian law students and legal practitioners” (Brain & Mind Research Institute, January 2009).

<sup>33</sup> Chinthaka Samaranayake, Bruce Arroll and Antonio Fernando “Sleep disorders, depression, anxiety and satisfaction with life among young adults: a survey of university students in Auckland, New Zealand” (2014) 127 *New Zealand Medical Journal* 13; and Stefan Cvetkovski, Nicola Reavley and Anthony Jorm “The prevalence and correlates of psychological distress in Australian tertiary students compared to their community peers” (2012) 46(5) *Australian and New Zealand Journal of Psychiatry* 457.

<sup>34</sup> Wendy Larcombe and Katherine Fethers “Schooling the Blues? An Investigation of Factors Associated with Psychological Distress among Law Students” (2013) 36(2) *University of New South Wales Law Journal* 390 at 423–424; Massimiliano Tani and Prue Vines “Law Students’ Attitudes to Education: Pointers to Depression in the Legal Academy and the Profession?” (2009) 19 *Legal Education Review* 3 at 29; and Sheldon and Krieger, above n 30, 893–894.

<sup>35</sup> Tani and Vines, above n 34, at 20. We note that law is studied at post-graduate level in the United States, which potentially limits the usefulness of comparisons between the student experience in the United States and in Australia or New Zealand.

<sup>36</sup> See, for example, Douglas Macfarland “Students and Practicing Lawyers Identify the Ideal Law Professor” (1986) 36 *Journal of Legal Education* 93; Bethany Henderson “Asking the Lost Question: What is the Purpose of Law School?” (2003) 53 *Journal of Legal Education* 48; and Linda Edwards “The Trouble with Categories: What Theory Can Teach Us about the Doctrine-Skills Divide” (2014) 64 *Journal of Legal Education* 181.

<sup>37</sup> Sixty-one per cent of participants still completing their university studies in 2018 reported that they were quite or very interested in pursuing a legal career.

education providers is “to ensure that the skills people develop in tertiary education are well matched to labour market needs”.<sup>38</sup>

“Work-readiness” has been defined as “the extent to which graduates are perceived to possess the attitudes and attributes that make them prepared or ready for the work environment.”<sup>39</sup> However, as work readiness is a relatively new concept, an agreed understanding of the concept and the general skills and attributes which are thought to indicate work readiness are still being developed. There are however a range of studies which attempt to identify lists of these skills and attributes. For example, the Australian Council for Educational Research has developed the “Graduate Skills Assessment” which assesses graduates in the four areas of critical thinking, problem solving, interpersonal understanding and interpersonal communication.<sup>40</sup> Again in Australia, a Bachelor of Laws Learning and Teaching Academic Standards Statement was released in 2019 that requires the LLB curriculum to cover not only knowledge, ethics, professional responsibility and research skills, but also thinking skills, communication and collaboration skills, and self-management.<sup>41</sup>

In New Zealand, Kusmierczyk and Medford surveyed employers of graduates (across all fields) in order to identify the top 10 skills and attributes that employers look for in new graduates and students. Those ranked as the top 10 were (in order) work ethic, verbal communication skills, energy and enthusiasm, analytical and critical thinking, problem solving, team work and interpersonal skills, written communication skills, self-management, and initiative and enterprise.<sup>42</sup>

Across 2015—2017 Natalie Baird and John Caldwell, members of the research team, conducted research seeking the views of law-firm and non-law firm employers on the workreadiness of law graduates engaged in legal work. The initial part of the study involved face to face interviews with 15 employers to identify employers’ perceptions of the strengths and weaknesses of recent law graduates and whether graduates had the right knowledge, skills and attributes required by the employer respondents. These responses informed the development of an anonymous and online survey, completed by 105 employers. The online survey asked respondents to rate the knowledge base of graduates across three areas (subject matter knowledge, subject knowledge of the work being done and practical

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<sup>38</sup> Ministry of Business, Innovation and Employment and Ministry of Education *Tertiary Education Strategy 2014—2019* (March 2014) at 10.

<sup>39</sup> Catherine Lissette Caballero, Arlene Walker and Mathew Fuller-Tsyzkiewicz “The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college graduates” (2011) 2 *Journal of Teaching and Learning for Graduate Employability* 41 at 42.

<sup>40</sup> See <[www.acer.org/gsa](http://www.acer.org/gsa)>.

<sup>41</sup> Australian Learning and Teaching Council *Learning and Teaching Academic Standards Project: Bachelor of Laws Learning and Academic Standards Statement* (2010). See also Council of Australian Law Deans *The CALD Standards for Australian Law Schools* (2013).

<sup>42</sup> Ewa Kusmierczyk and Liz Medford *2015 Survey of Graduate Employability Skills Survey* (Victoria University of Wellington, Wellington, 2015) at 1.

understanding of the work being done). Employers perceived the knowledge base of graduates as reasonably strong, but identified the greatest weakness as in relation to practical understanding of the work being done.

Employers were also asked to rate graduates in terms of nine core skills on a five point Likert style scale ranging from “excellent” to “poor”. These skills were digital literacy, research skills, oral communication skills, written communication skills, legal reasoning skills, critical thinking and analytical skills, numeracy skills, problem solving skills and skills in another language. Employers saw the greatest strengths of their graduates as research skills and digital literacy. Areas of comparative weakness were problem solving skills and numeracy skills. It was also notable that critical thinking skills and analytical skills and written communication skills, all skills particularly prized in legal enterprise, were rated as poor or fair by a quarter of respondents.

Employers were also asked to rate graduates across 23 attributes, again on a five point Likert style scale ranging from “excellent” to “poor”. The first set of attributes related to graduates general approach and attitude to work. Attributes receiving the highest ratings by employers were energy and enthusiasm, motivation and personal presentation. Attributes receiving the highest proportion of “poor” and “fair” responses were independence and autonomy, self-awareness and self-management. The second group of attributes related to graduates’ working styles. A key strength identified by employers was a willingness to learn, with the greatest weaknesses being comfortable with ambiguity and time-management. The final group of attributes focused on graduate understanding and appreciation of the wider context of the workplace and their work. Employers identified strengths in relation to graduates’ global awareness, cultural competence and ethical awareness. Areas of weakness were commercial awareness and organisational acumen.

As noted earlier, the categories of information sought from employers of law graduates informed the questions directed at work readiness asked of participants who had completed their law degree and who anticipated they would complete their law degree by February 2019.

#### *IV The Immediate Context: Participants’ 2018 Environment*

The majority of participants who responded to the 2018 survey (73 per cent) were still at university and completing their law degree. These participants, now in their fifth year of study, would, for the most part, have completed the compulsory courses that are taught across the first two—three years of study for the LLB degree. The compulsory courses are Criminal Law, the Law of Contract, the Law of Torts, Land Law, Public Law and Property Law (or both Land Law and Equity/Law of Succession in place of Property Law). The compulsory

courses attract large enrolments,<sup>43</sup> and are taught at the participating law schools through a combination of large and small face-to-face classes (lectures and tutorials). At each of the participating universities, the hours timetabled for large face-to-face classes far exceed those for small classes. The Council of Legal Education prescribes the broad content and assessment of the compulsory courses.<sup>44</sup> The assessment in these courses is subject to external moderation by Council-employed moderators.

Participants who were still completing their law degree in 2018 (those enrolled in a double or conjoint degree or those studying part-time) would have mostly been enrolled in a range of optional papers. Learning outcomes for these courses are determined largely by the academic staff responsible for teaching them. Some students may have enrolled in optional courses in which they have a particular interest, others in courses they feel may be helpful in assisting them find employment. Overall, however, there is a pattern of students enrolling in greater numbers in domestic private law courses, such as company law, employment law, intellectual property and family law. Students are thus likely to experience some large class teaching throughout the course of their law studies.

Across the participating law schools, there is considerable variation in teaching and assessment methods in optional courses. If an optional course has a final exam, it is subject to moderation by a law teacher from another university before students sit it. The marking of the final exam and overall course results are also checked by a teacher from another university. Optional courses without final exams are subject to internal moderation procedures at the participating law schools.

Many participants still at university were also engaged in completing courses in the second degrees in which they were enrolled.

For those participants who had finished their law degree, some were still completing the second degree in which they were enrolled. Others had left university. A majority of these were completing, or had completed, the Legal Professional Course, a three month skills course that is one of the pre-requisites for entry to the legal profession.<sup>45</sup>

## V Findings

We begin with information on student demographics and participation rates. Findings are then grouped under three broad categories. Findings relating to the law school experiences of participants who were still at university are reported in the first category. These findings

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<sup>43</sup> For example, at the University of Canterbury, student enrolments in each of the compulsory courses consistently exceed 200 in number.

<sup>44</sup> *Professional Examinations in Law Regulations 2008*, reg 3, sch 1.

<sup>45</sup> *Professional Examinations in Law Regulations 2008*, reg 3(1)(a).

are grouped according factors identified in student engagement literature as relating to quality learning and teaching experiences. These include participants' motivation for studying law, their classroom and self-study experiences, their relationships with their teachers and other students, their participation in law-related extra-curricular activities, and external factors that adversely affected their studies. The second category of findings focuses on participants who expected to complete their law degree by February 2019 and their feelings of preparedness (or not) about entering the workforce. The final category of findings reports the post-law school experiences of those participants who had completed their law degree and their reflections on their time at law school.

#### *A Participation Rates*

One hundred and sixty participants completed the 2018 survey. Participation rates over time are shown in Table 1 below.

**Table 1. Surveys 1-6: Completion rates**

<b>Survey/year</b>	<b>Number</b>
Survey 1, 2014	713
Survey 2, 2014	454
Survey 3, 2015	353
Survey 4, 2016	222
Survey 5, 2017	247
Survey 6, 2018	160

There was a 36/64 per cent female/male split in the 2018 participants. Table 2 below shows the gender split in the cohort over time.

**Table 2. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Participants by gender (percentage)**

	Survey 1 2014	Survey 3 2015	Survey 4 2016	Survey 5 2017	Survey 6 2018
Female	64%	63%	60%	62%	64%
Male	35%	35%	39%	38%	36%
Other	1%	2%	1%	0%	0%
Total	100%	100%	100%	100%	100%

#### *B Participants Still at Law School*

Findings relating to the participants' 2018 law school experiences are included in this section. One hundred and sixteen participants were in this category, 73 per cent of those completing the 2018 survey. A greater proportion of female participants (31 per cent) indicated they had completed their law degree than male participants (20 per cent). The majority of the participants who were still at law school in 2018 were studying full time (88 per cent (99)).

## 1 *Future career plans*

The questions focusing on participants' intended careers in the 2018 survey were repeated from previous surveys.

### (a) Interest in pursuing a legal career

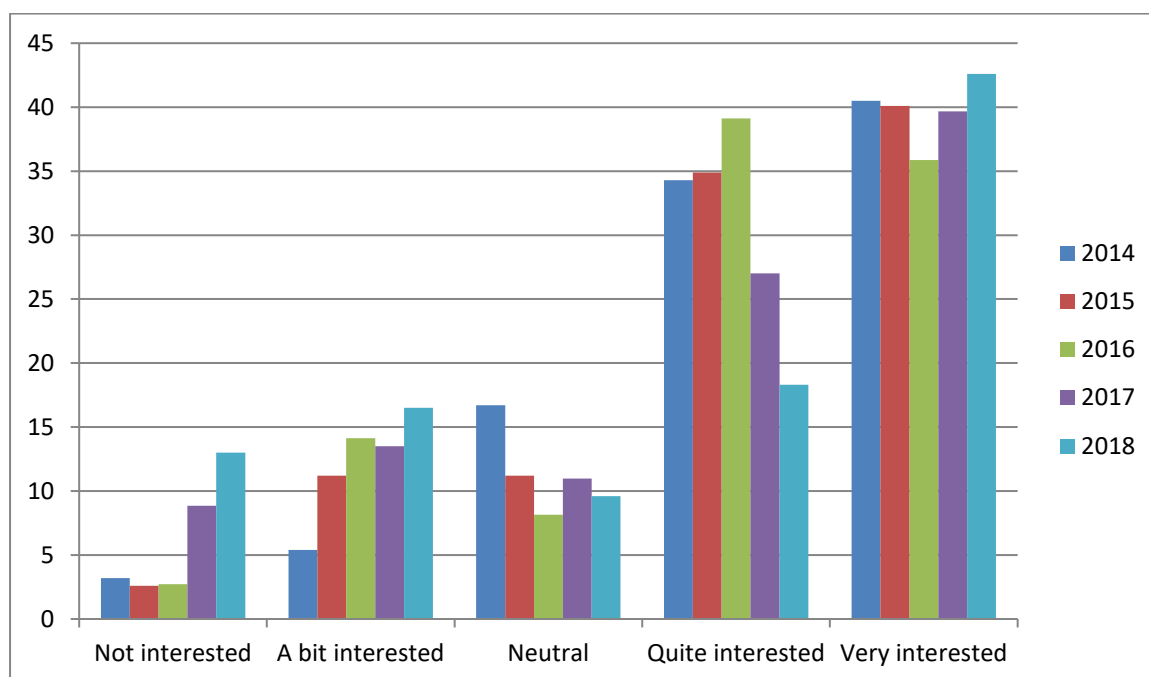
The first of these questions asked participants how interested they were at this stage of their studies in pursuing a legal career. Participants were asked to indicate their level of interest on a five-point Likert-type scale, ranging from "not interested" to "very interested". As Figure 1 shows,<sup>46</sup> a majority (61 per cent (70)) indicated they were either quite or very interested in pursuing a legal career, compared to 67 per cent (157) in 2017. Most of the participants still at law school were completing a double or conjoint degree, unless they were studying part-time. A possible explanation for the small decrease in overall reported interest in pursuing a legal career is that participants completing a double or conjoint degree may have a wider range of career options available to them. However, in a continuing trend, there was again a small increase in the proportion of participants indicating they were "very interested" in pursuing a legal career (36 per cent in 2016, 40 per cent in 2017 and 43 per cent in 2018).

A gender analysis of the responses revealed a continuation of a trend observed in previous year – a greater percentage of male participants selected the two lowest options of "not interested" or "a bit interested" options (38 per cent, compared to 25 per cent of female participants). On the other hand, a greater percentage of female participants selected the "quite interested" and "very interested" options (64 per cent, compared to 55 per cent of male participants).

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<sup>46</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2018. Note also that this question was not asked in Survey 2, 2014.

**Figure 1. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018:**  
**How interested are you at this stage of your studies in pursuing a legal career?**  
**(percentage).**



(b) Preferred careers

A second repeated question asked participants what type of legal career appealed to them at the time of the survey. As in previous years, participants were able to choose from a range of options, including “I don’t intend to have a legal career”. Participants were able to select more than one option and could also add their own option. Participants’ responses over time are illustrated in Figure 2 below.<sup>47</sup>

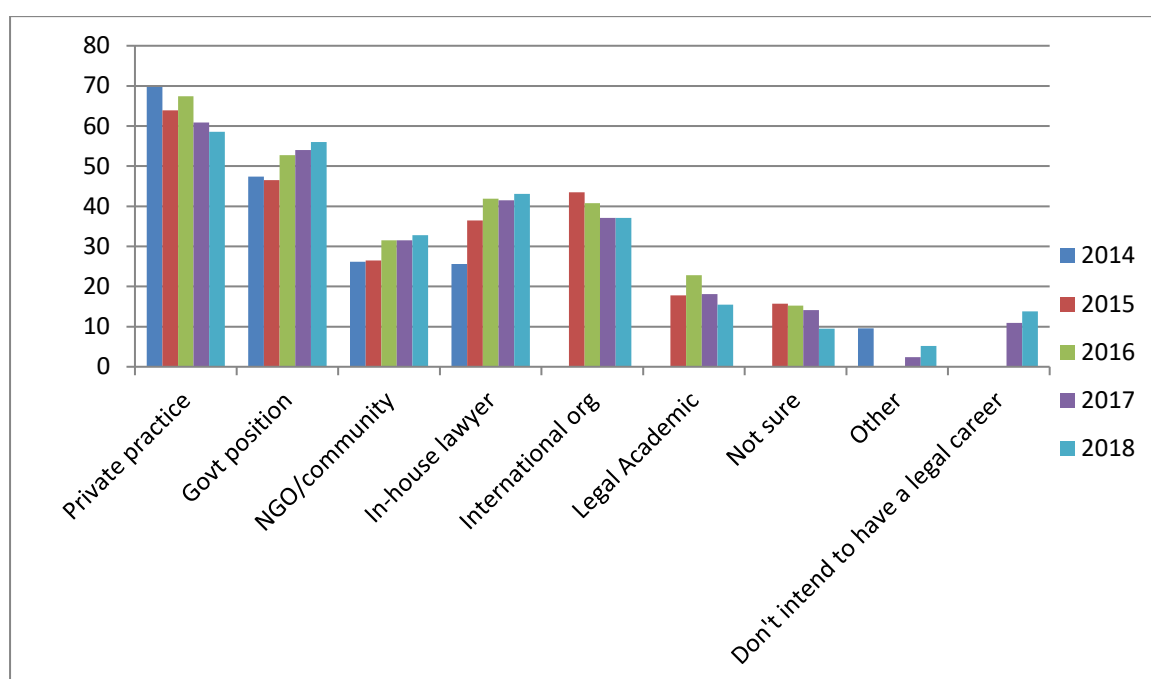
As in previous years, “private practice” was the most frequently selected option (68), but it was very closely followed by a government position (65) working as an in-house lawyer (50), working as an in-house lawyer for an international organisation (43), working for a non-governmental or community based organisation (38) and working as a legal academic (18). This was the same rank order of selections as in 2017, although in 2018 a smaller proportion selected the option of “private practice” (41 per cent, compared with 61 per cent in 2017). Small numbers selected the “not sure yet” option (11). Small numbers (16) also selected the “I don’t intend to have a legal career” option. Six selected the “other, please explain” option and responses in this category included “commercial sector”, “professional politics”, “anything that isn’t in a practice”, “non law career – HR, PR etc.”, “anything legal” and “I am uncertain of my options I have done international papers and career options have not been put forward by law school mostly push commercial options [sic]”.

<sup>47</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2018.

It continues to be the case that participants' expressed preferences for different types of legal careers only partially reflect the reality of legal work available in New Zealand. In 2018 the New Zealand Law Society reported that the majority of New Zealand lawyers (77 per cent) are employed in some form of private practice (in a multi-lawyer law firm or as a sole practitioner or barrister).<sup>48</sup> Thus many participants who reported an interest in a government or in-house position may not be able to achieve this kind of work. In 2017 we noted that law schools have more to do in terms of managing and fostering accurate student career aspirations. The responses of law graduates in the 2018 survey (see below) support this suggestion.

Analysis by gender showed that male and female participants were equally interested in a career in private practice as a lawyer or working in a government position. However, a greater percentage of male participants were interested in working as an in-house lawyer for a private employer (53 per cent, compared to 37 per cent of female participants). As in previous years, a greater percentage of female participants were interested in working for a NGO or community based organisation (40 per cent, compared to 24 per cent of male participants) or as an in-house lawyer for an international organisation (43 per cent, compared to 29 per cent of male participants).

**Figure 2. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: What type of legal career appeals to you? (percentage)**



<sup>48</sup> Geoff Adlam *Snapshot of the Profession 2018* (2018) 915 Law Talk 17 at 50—55.

### (c) Preferred legal subject areas

A final repeated question asked participants to select the areas of law they were interested in. Participants were able to choose from a range of options and could select more than one option. Participants were also able to add their own option.

As Figure 3 below shows,<sup>49</sup> company and commercial law was the most frequently selected option by a reasonable margin (58), followed by employment law (45), intellectual property (40), criminal law or criminal justice (38), family (37), international law (37), environmental law (35), human rights (34) and media law (32). Options receiving the fewest selections were law and sport and, surprisingly given it is a core area of legal practice, land law. “Other” options provided by participants included dispute resolution, law of war, tax, maritime law and psychoactive substances law reform. The rank order of selections differs from 2017 in that two commercial options, employment and intellectual property, have now overtaken criminal law and human rights. Although participants are still expressing interest in a variety of different legal careers, their reported interest in particular areas of law has coalesced in areas of law relevant to private practice in a law firm. This reflects the reality of legal practice in New Zealand. The Law Society reported in 2018 that the most practised areas of law in law firms, in the sense that lawyers do some work in the area, are (in order) commercial/company, property, trusts and estates, civil litigation, family, employment and criminal.<sup>50</sup>

Analysis by gender across the cohort highlighted subject areas selected by greater percentages of male or female participants. As in previous years, a greater percentage of male participants selected company/commercial (60 per cent, compared to 43 per cent of female participants) and public law (38 per cent, compared to 21 per cent of female participants). A greater percentage of female participants indicated they were interested in family law (41 per cent, compared to 18 per cent of male participants), estates and wills (27 per cent, compared to 13 per cent of male participants) and immigration (25 per cent, compared to 16 per cent of male participants). The subject choices of male and female participants continue to reflect the reality of legal practice in New Zealand. Lawyers who practice family law are more likely to be female, while male practitioners are more likely to undertake commercial/company work on a regular basis.<sup>51</sup>

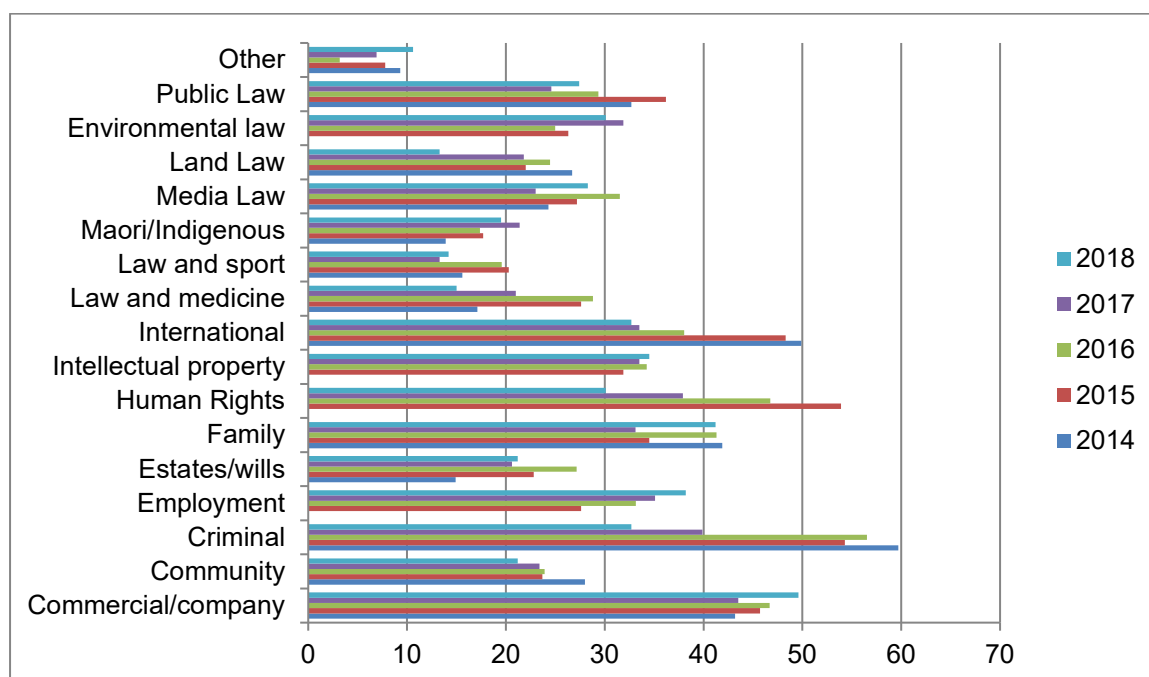
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<sup>49</sup> Note: The summary of data from previous surveys is of the responses of all participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2018.

<sup>50</sup> Adlam, above n 50, 57.

<sup>51</sup> Ibid.

**Figure 3. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018:  
What areas of law are you interested in?\* (percentage)**



\* Students were able to select from a greater range of options in 2015, 2016, 2017 and 2018. The increased options were drawn from the most frequent “other” responses in the first 2014 survey.

## 2 Law school experiences

Findings in this section are grouped under headings relating to participants’ teaching experiences (their attendance at lectures and their relationships with their teachers), their self-study experiences, their relationships with their peers and their reported participation in extra-curricular activities. Participants’ self-assessment of external factors affecting their studies are also reported, as are participants’ self-assessment of the academic outcomes of their studies in 2018.

### (a) Lecture attendance

The most likely way in which participants experience a face-to-face teaching and learning setting at law school is through attending scheduled classes. As we have reported in previous years, a significant positive relationship between lecture attendance and academic achievement is reported consistently in higher education literature.<sup>52</sup> However, there is also some debate as to the extent of a causal link between the two given the potential for

<sup>52</sup> See Lilian Corbin, Kylie Burns and April Chrzanowski “If You Teach It, Will They Come? Law Students, Class Attendance and Student Engagement” (2010) 20 Legal Education Review 13; Loretta Newman-Ford and others “A large-scale investigation into the relationship between attendance and attainment: a study using an innovative, electronic attendance monitoring system” (2008) 33 Studies in Higher Education 699.

unaccounted links between lecture attendance and personal factors such as students' academic ability, motivation and/or effort.<sup>53</sup>

Lecture attendance is not compulsory at any of the participating law schools. Lecture arrangements for the optional law courses in which participants were likely completing are variable. As in past years, we did not collect data on the extent to which participants had access to recorded lectures and whether they counted watching those as lecture attendance.

Participants were asked a repeat of a question asked in 2015, 2016 and 2017: "What proportion of law lectures have you attended in 2018?" Participants were able to select from five responses on a Likert-type scale. Responses to this question showed that although a majority continued to report high class attendance rates, the size of that majority continued to fall, with both trends illustrated in Figure 4 below. Fifty-six per cent of participants (62) reported that they had attended between 81–100 per cent of lectures, down from the 69 per cent who selected this option in 2017. Seventeen per cent (19) reported that they had attended 61 – 80 per cent of lectures (the same percentage as in 2017). Nine per cent (10) reported that they had attended between 41 – 60 per cent of lectures (compared with six per cent in 2017) and 12 per cent (13) reported they had attended 0 – 20 per cent of lectures (compared with seven per cent in 2017).

A greater percentage of female participants reported they had attended between 81-100 per cent of lectures (64 per cent, compared to 48 per cent of male participants). Overall, roughly equal percentages of male and female participants reported they attended 61 per cent or more of their lectures.

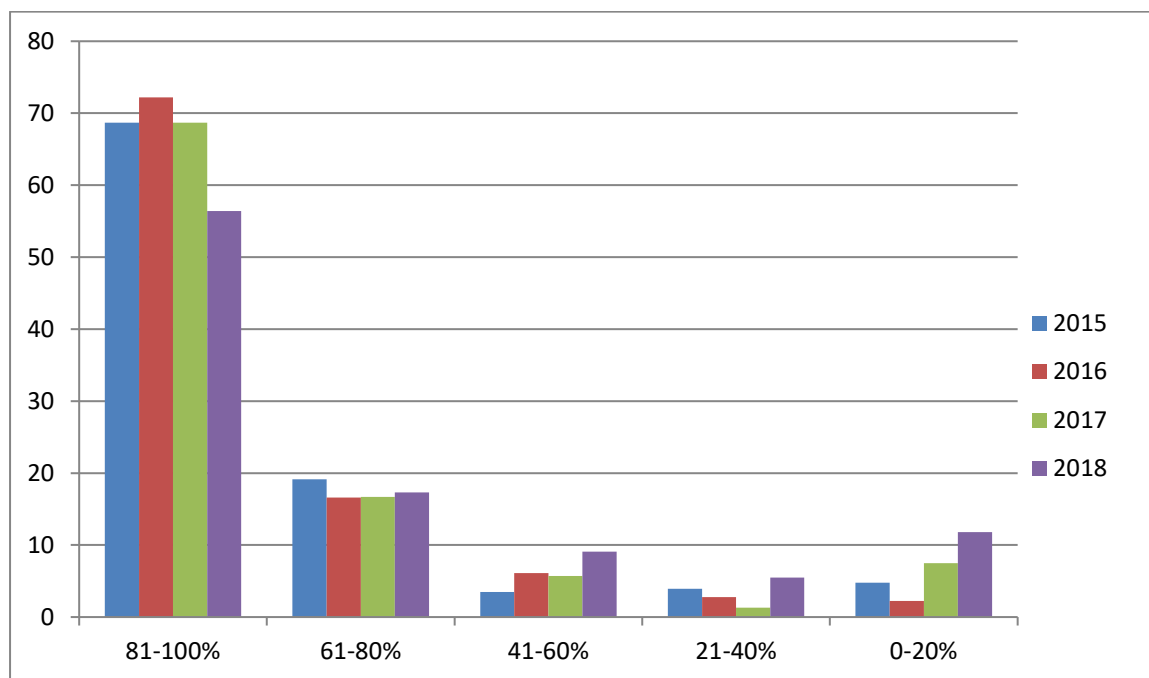
As in previous years, we note we were unable to assess the extent to which participants' reported attendance rates reflected actual attendance rates. Several studies of university students have found that students commonly self-report higher rates of attendance than those captured by objective collection methods.<sup>54</sup>

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<sup>53</sup> See e.g. Wiji Arulampalam, Robin Naylor and Jeremy Smith "Am I missing something? The effects of absence from class on student performance" (2012) 31 *Economics of Education Review* 363 at 364.

<sup>54</sup> *Ibid.*

**Figure 4. Survey 3 2015, Survey 4 2016, Survey 5 2017 and Survey 6 2018: Reported lecture attendance rates (percentage)**



Given the consistency in participants' reports in past years that the teaching method they most frequently experience is a traditional lecture (where the teacher delivers prepared content to students, who take notes of what the teacher is saying), we chose not to explore this area in 2018. Further findings in 2018 (detailed below) confirm that participants' self-study practices are unchanged. Even if participants did experience other teaching methods in 2018, we did not see changes in their reported work practices in 2018. We did however repeat a series of questions directed at participants' relationships with their lecturers (teachers), the results of which are detailed in the next section.

#### (b) Relationships with teachers

As indicated in the literature review, experiencing constructive and supportive interactions with teachers inside and outside the classroom is a factor associated with positive student outcomes.<sup>55</sup> If participants frequently experience a traditional lecture as a teaching method, they are unlikely to have many opportunities to develop positive and constructive personal relationships with their teachers during class time. As in previous surveys from 2015, participants were asked about the contact they had had with their lecturers outside or after

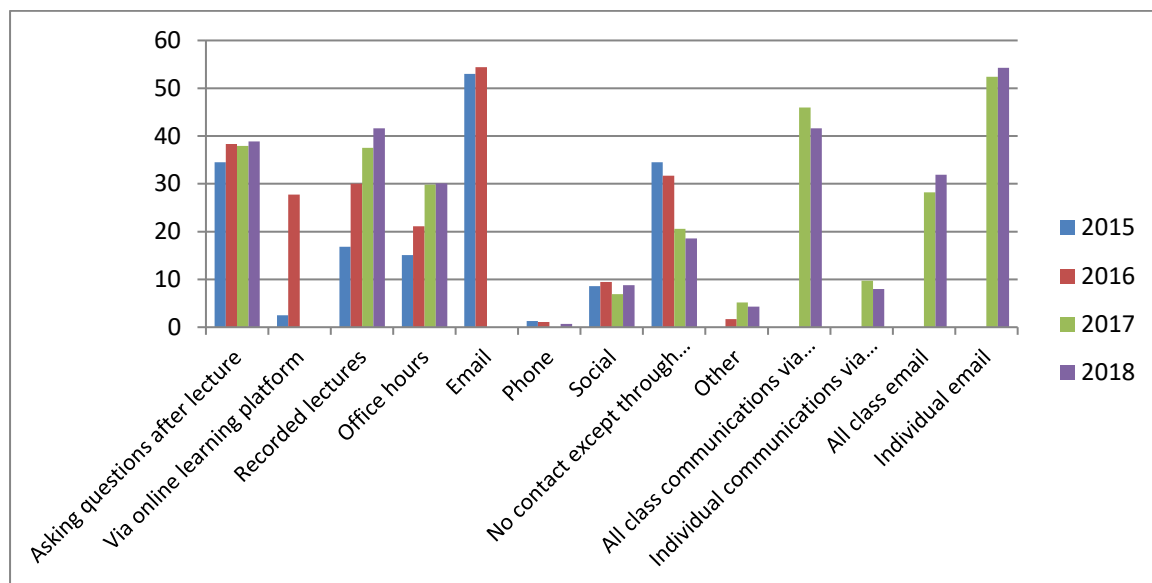
<sup>55</sup> Wimpenny and Savin-Baden, above n 11, at 317; Zepke and Leach, above n 11, at 170; Law School Survey of Student Engagement *Lessons from Law Students on Legal Education* (Indiana University Centre for Postsecondary Research, 2012) at 10; Susan Apel "Principle 1: Good Practice Encourages Student-Faculty Contact" (1999) 49 *Journal of Legal Education* 371 at 373-375.

class. Participants were able to select from the same range of given options as in 2017 and were able to select more than one option. Most participants selected one or two options.

The manner in which participants reported contact with their lecturers outside of class was consistent with what occurred in 2017. The most frequently reported contact was by individual email (55 per cent (63), compared with 52 per cent who selected this option in 2017). This was followed by an all class communication via an online learning system (42 per cent (49), compared with 46 per cent in 2017), recorded lectures (42 per cent (47), compared with 38 per cent in 2017), asking questions after lectures (39 per cent (44), compared with 38 per cent in 2017), all class emails (32 per cent (37), compared with 28 per cent in 2017), office hours (30 per cent (34), compared with 30 per cent in 2017), social occasions (nine per cent (10), compared with seven per cent in 2017), individual communications via an online learning system (eight per cent (nine), compared with 10 per cent in 2017) and by phone (one per cent (1). Twenty-one participants (19 per cent) reported that they had no contact with their lecturers apart from attending lectures, compared with 21 per cent in 2017. Five participants (four per cent) reported that they had had contact in other ways. Responses to this question over time are illustrated in Figure 5 below.<sup>56</sup>

There were no significant differences in the ways in which male and female participants reported having had contact with their lecturers outside of class.

**Figure 5. Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Participants' reported contact with lecturers (percentage)**

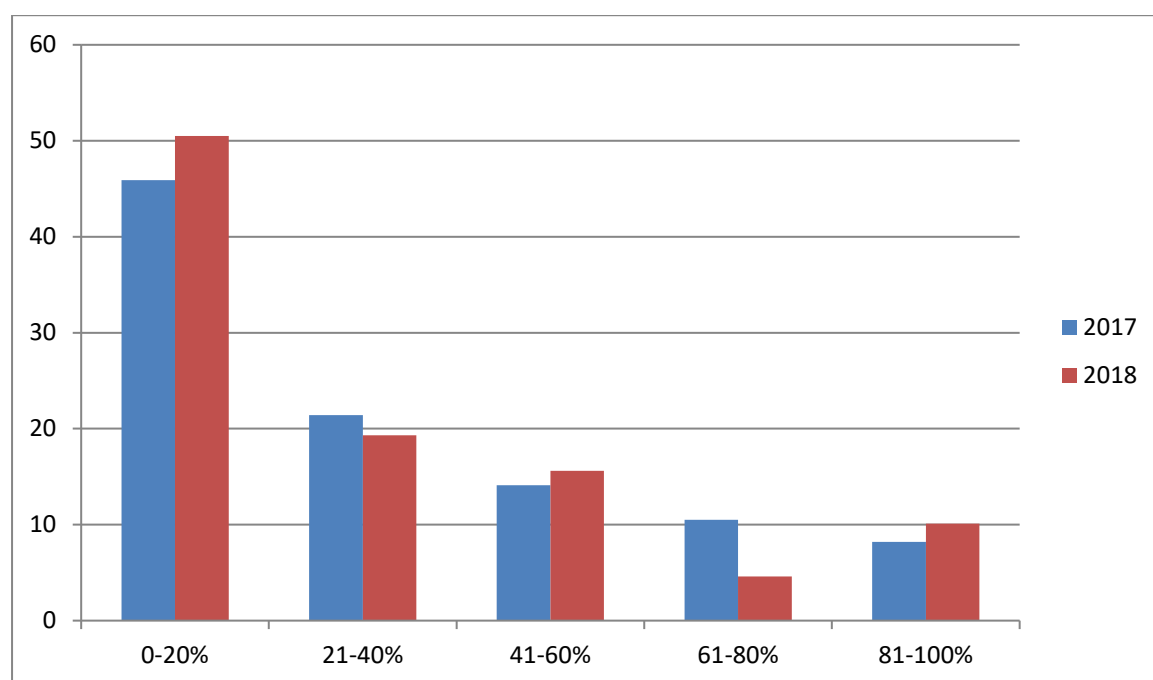


<sup>56</sup> Note: The summary of data from previous surveys is of the responses of all participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2018.

An additional question, repeated from 2017, asked: “How many of your lecturers do you think know you?” Participants were asked to select one option on a five-point Likert-type scale ranging from 0-20 per cent to 81-100 per cent. As Figure 6 below shows, 51 per cent of the total cohort selected the 0-20 per cent option (compared to 46 per cent in 2017). As was also the case in 2017, a majority did not think that significant numbers of their teachers knew them. On the other hand, as we noted in 2017, it may be that a positive relationship with just one teacher is enough to generate a sense of belonging at law school and we are unable to gauge the extent to which this is true for the study participants.

On a gender analysis, female participants were more likely to select the 0-20 per cent option: 59 per cent of female participants selected this option (as did 55 per cent in 2017), compared to 43 per cent of male participants (32 per cent in 2017). Overall, 76 per cent of female participants thought that 40 per cent or fewer of their teachers knew them, compared to 59 per cent of male participants.

**Figure 6. Survey 5 2017 & Survey 6 2018: How many of your lecturers do you think know you? (percentage)**



### (c) Self-study

As noted above, there was little change to participants’ account of what occurred during their periods of self-study. Although several higher education studies have identified a significant positive relationship and causal link between time spent on study outside of class and

academic performance,<sup>57</sup> participants' responses to previous surveys in this study have revealed that a significant proportion spend less time on self-study than the law schools at which they are enrolled would expect. Although participants were enrolled in courses of varying credit point value across and within the participating law schools, one credit point equates to approximately 10 hours of study across all New Zealand universities. For example, a 15-point optional course equates to 150 hours of study, approximately 10 hours per week across a half-year semester. If students spend two-three hours per week in lectures for such a course (as is the norm at the University of Canterbury, for example), they should be spending nine or more hours each week on self-study.

Participants were asked a question previously asked in 2015, 2016 and 2017: "How many hours outside of lectures and tutorials do you typically devote to each of your 2018 law courses each week?" Participants were asked to select one option on a five-point Likert-type scale ranging from 0-2 hours to more than 10 hours. Results were largely unchanged from 2017. The most frequently selected option remained 3-5 hours (33 per cent (36), compared to 30 per cent in 2017). Nineteen per cent (21) selected the 0 –2 hours option (compared to 17 per cent in 2017). Just over half of the total cohort (52 per cent, 57) reported spending between 0-5 hours on self-study per course each week, compared to 47 per cent in 2017. As in previous years, just over half of participants are spending consistently less time on periods of self-study than the law schools at which they were enrolled would expect. We remind readers that although the time spent by participants on self-study was largely unchanged in 2018, there was, at the same time, a continued decrease in the majority reporting very high class attendance rates.<sup>58</sup> Given the reported self-study experiences are of participants who have persisted for five years at law school, the time that they report spending on self-study likely reflects not only the reality of the time that is actually needed to succeed at law school, but the types of activities that students must undertake to succeed. In other words, participants, we suggest, are likely to be responding to their experience of actual institutional requirements.

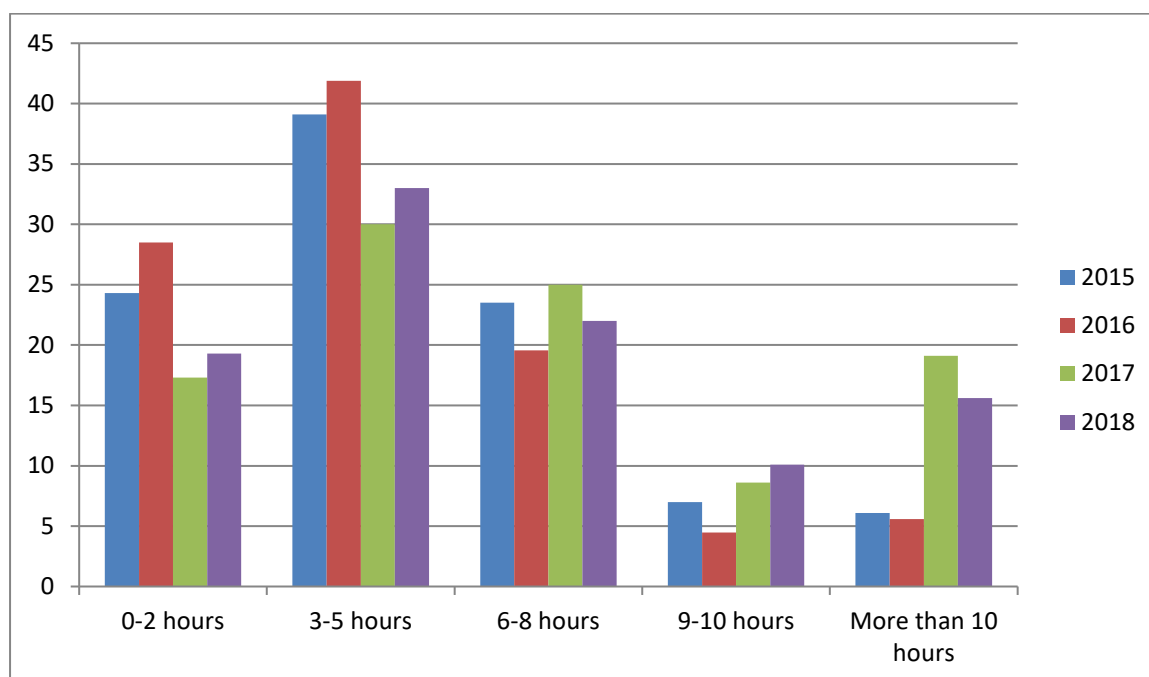
A gender analysis showed that roughly equal percentages of male and female participants (approximately 50 per cent of each) were spending five hours or less on each of their law courses each week. However, a higher percentage of female participants reported spending nine hours or more each week on each of their law courses (31 per cent, compared to 20 per cent of male participants).

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<sup>57</sup> See e.g. Ralph Stinebrickner and Todd Stinebrickner "Time-use and college outcomes" (2004) 121(1) *Journal of Econometrics* 243; Ralph Stinebrickner and Todd Stinebrickner "The causal effect of studying on academic performance" (2008) 8(1) *B.E. Journal of Economic Analysis & Policy* 8; Vincenzo Andrietti and Carlos Velasco "Lecture Attendance, Study Time and Academic Performance: A Panel Data Study" (2015) 46(3) *Journal of Economic Education* 239.

<sup>58</sup> See Figure 4 above.

**Figure 7: Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 8 2018: Average hours spent on each enrolled course each week (percentage)**

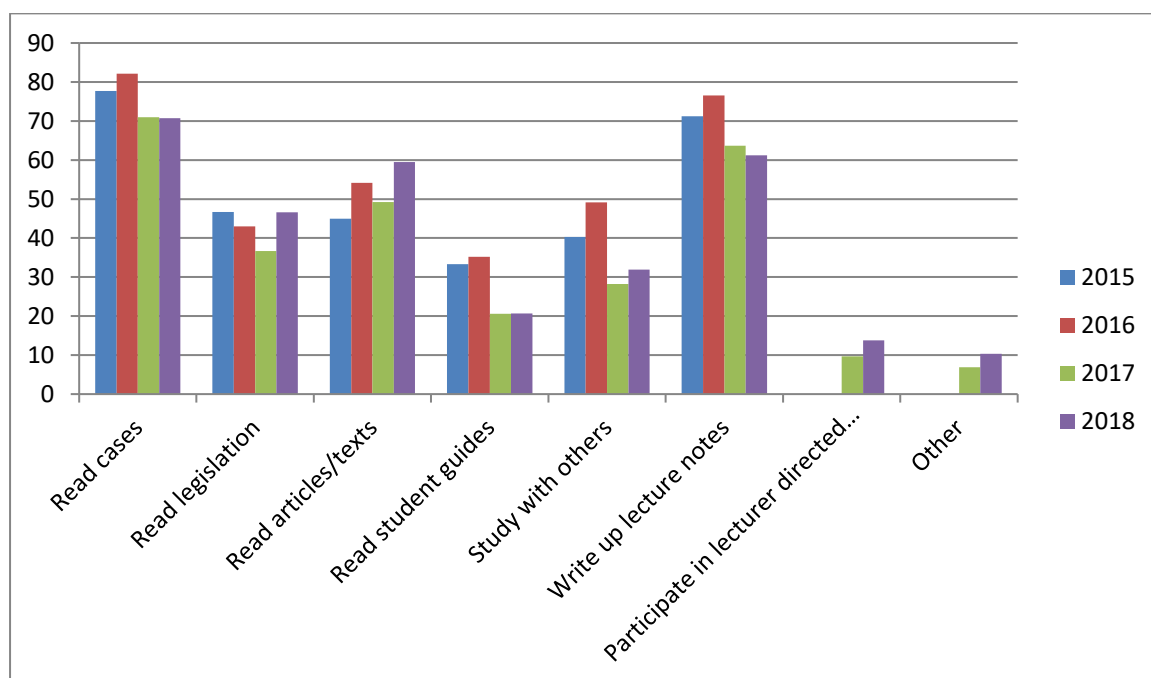


Another repeated question from 2015, 2016 and 2017 asked participants what things they regularly did when focusing on their law studies outside of lectures and tutorials. Participants could select from a range of responses and most selected more than one option. Participants were also offered an “other, please specify” option. The most frequently selected option was reading cases (70 per cent, 82), followed by writing up and supplementing lecture notes (61 per cent, 71), reading articles and texts (59 per cent, 69), reading legislation (47 per cent, 54), studying with others (33 per cent, 37), reading student guides (20 per cent, 24) and participating in lecturer directed online activities (14 per cent, 12). This is the same rank order of selections as in 2017. A small number of participants (12) selected the “other, please explain” option. Their responses included:

- Most of this time is just spent doing assignments, so I do whatever that requires me to do.
- There is no time to do anything other than the prescribed reading and even that is too much at times.
- Go through questions that will be part of group work in class.
- Asking lecturers questions eg in office hours.
- Read other people’s class notes in the note bank.

As Figure 8 below shows, participants' responses to this question over time are largely unchanged over time.<sup>59</sup>

**Figure 8. Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Things students regularly do when focusing on their law studies outside of lectures and tutorials (percentage)**



A gender analysis revealed two differences of note in participants' responses to this question. Male participants were more likely to report studying with others (40 per cent, compared to 28 per cent of female participants).

In another repeated question from 2015, 2016 and 2017, participants were asked for what purposes they carried out the activities identified in the previous question. Participants were given a range of options to select from and were able to select more than one option or add their own "other" response. The most frequently selected option was "to complete assessment tasks" (80 per cent, 93), followed by "to gain a better understanding of material covered in lectures and tutorials" (64 per cent, 74). The "for general interest" option was selected by 16 per cent (18). Eight participants selected the "other, please explain option" and their responses included:

- To thoroughly prepare for class.
- I do not do these. I just do my assignments based on other people's notes.
- To get higher grades by supplementing class-supplied material.
- To do well in exam.

<sup>59</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These students may or may not have formed part of the cohort answering this question in 2018.

- Law competitions.

The rank order of options selected by participants in 2018 differed from 2017 in that the most frequently selected option is now completing assessment tasks (rather than to gain a better understanding of materials covered in lectures and tutorials). In 2017, 72 per cent selected the gaining a better understanding option, with only 48 per cent selecting the assessment tasks option. The small numbers selecting the “general interest” option was consistent with participants’ 2017 responses.

The only point of note following a gender analysis was that male participants were more likely to select the “for general interest” option (22 per cent, compared to 12 per cent of female participants), although, as noted above, overall numbers selecting this option were low.

Participants were again asked how frequently they accessed online legal resources available through their law library and the online learning platform (such as Moodle) available at their university. Both questions required participants to select one option on a five-point Likert-type scale ranging from “never” to “weekly or more often”. As in 2017, the most frequently selected option relating to accessing legal resources through the law library was “weekly or more often” (54 per cent (58)). Just six per cent (six) selected the “never” option, with 18 per cent (19) selecting “occasionally”, 12 per cent (13) selecting “monthly” and 10 per cent (11) selecting “fortnightly”. A greater percentage of female participants selected the “weekly or more frequently” option (59 per cent, compared to 49 per cent of male participants).

The most frequently selected option for use of online learning platforms was “weekly or more often” (78 per cent (83)), a slight reduction from the 87 per cent who selected this option in 2017. Female participants were slightly more likely to select this option (82 per cent of female participants, compared to 74 per cent of male participants).

Although participants report engaging in a variety of activities and accessing a range of legal or supporting resources, their responses to these questions are coloured by the fact that many are spending less time on periods of self-study than law schools would expect. Participants who report spending little time on self-study (0-2 hours) are unlikely to be allowing themselves enough time to engage in active or deep learning activities on a regular basis. On the other hand, given the successful and persisting participants in this study, they are likely to be engaging in the types of activities that are required to pass their courses with good grades. As noted below, very few participants reported receiving mainly C grades in their law courses.

#### (d) Relationships with peers

As summarised in the literature review section,<sup>60</sup> experiencing constructive and supportive interactions with other students both inside and outside the classroom is a factor associated

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<sup>60</sup> See above.

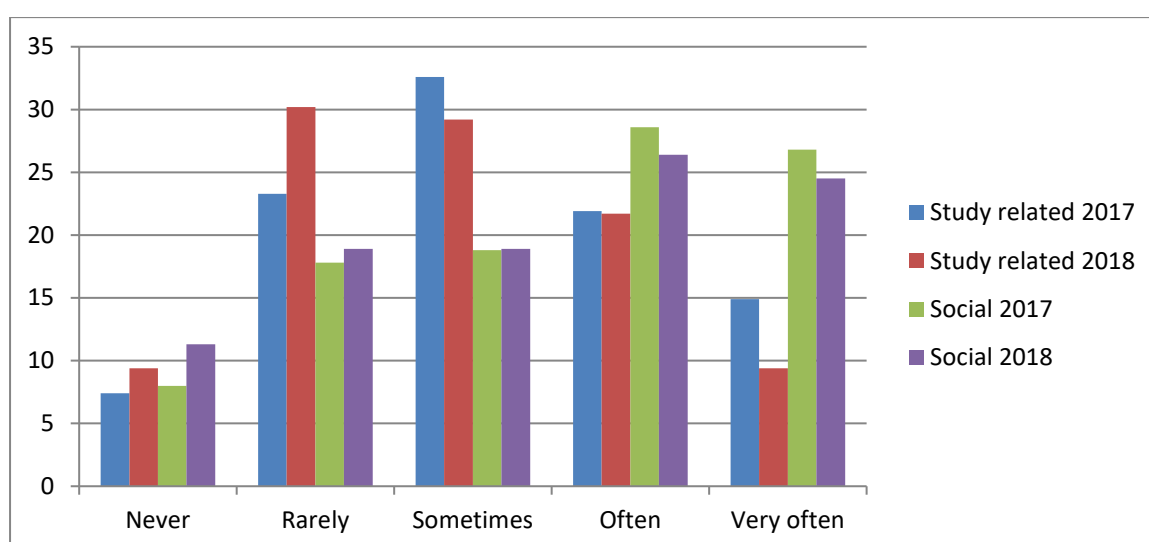
with creating a sense of belonging (a factor associated with positive engagement)<sup>61</sup> and positive student outcomes.<sup>62</sup>

Two questions directed at participants' interactions with their peers, first asked in 2017, were repeated in 2018. The first asked participants how frequently they interacted with other law students outside of class for study related purposes. The second asked participants how frequently they interacted with other law students outside of class for social purposes. For each question, participants were asked to select one option on a Likert-type scale ranging from "never" to "very often".

As was the case in 2017, participants reported more frequent social contact than study-related contact. A minority in 2018 reported they interacted with their peers for study-related purposes either "very often" or "often" (31 per cent (33)). On the other hand, a majority (51 per cent, (54)) reported interacting with their peers outside of class for social purposes either "often" or "very often". These results are shown in Figure 9 below. As was also the case in 2017, the percentage of participants reporting study-related contact "often" or "very often" is consistent with the percentage of participants reporting that they had regularly studied with their peers in the question directed at the activities they regularly engaged in during periods of self-study.

Male and female participants reported similar rates of study-related contact. However, a greater percentage of male participants reporting having social contact with their peers "very often" (33 per cent, compared with 20 per cent of female participants).

**Figure 9. Survey 5 2017 & Survey 6 2018: Frequency of interaction with other students outside of class for study-related and social purposes (percentage)**



<sup>61</sup> Kahu, above n 17.

<sup>62</sup> Wimpenny and Savin-Baden, above n 11, at 317; Zepke and Leach, above n 11, at 171; Law School Survey of Student Engagement, above n 55, at 12-13.

(e) Extra-curricular activities

Participants' reported participation in law-related extracurricular activities were measured for the third time in 2018. Participants were asked what law-related extra-curricular activities they were involved with and given five options from which to select. Participants were able to select all options that applied to them. The most frequently selected option was involvement with a law students' society (21 per cent (24), compared with 22 per cent in 2017). Volunteering with a community law centre was selected by 20 per cent (23), compared with 17 per cent in 2017. Volunteering with an "other" organisation was selected by 10 per cent (11), compared with 17 per cent in 2017. Reported "other" organisations included:

- Amnesty International
- 180 Degrees Consulting Executive
- Sports clubs
- Family Legal Advice Centre
- Equal Justice Project (Auckland District Law Society) (2)
- Police Prosecution Service
- Howard League
- Youth Advocacy Organisations
- Law Organisations
- Human Rights/Refugee Law Chambers.

The "other, please specify category" was selected by 16 per cent (19) "Other" listed extra-curricular activities included:

- Law Revue (2)
- Legal-related employment (6)
- Law school competitions (5)
- Law journal editing
- Law school representation at open day events

As in 2017, the most frequently selected option was "I am not involved in any law related extra-curricular activities (42 per cent (49), compared with 39 per cent in 2017).

A gender analysis revealed that, overall, a greater percentages of female participants reported involvement in some form of extra-curricular activity. Twenty five per cent of female participants reported volunteering with a community law centre, compared with 13 per cent of male participants. Fifteen per cent of female participants reported volunteering with another organisation, compared with two per cent of male participants. Twenty five per cent of female participants reported involvement with a law students' society, compared to 16 per cent of male participants. A greater percentage of male participants reported that they were not involved in any law related extra-curricular activity (49 per cent, compared to 35 per cent of females).

### 3 External factors

The findings reported to this point largely focus on institutional factors influencing student engagement. However, as in 2015, 2016 and 2017, participants were also asked to identify other factors that had had an adverse impact on their studies in 2018. The options from which participants could select were drawn from the most commonly occurring responses to this question when it was asked in open-ended form in the second 2014 survey.<sup>63</sup> For this reason, the options given include one institutional impact, studying at university. Most participants selected more than one option. Participants were also able to choose and complete an “other, please explain” option.

The option most frequently selected was “home/family issues” (38 per cent (44)), closely followed by “personal issues” (36 per cent (42)), “health issues” (35 per cent (40)), “work and employment issues” (34 per cent, (39)), “things to do with studying at university” (26 per cent, (30)), “relationship issues” (25 per cent (29)), financial issues (19 per cent, (22)) and “accommodation issues” (seven per cent (eight)). Ten per cent (12) selected the “other, please explain” option and responses in this category included:

- Working too many hours in my part-time job.
- DramaSoc.
- Mental health issues.
- Feeling overwhelmed by the amount of work expected for law degree and uncertain of how to go about it.
- Apathy.
- First child.
- Extra-curricular commitments.

Figure 10 below shows a comparison of the responses to this question over time.<sup>64</sup>

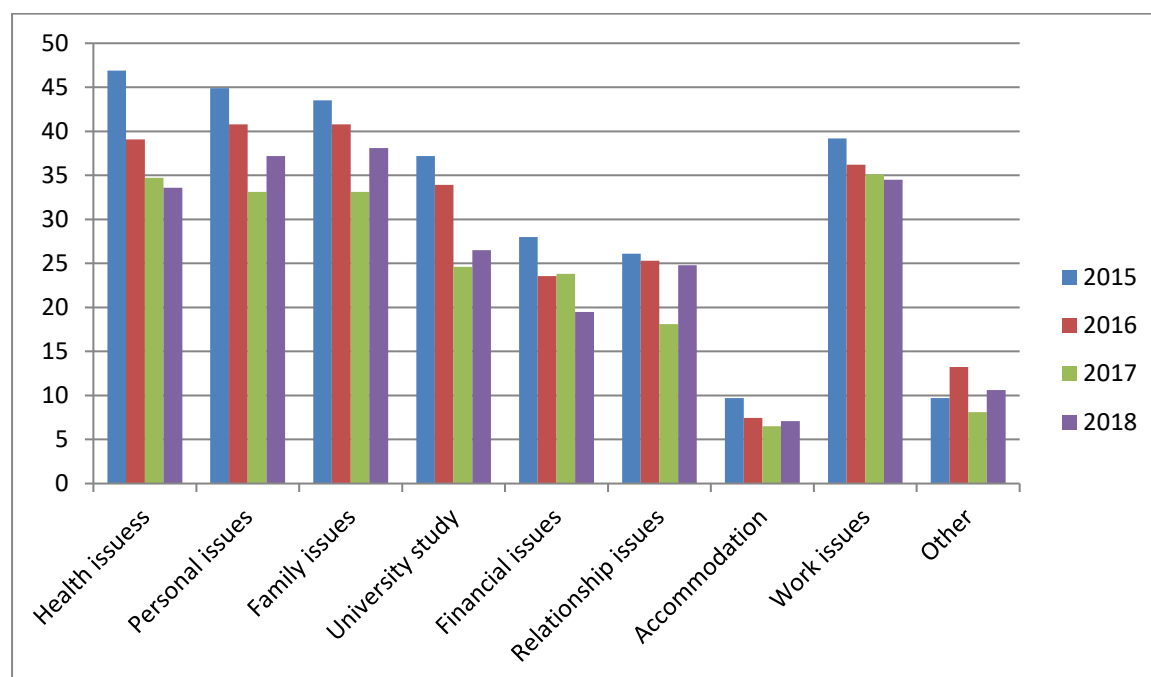
A gender analysis showed some differences in the frequency with which male and female participants selected the given options. A greater percentage of females selected the “health” option (37 per cent, compared to 29 per cent of males). A greater percentage of males selected the “relationship issues” option (31 per cent, compared to 21 per cent of females) and “financial issues” option (24 per cent, compared to 16 per cent of females). The three options most frequently selected by females were “home issues” (41 per cent), “personal issues” (38 per cent) and “health issues” (37 per cent). The three options most frequently selected by male participants were “personal issues” (36 per cent), “home issues” (33 per cent) and “employment issues” (33 per cent).

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<sup>63</sup> See Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of First Year New Zealand Law Students* (Ako Aotearoa, 2015).

<sup>64</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of cohort answering this question in 2018.

**Figure 10. Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Factors impacting adversely on students' studies (percentage)**



“Financial issues” was one of the least frequently selected factors having an adverse impact on participants’ studies (although it was selected by a substantial minority). In a question asking about levels of student debt, the most frequently selected debt level (21 per cent of participants) was \$40,001 – \$50,000. Overall reported debt levels in 2018 are reported in Table 3 below.

**Table 3. Survey 6 2018: Student debt levels**

Debt	Percentage
Up to \$5000	8.4
\$5,001 – \$10,000	0.0
\$10,001 – \$20,000	4.2
\$20,001 – \$30,000	7.4
\$30,001 – \$40,000	14.7
\$40,001 – \$50,000	23.2
\$50,001 – \$60,000	16.8
\$60,001 – \$70,000	10.5
\$70,001 – \$80,000	6.3
\$80,001 – \$90,000	5.3
\$90,001 – \$100,000	2.1
More than \$100,000	1.1
Total	100

Overall, although many participants reported external factors as having had an adverse impact on their studies, these were insufficient to prevent this group from persisting with (and as the next section explains) succeeding with their studies.

#### *4 Participants' self-assessment of the outcomes of their studies*

In this next section we report participants' perceptions of their actual and likely assessment outcomes, their views on assessment manageability and timing and their overall reported satisfaction levels with their law school experience. In other words, we report participants' perceptions of the outcomes of the ways in which they have reported having engaged with their studies. Again, no significant changes in participants' responses to a series of repeated questions over time was apparent. Participants continued to report largely positive outcomes. However, we note that positive academic outcomes are not necessarily a proxy for positive learning and teaching experiences.

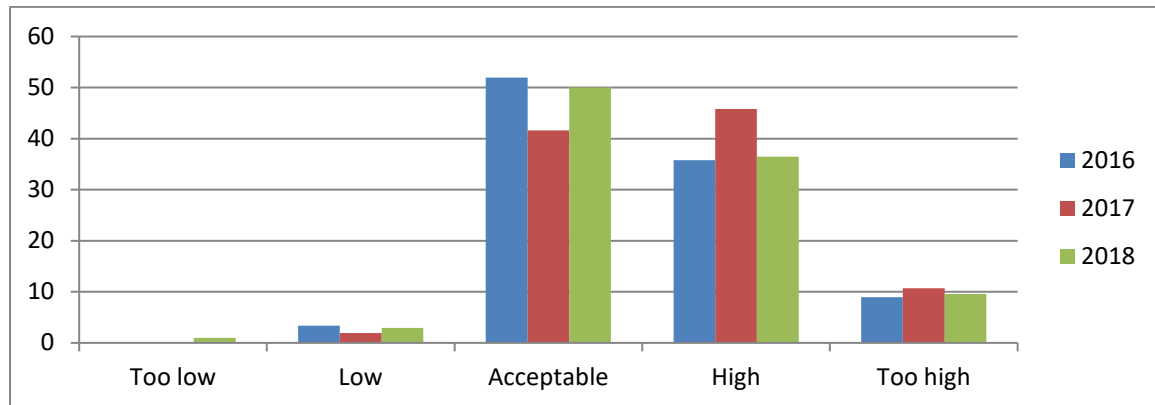
Participants were first asked a series of repeated questions about the results they had received and their confidence in passing their law courses. Two new questions were asked to probe what form of assessment led participants to (a) learn the most and (b) perform the best. Participants completed the 2018 survey at the end of the third university term, when they would have already received the results for their semester one optional courses. Many may also have received some initial results for their semester two courses.

##### *(a) Views on assessment workload*

The first of the questions (also asked in 2016 and 2017) asked participants to describe their assessment workload in 2018. Participants were able to select one of five options on a Likert type scale ranging from "too low" to "too high". The most frequently selected option was the mid-point option, "acceptable" (50 per cent (52)). However, a greater proportion of participants (46 per cent (48)) rated their assessment workload as "high" or "very high" compared to those who rated it "low" or "too low" (4 per cent (4)). Figure 11 below shows participants' responses to this question over time.

On a gender analysis, although the overall percentages of male and female participants selecting the "high" or "very high" options was approximately equal, a greater percentage of females selected the "very high" option (16 per cent, compared to two per cent of male participants). This trend was also apparent in 2017 results.

**Figure 11. Survey 4 2016, Survey 5 2017 & Survey 8 2018: Views on assessment workload (percentage)**

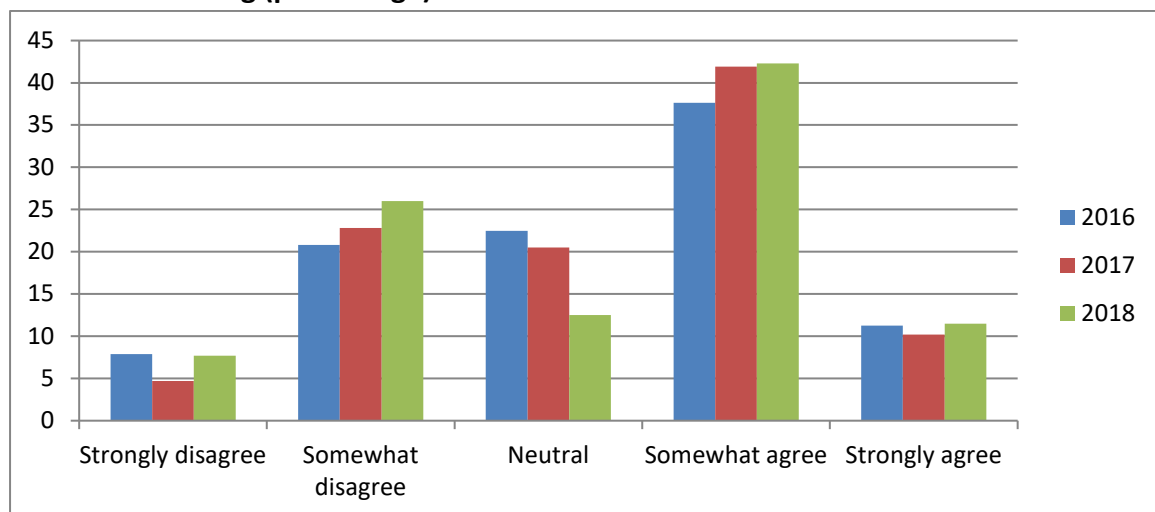


**(b) Views on assessment timing**

Participants' views about assessment timing were also collected, as they were in 2016 and 2017. Participants were asked to indicate their agreement with the following statement on a five-point Likert-type scale: "The timing of my assessments in 2018 has been manageable". Options from which participants could select ranged from "strongly disagree" to "strongly agree". A greater proportion "agreed" or "strongly agreed" with the statement (54 per cent (56)) than "disagreed" or "strongly disagreed" (34 per cent (35)). These results are consistent with those reported in previous years, as shown in Figure 12 below.

A gender analysis revealed no significant differences in male and female responses to this question.

**Figure 12. Survey 4 2016, Survey 5 2017 & Survey 6 2018: Views on manageability of assessment timing (percentage)**



### (c) Grades received

Participants were also asked what grade they had most frequently achieved in 2018 (another repeated question from 2016 and 2017). Participants most frequently reported receiving “B” grades (66 per cent (68)), with 28 per cent (29) most frequently receiving “A” grades. Five per cent (5) reported receiving “C” grades most frequently, with just one per cent (one) reporting receiving grades less below “C”. These results are consistent with those reported in 2017.

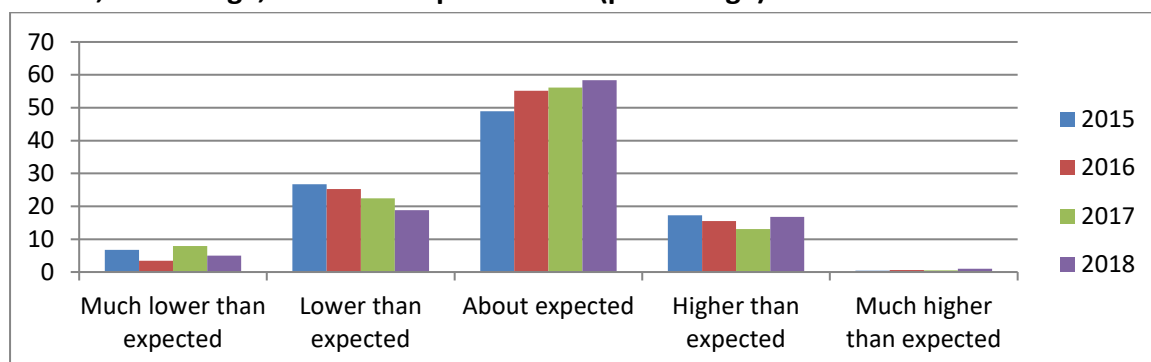
In a change from 2017 results, a greater percentage of male participants reported receiving “A” grades (33 per cent, compared to 24 per cent of female participants).

### (d) Did grades received reflect expectations?

In a repeat of a question asked in 2015, 2016 and 2017, participants were asked, to what extent, on average, the results they had received in their law courses in 2018 reflected their expectations. Participants were asked to select where they sat on a five-point Likert-type scale ranging from “they were much lower than I expected” to “they were much higher than I expected”. The option most frequently selected by a large margin (58 per cent (59)) was “They were about what I expected”. However, perhaps surprisingly given the length of time participants have been enrolled at law school, 24 per cent (24) still reported that they had received results that were lower or much lower than they had expected. Figure 13 below shows responses to this question over time.<sup>65</sup>

Analysis by gender revealed that the gap in the reported expectations of male and female participants was closing. In both 2017 and 2018, 18 per cent of female participants reported receiving higher than expected results. Just three per cent of male participants selected this option in 2017, compared with 14 per cent in 2018. Male participants were more likely to report receiving results that were lower than expected in 2017, a trend that did not continue in 2018.

**Figure 13. Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 8 2018: Did results received reflect, on average, students’ expectations? (percentage)**



<sup>65</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2018.

#### (e) Confidence in passing

Another question (also asked in 2016 and 2017) asked participants how confident they were in passing all their 2018 law courses. Participants were asked to select one of five responses on a Likert-type scale ranging from “not confident at all” to “very confident”. A clear majority (78 per cent (79)) were “confident” or “very confident”. Twelve per cent (12) selected the “not confident at all” or “a bit confident” options.

Overall, similar percentages of female and male participants selected the “confident” and “very confident” options. However, in another continuing trend from 2016 and 2017, male participants were more likely to select the “very confident” option (58 per cent, compared to 34 per cent of females).

Overall, the majority of participants continued to report high likely and actual assessment outcomes.

#### (f) Assessment types

The first of the new questions in 2018 asked participants which of a given list of assessment types helped them learn the most. The option of “individual essay/assignment” was selected by half of all participants (52). The next most frequently selected option was “open book individual test or examination” (28 per cent (29)), followed by “individual take home test” (eight per cent (eight)) and “closed book individual test or examination” (seven per cent (seven)). Options selected by one or two participants included group take home test (one), group essay/assignment (two), computer based individual assignment (two), individual oral assessment (two). The following options were not selected: computer-based group assignment and oral group assignment. A limitation of these results is that we do not know whether all participants have experienced all forms of assessments from which they could select. Our own experience as law teachers is that individual assignments and individual test or exam-based assessments are the most frequently used forms of assessment in New Zealand law schools.

A gender analysis revealed some significant differences in responses. Male participants were more likely to select the “open book test” option (35 per cent, compared to 22 per cent of females). Female participants, on the other hand, were more likely to select the “individual essay/assignment option” (62 per cent, compared to 35 per cent of males).

The second of the new questions asked participants in which of the same given list of assessment types did they perform the best. An “individual essay/assignment” was the most frequently selected option (38 per cent (39)), but by a smaller margin. It was closely followed by an “open book individual test or examination” (36 per cent (37)). The third most frequently

selected option was a “closed book individual test or examination” (13 per cent (13)). Other options were selected by four or fewer participants. Again, however, we note that some participants may not have experienced all assessment types from which they could select. Participants’ responses do however suggest that they are not only taught for the most part in a very traditional way (a traditional lecture), but are also assessed in very traditional ways, largely through individual assignments and tests/exams.

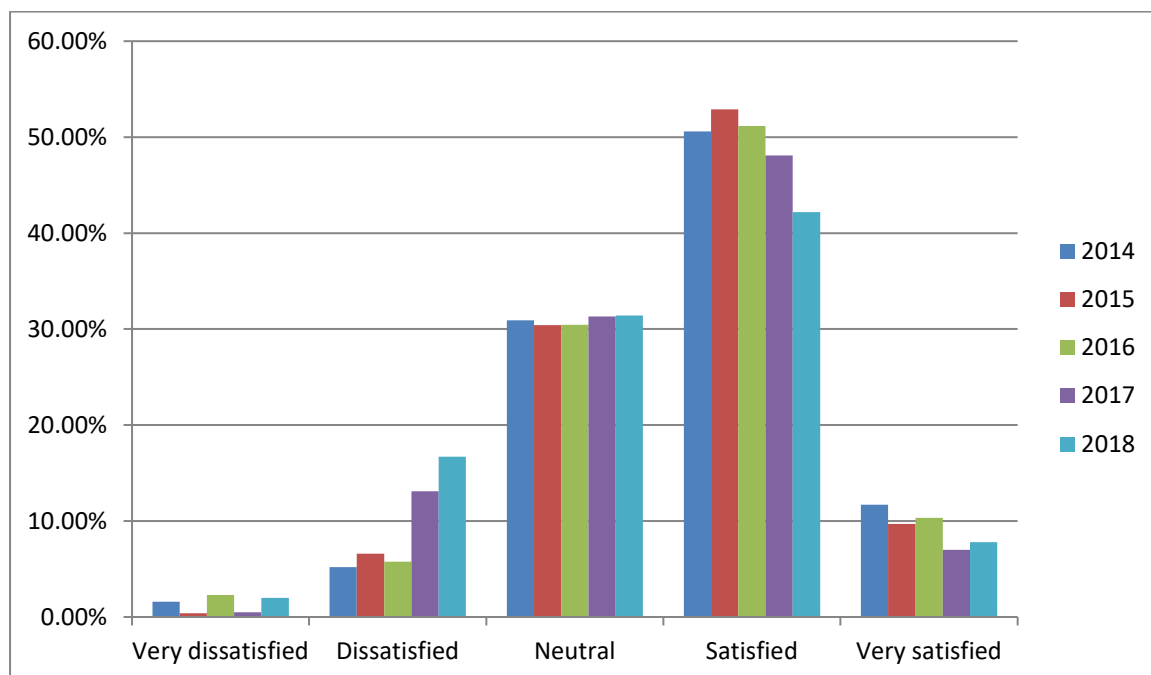
Unlike the previous question, a gender analysis revealed no significant differences in male and female responses to this question.

(g) Overall satisfaction with law school experience

The final question in this section asked participants to rank their overall satisfaction with their law school experience on a five-point Likert-type scale ranging from “very dissatisfied” to “very satisfied”. The most frequently selected option was “satisfied” (42 per cent (43)), followed by “neutral” (31 per cent, (32)). Figure 14 below shows participants’ responses to this question over time.

In a change from 2017 results, overall, a greater percentage of female participants selected the “very dissatisfied” and “dissatisfied” options (25 per cent, compared to 12 per cent of male participants).

**Figure 14. Survey 2 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Satisfaction with law school experience (percentage)**



## *C Participants in their Final Year of Study*

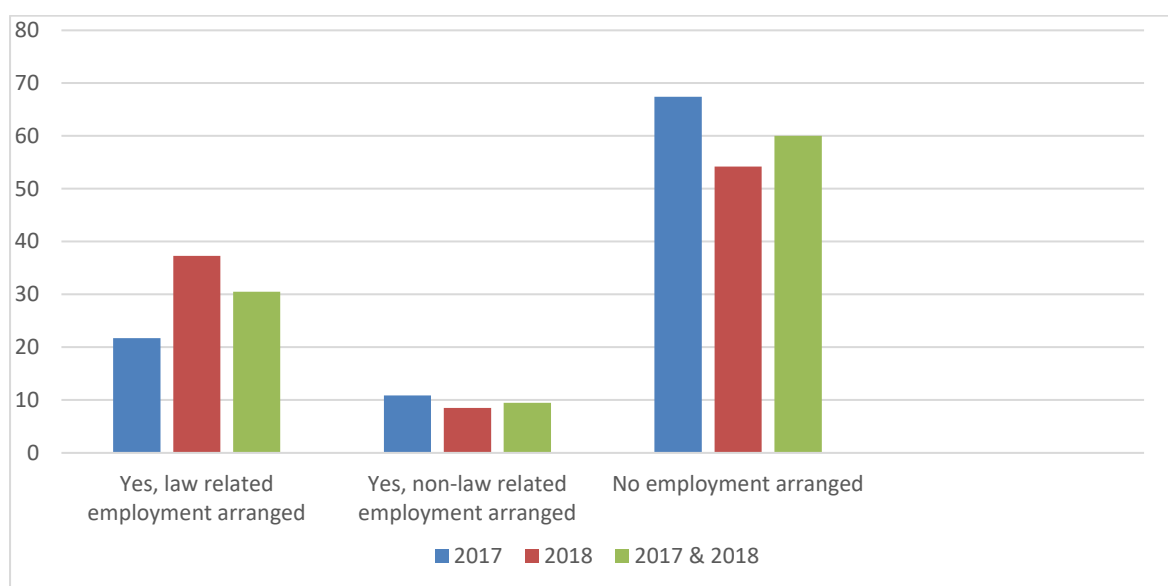
As in 2017, we included a set of questions directed at participants who were in their final year of their law studies. The participants who answered these questions were those who indicated that they intended to complete their law degree by the end of February 2019. There were 59 students in this category (22 males and 35 females), compared to 46 in 2017. Questions asked in 2017 were repeated and focused on participants' future work plans, their feelings of work readiness and how they rated themselves in terms of a list of work-related skills and attributes.

### *1 Future employment plans*

Participants were first asked whether they had employment arranged for after they completed their law degree and given three options from which to select (yes, law related; yes, non-law related; and no). As was the case in 2017, just over half (54 per cent, 32) did not have employment arranged. Of the 46 per cent (27) who did have employment arranged, 37 per cent (22) reported that this was law related employment (compared to 22 per cent (10) in 2017). As was also the case in 2017, most law-related employment was with a law firm (18 participants). One participant had employment arranged with a government department and three had secured an in-house legal position with an employer that was not a law firm. Three of the five participants who had arranged non-law related employment indicated they would be working in the field of tax with a professional services firm, one was already working in international sales and marketing and one had employment with a management consultancy firm. Figure 15 shows participants' response to this question over time. Overall, of the 105 participants who answered this question across 2017 and 2018, 60 per cent (63) reported that they did not have employment arranged for after they completed their law degree. Readers will recall that the 2018 survey took place approximately two thirds of the way through the 2018 academic year.

Unlike the case in 2017, a gender analysis of the 2018 responses to this question revealed a significant difference: 63 per cent of female participants reported that they did not have employment arranged, compared with 36 per cent of male participants.

**Figure 15. Survey 5 2017 & Survey 8 2018: Future employment arrangements (percentage)**

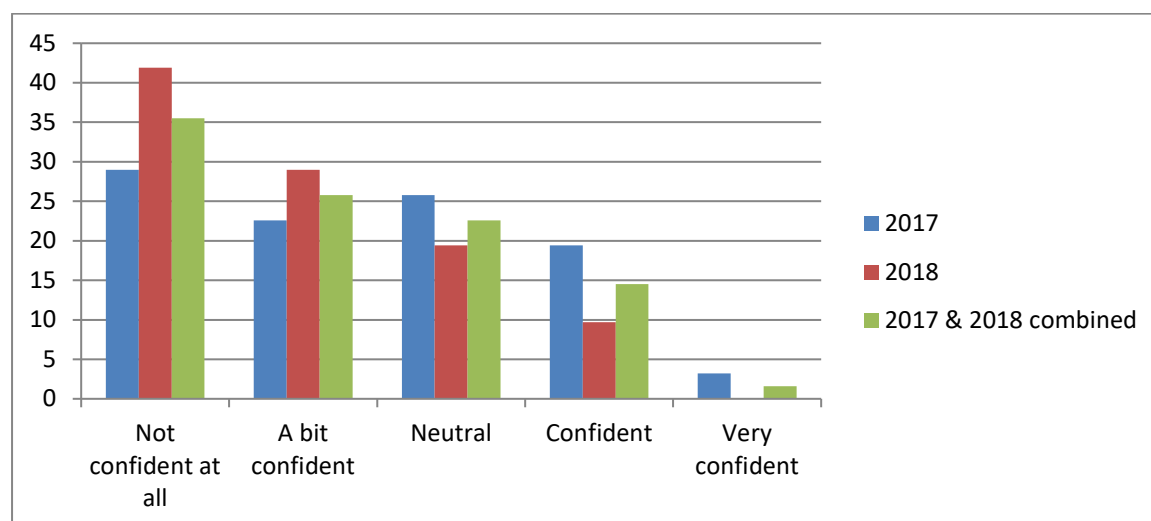


## 2 *Confidence in finding employment*

The participants who reported that they did not have employment arranged were asked a series of follow-up questions. The first of these was how confident they felt about finding employment. Participants were given five choices from which to select on a Likert-type scale ranging from “very confident” to “not confident at all”. The most frequent selection was “not confident at all” (42 per cent (13), compared to 29 per cent (nine) in 2017) or “a bit confident” (29 per cent (nine)). Nineteen per cent (six) selected the “neutral option” and 10 per cent (three) selected the “confident” option. When the responses of participants who answered this question in 2017 and 2018 are totalled, 36 per cent (22) reported that they were not at all confident at all of finding employment.

A gender analysis revealed that a greater percentage of female participants selected the “not confident at all” option (46 per cent, compared to 25 per cent of males). Overall, 77 per cent of female participants selected the “not confident” and “a bit confident” categories, compared to 50 per cent of males.

**Figure 16. Survey 5 2017 & Survey 6 2018: How confident do you feel about obtaining employment? (percentage)**



### 3 *Careers Advice*

Participants who did not have employment arranged were asked how helpful their university had been in providing them with careers advice. Participants were given five choices from which to select on a Likert scale ranging from “not helpful at all” to “very helpful”. As was the case in 2017, the largest proportion selected the “not helpful at all” or “only a bit helpful” options (52 per cent (30)), with 24 per cent (14) selecting the “neutral” option.

A gender analysis revealed no significant differences in male and female responses to this question.

### 4 *Preparedness to join workforce*

In 2018 all completing participants were asked how prepared they felt for the workforce. Participants were able to select one of five options on a Likert type scale ranging from “not prepared at all” to “very prepared”. A minority (44 per cent, 25) selected the “very prepared” or “prepared” options. Nineteen per cent (11) selected the neutral option and 38 per cent (22) selected the “not prepared at all” or “a bit prepared” options.

On a gender analysis, a greater percentage of female participants selected the “not prepared at all” or “a bit prepared options” (46 per cent, compared to 23 per cent of males).

### 5 *Self-assessment of skills and attributes*

Two repeated questions asked participants to rate themselves in terms of a given range of work-related skills and attributes. The list of skills and attributes used in this part of the survey were the same as those used in an associated online survey of employers conducted by Natalie Baird and John Caldwell early 2017 and in which employers were asked to rate the

skills and attributes of law graduates.<sup>66</sup> The list of skills and attributes in the employer survey was developed using four key sources. First, a series of qualitative interviews of 15 employers of law graduates was conducted in 2015, and employers were asked to identify the strengths and weaknesses of law graduates across the three broad areas of knowledge, skills and attributes.<sup>67</sup> The interview transcripts were then coded to identify common themes concerning the skills and attributes of interest to employers of law graduates. The second source which informed the list of skills and attributes was the general literature on work readiness of graduates,<sup>68</sup> and more specific literature on the work readiness of law graduates.<sup>69</sup> The third source was the extensive range of existing employer skills surveys.<sup>70</sup> Finally, the work and discussions then underway at the University of Canterbury to identify the five key transferable skills relevant to the “employable, innovative and enterprising” attribute in the UC Graduate Profile also informed the development of the list of skills and attributes in the survey questions.<sup>71</sup>

In the first question in this section, participants were asked to rate themselves on a five-point Likert-type scale ranging from “poor”, “fair” “good”, “very good” and “excellent” in terms of the following skills: research skills, written communication skills, oral communication skills, legal reasoning skills, critical thinking and analytical skills, problem solving skills, numeracy skills, digital literacy and skills in another language. Except for two skills (numeracy and skills in another language), a large majority rated themselves as “good”, “very good” or “excellent”. As in 2017, the exceptions attracting the highest percentages of “poor” or “fair” responses were numeracy (38 per cent) and skills in another language (58 per cent), results that are not surprising given that these skills receive little or no focus in the law curriculum. In terms of skills that participants might be expected to gain through study for a law degree, “digital literacy” attracted the most “poor” or “fair” assessments. The skills attracting the highest number of “very good” and “excellent” self-ratings were written communication” (76 per cent), “problem solving” (75 per cent) and “critical thinking and analysis” (73 per cent). These results are not unexpected given the frequency with which these attributes have likely been assessed and the very good grades that participants most frequently reported receiving in 2018. Notably, however, only 49 per cent of participants in 2018 rated their legal reasoning skills as “very good” or “excellent”. Overall results were consistent with those reported in

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<sup>66</sup> See Natalie Baird and others, above n 5.

<sup>67</sup> For a report on employer responses, see Natalie Baird and John Caldwell “How ‘work-ready’ are today’s law graduates? The views of 15 city employers” [2016] New Zealand Law Journal 390; Baird and others, above n 5.

<sup>68</sup> See for example Caballero, Walker and Fuller-Tyszkiewicz, above n 39; Kevin Lowden, Stuart Hall, Dely Elliot, Jon Lewin “Employers’ perceptions of the employability skills of new graduates” (2011, London, Edge Foundation).

<sup>69</sup> See here Elizabeth Peden and Joellen Riley “Law Graduates’ Skills – A Pilot Study into Employers’ perspectives” (2005) 15 Legal Education Review 87 at 121-124; Susan Wawrose “What do Legal Employers Want to See in New Graduates? Using Focus Groups to Find Out” (2013) 39 Ohio Northern University Law Review 505.

<sup>70</sup> See for example Ewa Kusmierczyk and Liz Medford “2015 Student & Graduate Employability Skills Survey” (Victoria University of Wellington, 2015) and the studies cited therein.

<sup>71</sup> See <[http://www.teachlearn.canterbury.ac.nz/graduate\\_profile.shtml](http://www.teachlearn.canterbury.ac.nz/graduate_profile.shtml)>.

2017, as Table 4 below illustrates. However, readers may recall that in the companion study conducted by Natalie Baird and John Caldwell, employers of law graduates identified graduates' written skills as an area of concern but were generally very happy with graduates' digital literacy.

Numbers in each of the categories for this question were too small to warrant a gender analysis.

**Table 4. Survey 5 2017 & Survey 6 2018: Participants' self-rating of skills (percentage)**

Skill	Poor	Fair	Good	Very good	Excellent	Total
Research						
2017	0%	11%	32%	39%	18%	100%
2018	2%	11%	22%	38%	27%	100%
Written communication						
2017	4%	7%	18%	43%	29%	100%
2018	0%	6%	18%	47%	29%	100%
Oral communication						
2017	4%	4%	29%	32%	32%	100%
2018	0%	13%	31%	35%	22%	100%
Legal reasoning						
2017	0%	7%	46%	39%	7%	100%
2018	0%	4%	47%	40%	9%	100%
Critical thinking/analysis						
2017	0%	7%	43%	36%	14%	100%
2018	0%	6%	22%	46%	27%	100%
Problem-solving						
2017	0%	4%	25%	50%	21%	100%
2018	0%	4%	22%	58%	16%	100%
Numeracy skills						
2017	11%	36%	25%	14%	14%	100%
2018	9%	28%	36%	15%	11%	100%
Digital literacy						
2017	4%	15%	19%	26%	37%	100%
2018	4%	13%	32%	36%	15%	100%
Skills in another language						
2017	39%	19%	12%	19%	12%	100%
2018	50%	8%	20%	15%	8%	100%

Participants were also asked to rate themselves on a five point Likert-type scale ranging from “poor” to “excellent” in terms of the following work-related attributes: resilience and adaptability, energy and enthusiasm, motivation, maturity, professionalism, personal presentation, initiative and enterprise, independence and autonomy, confidence, self-awareness, self-management, time management, work ethic, ability to follow instructions, willingness to learn, team work and collaboration, being comfortable with ambiguity, commercial awareness, cultural competence and confidence, community awareness, organisational acumen and ethical awareness.

Participants generally ranked themselves at “good” or better for most attributes. Attributes attracting the largest number of self-assessments as “very good” or “excellent” were willingness to learn (88 per cent) and ability to follow instructions (88 per cent), maturity (83 per cent) and professionalism (79 per cent). Attributes attracting the largest number of self-ratings as “poor” or “fair” were commercial awareness (31 per cent), being comfortable with ambiguity (28 per cent) and motivation (25 per cent). There is a degree of overlap between participants’ self-assessment and the views of employers of New Zealand law graduates. Employers ranked graduates’ willingness to learn highly but identified “being comfortable with ambiguity” and “commercial awareness” as areas of relative weakness.<sup>72</sup> Table 5 below contains a summary of participants’ responses in 2017 and 2018 to this question.

**Table 5. Survey 5 2017 & Survey 6 2018: Participants’ self-rating of attributes (percentage)**

Attribute	Poor	Fair	Good	Very Good	Excellent	Total
Resilience and adaptability						
2017	0%	8%	19%	31%	42%	100%
2018	0%	4%	19%	38%	40%	100%
Energy and enthusiasm						
2017	4%	15%	39%	27%	15%	100%
2018	8%	11%	38%	25%	19%	100%
Motivation						
2017	8%	19%	23%	35%	15%	100%
2018	6%	19%	28%	32%	15%	100%
Maturity						
2017	0%	4%	15%	31%	50%	100%
2018	0%	4%	13%	45 %	38%	100%
Professionalism						
2017	4%	4%	19%	39%	35%	100%

<sup>72</sup> Baird and others, above n 5, at 68-69.

2018	2%	4%	15%	34%	45%	100%
Personal presentation						
2017	0%	8%	27%	31%	35%	100%
2018	0%	6%	21%	42%	32%	100%
Initiative and enterprise						
2017	0%	8%	46%	30%	15%	100%
2018	0%	11%	39%	30%	23%	100%
Independence and autonomy						
2017	0%	0%	16%	36%	48%	100%
2018	0%	2%	23%	32%	43%	100%
Confidence						
2017	0%	15%	35%	31%	19%	100%
2018	2%	13%	28%	38%	19%	100%
Self-awareness						
2017	0%	4%	39%	27%	31%	100%
2018	0%	8%	19%	52%	21%	100%
Self-management						
2017	0%	15%	26.9%	31%	27%	100%
2018	0%	6%	24.5%	51%	19%	100%
Time management						
2017	4%	23%	27%	15%	30%	100%
2018	0%	15%	32%	40%	13%	100%
Work ethic						
2017	0%	8%	27%	31%	35%	100%
2018	2%	2%	26%	32%	38%	100%
Ability to follow instructions						
2017						
2018	0%	0%	12%	65%	23%	100%
	0%	4%	15%	43%	38%	100%
Willingness to learn						
2017	0%	4%	8%	50%	39%	100%
2018	2%	2%	8%	42%	47%	100%
Team work and collaboration						
2017	0%	8%	27%	50%	15%	100%
2018	2%	4%	21%	42%	32%	100%
Being comfortable with ambiguity						
	12%	27%	42%	15%	4%	100%

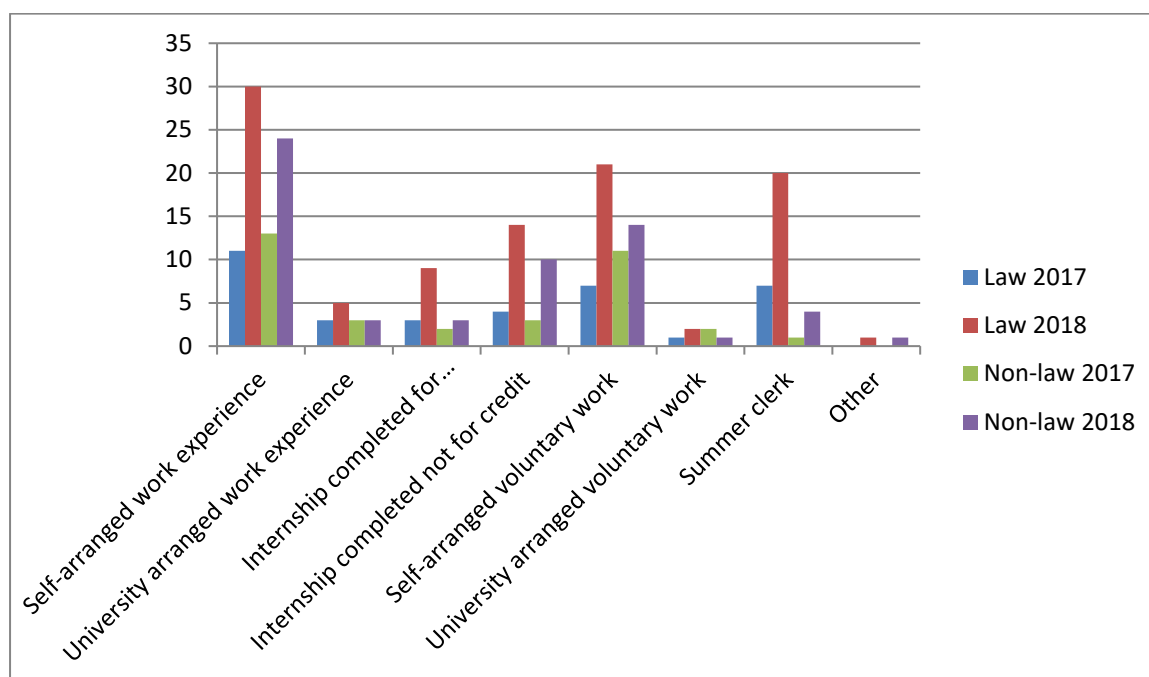
2017	6%	23%	28%	30%	13%	100%
2018						
Commercial awareness						
2017	8%	15%	50%	15%	12%	100%
2018	8%	23%	40%	17%	12%	100%
Cultural competence and confidence						
2017	0%	15%	31%	39%	15%	100%
2018	2%	15%	26%	43%	15%	100%
Global awareness						
2017	4%	15%	50%	23%	8%	100%
2018	2%	15%	40%	26%	17%	100%
Community awareness						
2017	0%	12%	35%	50%	4%	100%
2018	2%	11%	38%	40%	9%	100%
Organisational acumen						
2017	0%	16%	36%	24%	24%	100%
2018	2%	10%	29%	47%	12%	100%
Ethical awareness						
2017	0%	4%	27%	42%	27%	100%
2018	0%	8%	19%	39%	35%	100%

## 6 *Engagement in work-related activities*

The extent to which participants had engaged in work-related activities during their time at university was also explored, with results shown in Figure 17 below. Participants were most likely to have completed a law-related, work-related activity, with the most frequently reported being self-arranged work experience, self-arranged voluntary work and working as a summer clerk. Few participants reported completing work experience or voluntary work arranged by the university at which they were enrolled. Few also reported gaining university credit for the work-related activities they had completed.

Numbers in each category for this question were too small to result in a reliable gender analysis.

**Figure 17. Survey 5 2017 & Survey 6 2018: Participation in a law or non-law work-related activity (number)**



## 7 Advice for prospective law students

The final question in this category was open-ended: participants were asked what advice they would give a year 13 high school student about studying law. Forty-six participants answered this question and many provided more than one piece of advice. Responses fell within two broad categories.

The first general category of responses was directed at the pros and cons of studying law or a legal career. Several suggested that year 13 students investigate whether the study of law was really for them. Advice under this head included making sure it is what you want and to talk first to current students and lawyers. Two participants offered more specific advice, stating that year 13 students should take the long view and consider whether working in the law is really for them, with one adding that you have to complete the legal professional course after your degree and compete for limited jobs for “average money”. Another commented: “Ensure that you are happy with the career/lifestyle after graduation, rather than choosing law because it academically plays to your strengths (e.g. English/essay based)”. Two other participants noted that there was no point studying law if you are not interested in it. One participant did not recommend entering law school straight from high school.

A number offered positive encouragement to study law. Examples of responses in this category included:

- It’s a great degree.
- If you like problem solving then law is the right choice.

- Law is a useful degree. It teaches you skills wider than just law and opens up many opportunities.
- A law degree is powerful, and it opens many opportunities that are not exclusive to the typical concept of 'lawyering' we are fed [sic] to believe. Studying law, and in a sense becoming a lawyer is full of affection and care for the society/community, contrary to how society portrays the role and character of lawyers or law students to be.
- The law is really interesting, but I find the people that work with law (eg lawyers) and that are affected by the law (the public) is what keeps me going. Studying law helps you understand people.
- A law degree (even if you don't end up actually practicing it) teaches you invaluable skills which are required and helpful in a various range of fields.

One participant simply commented "Don't" and a number pointed out more negative aspects of studying law, such as:

- I would not suggest them to study law – but to consider the exciting fields that are available to study today because of technology.
- It is not what you think it will be.
- Law school is a constant battle of resilience.

The second general category of responses offered advice on how to succeed at law school. Within this general category, a number of responses focused on the study skills needed to succeed. The most frequent advice given in this category was to be prepared to work hard (eight), to do lots of reading (three) and to develop good time management skills (two). Other advice was to study, to write clearly and concisely, to be diligent and study outside of lectures/tutorials, to make sure you understand what the lecturer wants, to engage early because the workload was different from high school, to think critically, to develop good study skills, to take breaks when you need them, to ensure you pay close attention in first year and, finally, to make sure you understand concepts as case names don't matter.

Other students offered more general advice for succeeding at law school, such as:

- Don't let law take over and have an impact on social/mental wellbeing.
- It is very very hard and feels the hardest in third and fourth year – but fifth year is so much better and more enjoyable that it makes up for all the struggle and disappointment that comes first. Keep at it and don't give up, no matter how hopeless it feels.
- Be sure [to] create support networks (law friends, non-law friends) to help you get assessments/work.

- To get the best out of law school you really have to throw yourself in there – joining clubs, going to public lectures, talking to lecturers, doing law competitions.
- Don't worry about getting into 200-level. Pace yourself, don't be in a rush to finish and take on too much when taking longer might be better for your health and wellbeing (and consequently your grades).
- Make sure you have a good support system around you: the university is a cut-throat environment.
- It feels daunting, but you can absolutely do it (and do it well) if you surround yourself with the right people and resources.
- Relax, the courses are difficult but manageable if you remain diligent and interested.
- The biggest barrier to doing well is believing other stressed out people that it is very stressful and difficult. Law is like any other degree, treat it as such. Just relax and realise there's not that much to do for assignments and exams and class is mostly performative.
- It can get tough and overwhelming at times, but hang in there – it's worth the time and effort.
- Work hard but focus on yourself and not the people around you. ... Don't make the mistake of comparing yourself to others. Find your path and follow it diligently.

#### *D      Reported Likely Wellbeing Levels of Participants Still at University*

All participants still at university were asked to complete a screening measure of psychological distress, the Kessler-6 scale, as they were in 2015, 2016 and 2017. The Kessler-6 scale is a set of questions used internationally to screen for levels of reported non-specific psychological stress in large populations.<sup>73</sup> "Psychological distress" in this context encompasses a range of symptoms including anxiety, depression or rage.<sup>74</sup>

Each student was asked how often, in the previous four weeks, he or she felt:

... so sad nothing could cheer him or her up  
 ... nervous  
 ... restless or fidgety  
 ... hopeless  
 ... that everything was an effort  
 ... worthless

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<sup>73</sup> R Kessler and others "Short screening scales to monitor population prevalences and trends in non-specific psychological distress" (2002) 32 Psychological Medicine 959; Ariana Krynén and others "Measuring psychological distress in New Zealand: Item response properties and demographic differences in the Kessler-6 screening measure" (2013) 42 New Zealand Journal of Psychology 95 at 95.

<sup>74</sup> Ministry of Health *The Health of New Zealand Adults 2011/12: Key findings of the New Zealand Health Survey* (Wellington, Ministry of Health, 2012) at 61.

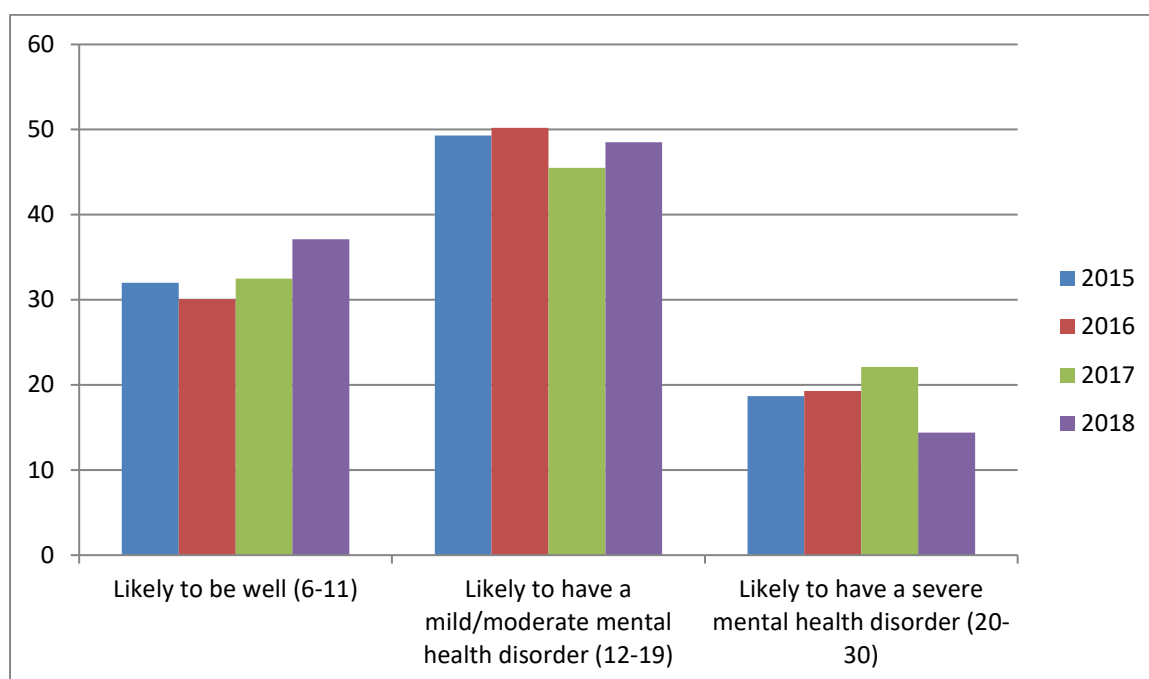
For each option, participants selected one of five responses. Each option was allocated a score, as set out below:

- None of the time – scores 1
- A little of the time – scores 2
- Some of the time – scores 3
- Most of the time – scores 4
- Almost all of the time – scores 5

Those whose total score was in the range 6-11 are categorised as likely to be mentally well, those who score 12-19 as likely have a mild/moderate mental disorder and those who score 20-30 as likely to have a severe mental disorder.<sup>75</sup> Figure 18 below shows that 37 per cent scored in the likely to be mentally well category, 49 per cent in the likely to have a mild/moderate disorder category and 14 per cent in the likely to have a severe disorder category. These results are generally consistent with past years.

Gender based trends apparent in 2015, 2016 and 2017 continued. Male participants were more likely to score in the “likely to be mentally well” category in 2017 (52 per cent, compared to 36 per cent of female students). A higher percentage of female participants received test scores placing them in the remaining categories.

**Figure 18. Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Overall Kessler 6 student scores (percentage)**



<sup>75</sup> See <http://www.mindhealthconnect.org.au/guide-to-kessler-6>.

We note, as we have in previous years, that when compared with other analyses using the Kessler-6 scale (or the longer Kessler-10 test) to measure levels of psychological distress within the general New Zealand population, the cohort of participants still at university continue to report experiencing higher rates of both likely mild/moderate and severe psychological distress.<sup>76</sup> For example, an analysis of 4,442 Kessler-6 responses from the general population in 2010, reported 77.5 per cent of respondents in the well category, 17 per cent in the mild/moderate category and just over five per cent in the severe category.<sup>77</sup>

The Kessler-10 scale was used in national surveys conducted by the Ministry of Health in 2006/2007, 2011/2012 and 2016/2017. This scale, with 10 questions rather than six, identifies four likely levels of psychological distress: low; moderate, high and very high. The Health surveys report on the prevalence of likely high or very high levels of psychological distress. The reported rates of this degree of likely psychological distress are lower than reported by the law student cohort participating in this study. For example, the 2016/2017 national survey results show that overall rates of likely high or very high psychological distress in the adult New Zealand population was 7.6 per cent,<sup>78</sup> up from 6.6 per cent in 2006/2007 and 5.6 per cent in 2011/2012.<sup>79</sup>

The participants' 2018 Kessler-6 scores continue to reflect several overseas studies showing consistently that law students are likely to be affected to a greater degree by depression and other forms of psychological distress than the general population. One of the first Australian studies on this issue surveyed 741 law students across 13 Australian law schools.<sup>80</sup> Thirty five per cent of law students reported high or very high levels of psychological distress on the Kessler-10 scale, compared with 12 per cent of young people in the general Australian population.<sup>81</sup>

Whilst one Australian study reports that law students are likely to experience higher rates of psychological distress than other university students, it also reports that distress levels of all university students are higher than those reported by young people in the general population.<sup>82</sup> Although one recent Australian study, using a different screening test, reports that non-law students report severe levels of distress in similar proportions to law students,<sup>83</sup>

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<sup>76</sup> We do however acknowledge that we may not necessarily be comparing like with like in terms of the manner in which the Kessler tests were administered across different studies.

<sup>77</sup> Krynen and others, above n 74, at 101.

<sup>78</sup> Ministry of Health *Tier 1 Statistics: New Zealand Health Survey 2016/17* available at <https://minhealthnz.shinyapps.io/nz-health-survey-2016-17-tier-1/> (last accessed 24 January 2017).

<sup>79</sup> Ministry of Health, above n 75, at 61.

<sup>80</sup> Kelk, above n 32.

<sup>81</sup> Ibid at 12.

<sup>82</sup> See e.g. Leahy and others, above n 32, at 611, 613.

<sup>83</sup> Wendy Larcombe, Sue French and Rachel Sore "Who's Distressed? Not only Law Students: Psychological Distress Levels in University Studies Across Diverse Fields of Study" (2015) 37 Sydney Law Review 243 at 262. See also Christine Parker "The 'Moral Panic' over Psychological Wellbeing in the Legal Profession: A Personal or Political Ethical Response" (2014) 37 University of New South Wales Law Journal 1103.

another comparing medical and law students responses to the Kessler-10 test reports that law students have significantly higher likely distress levels.<sup>84</sup>

As noted in the literature review, a number of studies link students' law school experience with elevated levels of psychological distress.<sup>85</sup> As the findings on participants' experiences at law school indicate, there are areas where there is room for improvement in the way in which a significant proportion of students' engage with their studies and peers (such as time spent on self-study and interactions with teachers and peers for study related purposes). For many, it seems, the study of law is likely to be a solitary experience. As results from past surveys indicate, participants frequently experience a traditional lecture, leaving them little opportunity to build positive and constructive relationships with their teachers and peers during class time. Almost half of all participants reported that very few of their teacher know them. Many also did not report frequent interactions with their peers outside of class time. It seems that, for the most part, assessments set by law teachers are likely to be individual assessments. These reported experiences are, based on the student engagement literature, less likely associated with positive student engagement. They also equate to likely low scores on at least one SDT (self-determination theory) measure:<sup>86</sup> relatedness (relating meaningfully to others). High scores on SDT measures are associated with wellbeing,<sup>87</sup> yet as the reported Kessler-6 test scores over time illustrate, just over half of the participants in this study have reported likely low levels of wellbeing over their time at law school.

## *E Law Graduates*

Forty-four participants (13 males and 31 females) completed the part of the survey directed at those who had completed their law degree. Findings are grouped around these participants' reported post-law school experiences in 2018, their future plans, their self-assessment of a range of work-related skills and attributes, their reported wellbeing and their reflections on their time at law school.

### *1 Post-law school experiences*

Of the 44 graduates, 91 per cent of both males and females (40 in total) had completed or were intending to complete the Legal Professionals course in 2018 or 2019. Completion of this course is a requirement for entry to the New Zealand legal profession, an indication that

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<sup>84</sup> Nerissa Soh and others 'Law Student Mental Health Literacy and Distress: Finances, Accommodation and Travel Time' (2015) 25 *Legal Education Review* 29 at 62.

<sup>85</sup> Ibid at 393; Sheldon and Krieger "Understanding Negative Effects of Legal Education on Law Students", above n 30; Kennon Sheldon and Lawrence Krieger, 'Does Legal Education have Undermining Effects on Law Students? Evaluating Changes in Motivation, Values, and Well-Being' (2004) 22 *Behavioral Sciences and the Law* 261.

<sup>86</sup> Sheldon and Krieger, above n 85, at 885.

<sup>87</sup> Ibid at 884, 893.

most participants who have completed a law degree, at a minimum, intend to preserve a legal career as a future option.

#### (a) Work experiences

Thirty-one graduates (71 per cent) reported they were currently employed. Of these, 81 per cent (25) were working full time and 19 per cent (6) were working part time. A slightly higher percentage of female graduates reported that they were employed (71 per cent, compared to 64 per cent of male graduates).

Of the graduates who were in employment, 52 per cent (16) were employed by a law firm. All but one (a legal support assistant) reported they were employed as a law clerk or solicitor. Of the 10 who specified their area of legal work, six were working in litigation, two in conveyancing and two in corporate transactions/commercial law. Fifty-seven per cent of male graduates reported working in a law firm, compared to 50 per cent of female graduates.

Sixteen per cent (5) reported they were employed by a Government department, with two of these working as court registrars, one in treaty settlements, one as a health sector advocate and one as a senior community work supervisor. Twenty nine per cent of male graduates reported working for a Government department, compared to 14 per cent of female graduates.

The remaining graduates were employed across a variety of “other” sectors. Two were employed doing general factory work and two as café assistants. Other roles included working in retail, in project assurance, in customer service and in administration. Other specific roles included a global marketing and sales consultant, a project manager, a financial analyst and a contact centre representative. Thirty six per cent of female graduates selected this option, compared to 14 per cent of male graduates.

Of the 31 graduates in employment, 74 per cent (23) reported that they used their law degree in their work. Thirty-six per cent (11) reported that they used their law degree all the time, seven per cent (two) used their law degree three-quarters of the time, three per cent (one) used their degree half of the time and 29 per cent (nine) used their law degree a quarter of the time. Twenty-six per cent (eight) reported that they did not use their law degree at all.

Three graduates reported holding down a second part-time and non-law related job. These secondary jobs were: customer service agent, cadet unit commander in the armed forces and bartender.

## (b) Non-work experiences

Of the 13 graduates who were not employed, just two were actively looking for work, with one of these also engaged in completing the Legal Professionals course. The 11 others were engaged as follows: four were completing another undergraduate degree or qualification; two were engaged in post-graduate study; two were completing the Legal Professionals course; one was waiting for graduation; one was a “full time mum”; and one was just about to give birth.

## 2 Future plans

To gauge graduates’ future plans, we asked an open-ended question: “where do you see yourself three years from now?” Forty-three answered this question. A majority (63 per cent (27)) reported that they saw themselves working as a lawyer or in the law. Two reported they saw themselves doing humanitarian work. Other responses included “don’t know” (two), travelling (three), “where I am now” (two), gaining a doctorate (one), joining the police (one) project management (one), gaining a qualification and being promoted (one), having a better paid job (one), dental (one), flying planes (one) and being a writer (one).

## 3 Self-assessments of skills and attributes

Graduates were also asked to complete the same self-rating exercise in terms of skills that they completed in their final year at law school in 2017. As Table 6 below shows, with one exception (numeracy skills), graduates’ self-ratings in 2018 were higher than in 2017. We are unable to assess whether this is due to a change in a change in participants’ self-perceptions of their skills post-university, to their post-university experiences or to a combination of these factors. Notably, although graduates rated their written communication skills more highly than they had done when at law school, employers of law graduates, when surveyed in 2017, identified graduates’ written skills as an area of comparative weakness in relation to other skills.<sup>88</sup>

**Table 6. Survey 5 2017 & Survey 6 2018: Graduates’ self-rating of skills compared with their self-rating as final year students (percentage)**

Skill	Poor	Fair	Good	Very good	Excellent	Total
Research						
2017	0%	11%	32%	39%	18%	100%
2018	0%	13%	19%	46%	23%	100%

<sup>88</sup> Baird and others, above n 5, at 66.

Written communication						
2017	4%	7%	18%	43%	29%	100%
2018	0%	0%	17%	48%	35%	100%
Oral communication						
2017	4%	4%	29%	32%	32%	100%
2018	0%	6%	27%	42%	25%	100%
Legal reasoning						
2017	0%	7%	46%	39%	7%	100%
2018	2%	8%	23%	44%	23%	100%
Critical thinking/analysis						
2017	0%	7%	43%	36%	14%	100%
2018	2%	4%	27%	42%	25%	100%
Problem-solving						
2017	0%	4%	25%	50%	21%	100%
2018	2%	4%	21%	44%	29%	100%
Numeracy skills						
2017	11%	36%	25%	14%	14%	100%
2018	8%	35%	25%	21%	10%	100%
Digital literacy						
2017	4%	15%	19%	26%	37%	100%
2018	0%	8%	27%	35%	29%	100%
Skills in another language						
2017	39%	19%	12%	19%	12%	100%
2018	32%	22%	7%	17%	22%	100%

Graduates were also asked to complete the same self-rating exercise in terms of attributes that they completed in their final year at law school in 2017. Table 7 below shows the comparison between participants' self-ratings in 2017 (when they were in their final year at law school) and 2018. Graduates' self-rating improved across in many instances, including maturity, professionalism, self-awareness, self-management, time-management, work ethic, ability to follow instructions, willingness to learn, teamwork and collaboration, community awareness, cultural competence and confidence, global awareness and ethical awareness. Again, we are unable to assess whether these generally higher self-ratings are a result of participants' post-law school experiences. Graduates ranked themselves lower in 2018 for both commercial awareness and being comfortable with ambiguity, both areas identified by employers of law graduates as areas of comparative weakness in relation to other attributes.<sup>89</sup>

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<sup>89</sup> Baird, above n 5, at 68—69.

**Table 7. Survey 5 2017 & Survey 6 2018: Graduates' self-rating in terms of attributes compared with their self-rating as final year students (percentage)**

Attribute	Poor	Fair	Good	Very Good	Excellent	Total
Resilience and adaptability						
2017	0%	8%	19%	31%	42%	100%
2018	0%	6%	23%	44%	27%	100%
Energy and enthusiasm						
2017	4%	15%	39%	27%	15%	100%
2018	6%	0%	46%	31%	17%	100%
Motivation						
2017	8%	19%	23%	35%	15%	100%
2018	6%	6%	33%	33%	21%	100%
Maturity						
2017	0%	4%	15%	31%	50%	100%
2018	0%	0%	13%	36%	51%	100%
Professionalism						
2017	4%	4%	19%	39%	35%	100%
2018	0%	0%	10%	33%	56%	100%
Personal presentation						
2017	0%	8%	27%	31%	35%	100%
2018	0%	2%	15%	46%	38%	100%
Initiative and enterprise						
2017	0%	8%	46%	31%	15%	100%
2018	0%	4%	44%	27%	25%	100%
Independence and autonomy						
2017	0%	0%	16%	36%	48%	100%
2018	0%	2%	21%	44%	33%	100%
Confidence						
2017	0%	15%	35%	31%	19%	100%
2018	2%	19%	27%	36%	15%	100%
Self-awareness						
2017	0%	4%	39%	27%	31%	100%
2018	0%	0%	25%	52%	23%	100%
Self-management						
2017	0%	15%	27%	31%	27%	100%
2018	4%	6%	19%	50%	20.8%	100%
Time management						

	2017	4%	23%	27%	15%	31%	100%
	2018	2%	8%	13%	63%	15%	100%
Work ethic	2017	0%	8%	27%	31%	35%	100%
	2018	0%	0%	13%	48%	40%	100%
Ability to follow instructions	2017	0%	0%	12%	65%	23%	100%
	2018	0%	2%	13%	30%	55%	100%
Willingness to learn	2017	0%	4%	8%	50%	39%	100%
	2018	0%	2%	11%	28%	60%	100%
Team work and collaboration	2017	0%	8%	27%	50%	15%	100%
	2018	0%	4%	21%	38%	38%	100%
Being comfortable with ambiguity	2017	12%	27%	42%	15%	4%	100%
	2018	4%	21%	36%	27%	10%	100%
Commercial awareness	2017	8%	15%	50%	15%	12%	100%
	2018	6%	17%	31%	29%	17%	100%
Cultural competence and confidence	2017	0%	15%	31%	39%	15%	100%
	2018	0%	9%	32%	34%	26%	100%
Global awareness	2017	4%	15%	50%	23%	8%	100%
	2018	2%	15%	29%	27%	27%	100%
Community awareness	2017	0%	12%	35%	50%	4%	100%
	2018	2%	8%	25%	40%	25%	100%
Organisational acumen	2017	0%	16%	36.0%	24.0%	24.0%	100%
	2018	0%	2%	40.4%	38.3%	19.1%	100%
Ethical awareness							

2017	0%	4%	27%	42%	27%	100%
2018	0%	2%	15%	42%	42%	100%

#### 4 *Reflections on law school experience*

Graduates were also asked to reflect on their law school experience in a series of open-ended questions.

##### (a) Law school culture

The first open-ended question asked participants how they would describe the culture at the law school they attended. Culture was defined for participants as “how students interacted with each other and staff”. Forty-one participants responded. Many participants gave more than one response. The most striking feature about graduates’ overall responses was the degree of difference in their descriptions of law school culture.

General descriptions of a positive culture were most frequently given (18 in total). Culture was described as “friendly” (eight) and “supportive” (four). Other positive descriptions included “great”, “lovely”, “relaxed”, “positive”, “fantastic”, “excellent”, “good” and “fun”. Four participants gave less positive, general descriptions (“ok”, “alright”, “quite good” and “slightly guarded”). Seven described law school culture in very negative and general terms: “very bad”, “poor”, “difficult”, “unfriendly”, and “siloes and ageist”. One described law school culture as “[a] rat race – everyone appearing to have it together whilst inwardly falling apart” and another as “[d]ominated by white upper middle class”.

Descriptions focused on the competitive nature of law school culture were grouped together and there were seven responses of this nature, which were, to a degree, balanced by the four participants who categorised law school culture as collaborative or “not competitive”.

Positive comments focusing on staff-student interactions were more frequent than negative. Positive comments included “nice enough”, “relatively relaxed interactions”, “most staff willing to help”, “staff were very approachable”, “staff open to helping students”, “I easily interacted with staff”, and “professional”. Negative categorisations included “I didn’t feel like they wanted to know anything about you” and “[l]ecturers had a preference for honours students”. One respondent indicated that her experience was “negative” with lecturers having a preference for students of ethnicities other than her own.

Comments directed at graduates’ interactions with other students were mixed. Two participants commented that there were cliques and another that the student culture was hierarchical with the “cool kids” tending to be heavy drinkers. Another commented that there was clear segregation between New Zealand born students and “Asian students who did not

grow up here”. Three students commented that they made few true or authentic friends. On the positive side, two students commented they had a good group of friends and another that she or he had interacted easily with other students.

(b) What could law schools do to improve the student experience?

The second open-ended question asked of graduates was, “Looking back, would could your law school have done to improve your student experience?” Thirty eight responded to this question, with many making more than one suggestion.

The largest group of responses focused on a need for law schools to better equip students for life after law school. Suggestions included:

- Making it easier to understand life after law school.
- More preparation for leaving law school and moving into the profession.
- Less focus on jobs at top tier or large law firms (2).
- More active assistance with real life/job experience.
- Stressing how it was important to prepare students for leaving law school.
- Having more practical measures in place to prepare students for the workforce.

Another group of suggestions were directed at student assessment. These included:

- Returning marks more quickly.
- Providing more feedback (2).
- Having more group assessments.
- Having a greater diversity in how students are assessed.
- Having greater transparency and support in the completion of honours/research projects.
- Teaching staff being more willing to actively help and give advice about assignments throughout the year.

Some graduates focused on improving interactions between students. Suggestions in this category included more faculty events to get to know other students, for law school to be more social, for more opportunities to meet other students socially, for more activities and clubs to promote interracial interactions, for more inclusive social activities for mature students.

Two graduates suggested law schools should provide students with more information about course options. Three suggested that having more classes available on online would have improved their experience.

A small number focused on a need for greater equality of treatment of students: two noted that law schools should not just focus on the top few students and ignore the rest; two requested greater support for more help or assistance for “white” or “non-Māori” students; and one requested that each student be treated equally and for the provision of an environment where everyone could flourish.

General and single responses included:

- More information on where to go for help.
- For law school to be more supportive.
- For law school to be less “siloed”.
- For a reduction in the competitive nature of law school.
- For a reduction in workload and student stress levels.
- For more of a student focus.
- Smaller class sizes.
- More group work.

One participant requested “more non-creepy” involvement between lecturers and students. The detailed response of another highlighted the powerful impact of positive and supportive staff members:

It would be nice if the lecturers actually gave a shit. The times they would break the fourth wall and talk like real people were actually life changing. For a lecturer to stop what they were teaching and tell us that the grades really don't matter, that they personally only really got B's and that nothing was worth killing your self over, not even a law degree. Those moments even though they were just a sentence, if they were genuine, they felt like releasing steam from a pressure cooker.

Four participants indicated there was nothing or not a lot that they could suggest.

(c) What law schools could do to better prepare students for the workforce?

The final open-ended question in this category asked graduates to “look back” and comment on what their law school could have done to better prepare them for the workforce. Forty-two responded to this question. There was considerable consistency in responses to this question, with the greatest number (32) suggesting a greater focus on practical skills. Specific suggestions in this category included inclusion of more practical focused exams and assignments; and a focus on drafting, writing opinions, interpretation of documents, legal work skills and writing. One participant commented that students should be taught about the limitations of the law (such as high litigation costs). Two commented that the Legal Professionals course was too short to learn practical skills and one suggested including the Legal Professionals course in the degree. Nine participants suggested that law schools should

provide practical work-based experience or internships. On a similar theme, single suggestions included more information on the practical workings of law firms, more information on how the workforce was different to university and more information on what employers were looking for. Two graduates requested greater opportunities to network or interact with alumni or practitioners.

A number of graduates indicated that they would have liked more careers-based advice, such as information about the bar, about the different directions their law degree could take them and accurate information about the number of jobs for lawyers.

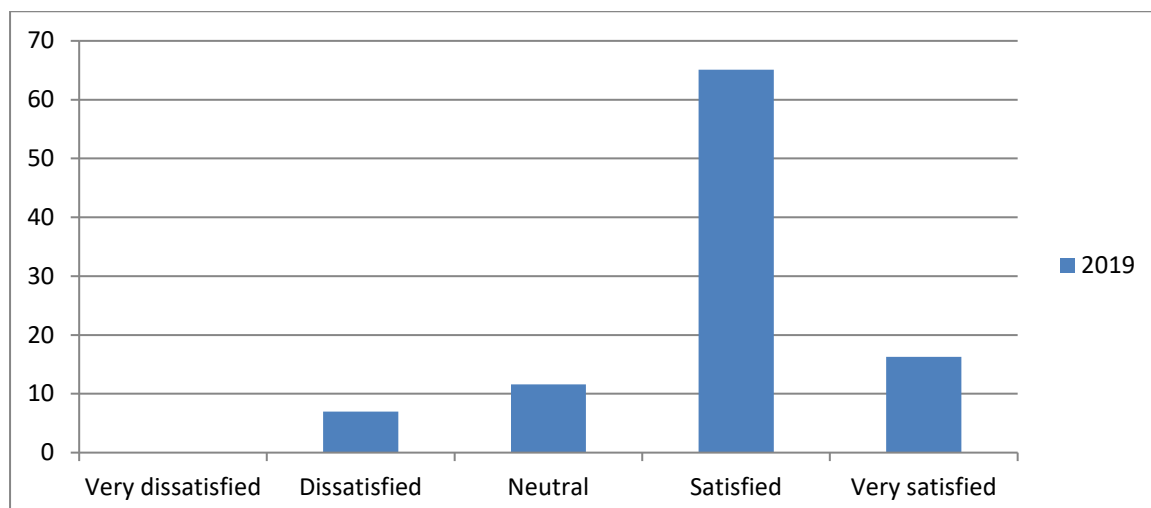
On the other hand, one graduate considered that law school had prepared them well for the workforce. Three graduates either thought the balance between practical and academic practice was about right or that it was not it was not for law schools to provide functional workplace preparation. Another simply commented, “Everything”.

#### (d) Satisfaction with law school experience

A final “looking back” question asked graduates how satisfied they were with their overall law school experience. Graduates were asked to select one of five responses ranging from “very dissatisfied” to “very satisfied” on a Likert style scale. Forty-three answered this question. As Figure 19 below shows, most were satisfied with their law school experience.

A gender analysis of responses showed that a higher percentage of male graduates reported they were “very satisfied” with their law school experience (36 per cent, compared to seven per cent of female graduates). A higher percentage of female graduates reported that they were “satisfied” (70 per cent, compared to 55 per cent of males).

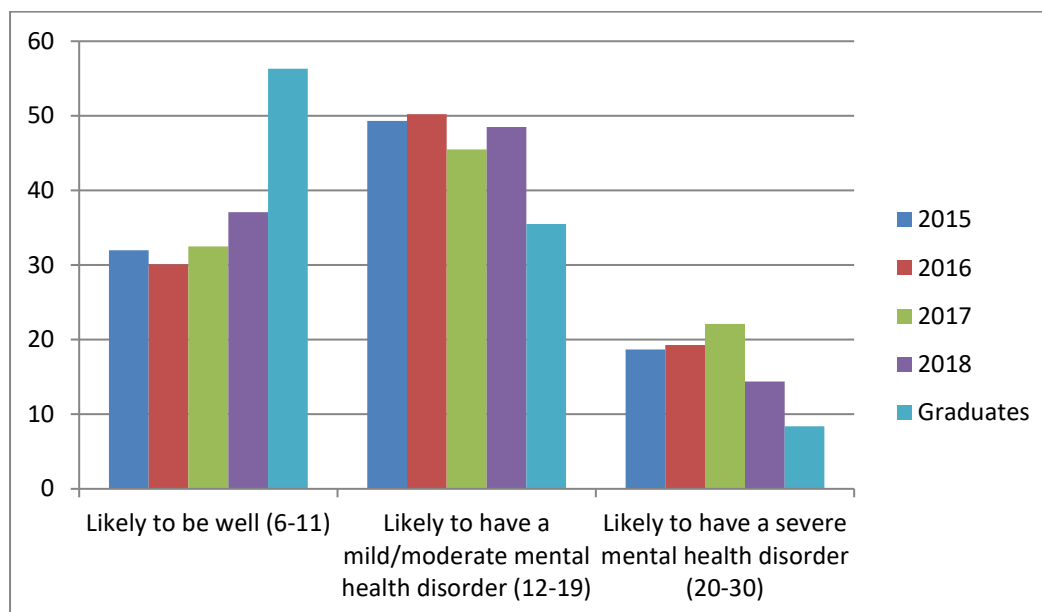
**Figure 19. Survey 6, 2018: Satisfaction of law school graduates with law school experience (percentage).**



Graduates were also asked to complete the same Kessler-6 test that they had completed over their time at law school. Overall results showed an improvement in reported levels of likely wellbeing. As Figure 19 below illustrates, 56 per cent scored in the likely to be well category (compared with 37 per cent of participants still at university in 2018), 36 per cent scored in the likely to have a mild/moderate mental health disorder (compared with 37 per cent for those still at university) and eight per cent in the likely to have severe mental health disorder (compared to 14 per cent of those still at university).

Although there is little statistical data available, various New Zealand Law Society resources suggest that lawyers are likely to experience higher rates of psychological distress than the general population.<sup>90</sup> Recent reports also highlight work practices within the profession that are unlikely to be conducive to psychological wellbeing.<sup>91</sup> It will be interesting to follow graduates' reported levels of likely psychological wellbeing over time, particularly to assess whether likely levels differ according to whether or not an individual is pursuing a career in legal practice.

**Figure 20. Survey 3 2015, Survey 4 2016, Survey 5 2017 & Survey 6 2018: Overall Kessler 6 participant scores (percentage)**



<sup>90</sup> See, e.g., <https://www.lawsociety.org.nz/practice-resources/research-and-insight/practicetrends-and-statistics/how-healthy-are-newzealand-lawyers>.

<sup>91</sup> See Margaret Bazley *Independent Review of Russell McVeagh March—June 2018*; Colmar Brunton *Workplace Environment Survey Prepared for the New Zealand Law Society* (28 May 2018); New Zealand Law Society Working Group Report on sexual harassment, bullying, discrimination and other inappropriate workplace behaviour within the legal profession (December 2018), available at [www.lawsociety.org.nz](http://www.lawsociety.org.nz).

## *VI Summary of Findings*

In this section we highlight the broad themes emerging from responses to the sixth collection of data from the study participants in 2018.

### *A Responses of Participants still at University*

We begin by highlighting once again that the findings relate to a self-selected cohort of students who have the demonstrated academic success and persistence needed to reach a fifth year of law studies. The extent to which their responses differ from continuing law students not participating in the study (the non-response bias) is unknown.

A majority of participants continued to have the goal of a legal career, with a majority also continuing to express greatest interest in a career in private practice (the career option pursued by the large majority of members of the New Zealand Law Society). Participants' interested continued to coalesce in commercial law – the area of law most frequently practiced by Law Society members working in private practice.

Although survey questions in 2018 did not focus in detail on what was occurring during participants' classroom experiences, participants' have consistently reported in past years that they frequently experience a traditional lecture. A majority of participants' continued to report high class attendance rates (between 81 and 100 per cent of their classes), although the size of the majority selecting this option continued to fall.

Participants who frequently experience a traditional lecture as a teaching method are unlikely to have the opportunity to develop positive, constructive and personal relationships with either their teachers or peers during class time. Participants continued to report electronic, rather than face-to-face, communication with their teachers outside of class time, with a significant minority also continuing to report that they had no contact with their teachers outside of class. Half of all participants in 2018 reported that 20 per cent or fewer of their teachers knew them. A majority of participants also did not report regular and frequent interactions with their peers outside of class time, although reported rates of social interactions were generally positive. As in 2017, a majority of participants reported that were engaged in a law-related extra-curricular activity or activities, although a significant minority had not. Participants continued to report spending less time than law schools would expect on periods of self-study, although the time they do report spending likely represents the actual effort in terms of time needed to succeed at law school. The relatively low reported periods of self-study suggest that many participants are not allowing themselves time to engage regularly in active (or deep) learning activities. However, again, the successful and persisting students in this study are likely to be engaging in the types of activities that are required to succeed at law school.

A majority were positive about their likely future academic success and reported receiving high academic grades, although a significant minority reported that their assessment load was

“high” or “very high”. However, we note again that positive academic results are not necessarily a proxy for positive learning and teaching experiences. Participants’ responses to new questions directed at the types of assessment in which they perform the best and which help them learn the most (individual assignments followed by individual open-book tests/exams for each) suggest that participants are generally assessed (as well as taught) in very traditional ways. Responses to these questions also indicate that law teachers rarely require participants to complete work for formal requirements with their peers.

A majority of students continue to be “satisfied” or “very satisfied” with their law school experience.

Many participants continued to report external events occurring outside of university as having an impact on their studies, although, generally, these did not prevent them from persisting with and succeeding at their studies.

Although some of the findings summarised in this section do not make for comfortable reading for law teachers, law schools and the Council of Legal Education, we emphasise that room for improvement in terms of the way that the undergraduate population at New Zealand universities engage with their studies was also apparent in the results reported by the population who participated in the last Australasian Survey of Student Engagement in 2013.<sup>92</sup> Since that time, the “massification” of undergraduate education, that is, the trend of increasing student enrolments and their accommodation in large classes unaccompanied by proportionate increases in financial support for universities (or law schools) has continued,<sup>93</sup> and is likely to continue to do so for the foreseeable future.<sup>94</sup> Suggestions for how law schools may improve the teaching and learning and experiences of their students within current constraints are detailed in the recommendations section below.

## *B Responses of Final Year Students*

As we noted in 2017, the continued high rates of academic success of study participants means that, barring an exceptional event, they are likely to complete a law degree. However, as in 2017, a small majority did not have employment arranged for after they completed their law degree. A majority of those who did not have employment arranged were not confident of finding employment. A majority of those who did not have employment reported that the careers assistance provided by the university at which they were enrolled had not been helpful. Notwithstanding this lack of confidence expressed by many, participants were generally positive in their self-ratings of a series of work-related skills and attributes. Although their ratings of their attributes was largely consistent with how employers rated the skills and

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<sup>92</sup> Comer & Brogt, above n 23.

<sup>93</sup> Catherine Mulryan-Kyne “Teaching large classes at college and university level: challenges and opportunities” (2010) 15(2) *Teaching in Higher Education* 175 at 175; Donald Hornsby and Ruksana Osman “Massification in higher education: large classes and student learning” (2014) 67 *Higher Education* 711 at 712–713.

<sup>94</sup> See, e.g., *Auckland Law School increases second year numbers* 904 *Law Talk* 36 (3 March 2017).

attributes of New Zealand law graduates, a majority of participants' viewed their writing skills more positively than did employers of law graduates.

As noted above, through their time at law school, participants in this study have largely experienced a traditional lecture as a teaching method. Although substantial minorities had engaged in self-arranged work experience or voluntary work, few reported completing work experience or voluntary work arranged by the university at which they were enrolled, either for credit or otherwise. This may potentially have contributed to the feelings of a lack of preparedness about entering the workforce that many participants reported.

#### *C Likely Wellbeing Levels of Participants still at University*

Findings relating to participants' experiences at law school indicate room for improvement in several aspects of their engagement with their studies. They also suggest likely low levels of relatedness on SDT (Self-Determination Theory) measures. As such findings are not associated in the literature with likely high levels of psychological wellbeing, it is no surprise that many participants still at university continue to report low levels of likely psychological wellbeing when compared to the general New Zealand population. As in past years, participants' reported levels of likely psychological wellbeing are consistent with those reported by Australian law students and the general population of undergraduate students.

#### *D Responses of Law Graduates*

Of the 44 law graduates completing the 2018 survey, a large majority were intending to keep their option of pursuing a legal career option open by completing the Legal Professionals Course, although a smaller majority thought that they would be working in the law in 2021. A majority were employed, with a majority of these engaged in law related employment. A majority who were employed reporting using their law degree in their work. Of those not employed, only a small number were actively looking for work, with others still engaged in non-law university study, post-graduate study or other endeavours.

Graduates reported improved self-ratings of their skills and attributes and, in something of an unexpected result, improved levels of likely psychological wellbeing.

A majority described the culture of the law school that they attended in positive ways.

Graduates' reflections on how law schools could improve the student experience largely focused on law schools better preparing students for life after law school. Graduates' reflections on how law schools could better prepare students for the workforce largely focused on law schools putting greater focus on the teaching of practical legal skills.

#### *E Gender*

Three past trends in terms of differences between male and female participants who were still at law school were evident in 2018.

The first difference arises from responses to the questions directed at participants' future career aspirations. Female participants continued to express greater levels of interest in careers and areas of law more directly associated with helping those in need, such as working for a NGO or community based organisation and in the subject area of family law. Male participants, on the other hand, expressed greater interest in commercial/company law. These differences in areas of subject interest are reflected in the areas of actual practice of male and female lawyers.

The second difference relates to reported levels of self-confidence. Despite greater reported diligence in terms of time spent on self-study and high class attendance rates, female participants continued to be less likely to report that they were very confident of passing all their law courses. Although female participants reported higher participation rates in extra-curricular activities, final year female participants were less likely to have employment arranged for when they finished law school, were less likely to be confident that they would find work, and were more likely to report not feeling prepared to join the workforce.

The third difference was in reported levels of wellbeing. On a gender analysis of Kessler-6 test results, a greater percentage of male students scored in the "likely to be well category". A greater percentage of female students received scores indicating they were likely to be suffering from mild or severe levels of psychological distress.

A further trend apparent in the 2018 results suggests that female participants, in some respects at least, are less likely to have positive and constructive relationships with their teachers and peers. Female participants were more likely to report that 20 per cent or fewer of their teachers knew them and were less likely to report very frequent social interactions with their peers. Female participants were also more likely to report that they were dissatisfied with their law school experience.

Female graduates, on the other hand, were more likely to be employed than male graduates, but were slightly less likely to be working for a law firm or in a Government position. Female graduates were less likely, looking back, to report that they were "very satisfied" with their law school experience.

## *VII Where to from here?*

The findings of participants' law school experiences in 2018 provide base line data on New Zealand law students' experiences in their fifth year of study. As in previous years, they continue to suggest there is room for improvement in students' engagement with their studies. The 2018 results suggest that there is room for further development of positive and constructive relationships between students and their teachers and peers and the time that students engage in periods of active and deep learning activities. Past findings indicate that

little time is devoted to such activities during class and many students continue to report spending insufficient time on self-study to permit frequent engagement in such activities.

As we have noted in previous reports, although teachers can make changes to their practices in individual courses, consistent improvement across the sector is only likely to result from changes at the institutional (law school) level. We again emphasise that any change is likely to be subject to constraints imposed by the universities within which the participating law schools sit, particularly in relation to class size. We see aspects of the current regulatory regime imposed by the CLE as a constraint on change at a law school level, particularly the limited and descriptive nature of the student outcomes in the prescriptions for the compulsory courses, and the requirement of having a final examination worth at least 60 per cent of the total course assessment.

Notwithstanding the constraints described above, there is still considerable scope for individual law schools to take action. Our starting suggestion, repeated from 2017, is that law schools consider the reported experiences of the study cohort in the light of the desired outcomes at the university in which they sit for LLB students and graduates. Law schools should review (or, if necessary, create) measurable outcomes for their law students and graduates that can be achieved via the learning and teaching experiences they provide to students. We think it unlikely that such a review process would result in law schools settling primarily on many of the outcomes reported by the sample group (largely passive learning with limited opportunities to build positive and constructive (study related) relationships with their peers and teachers). We would expect that law schools would debate which skills and/or attributes are necessary to prepare students for what may be a challenging legal career and/or the workplace generally.<sup>95</sup> Notably the feedback from the graduates in this study is that they would have liked the law schools that they attended to have better prepared them for the workforce, with a particular emphasis on further development of practical and work-based skills. Graduates also expressed a wish for more careers-based advice. Law schools are now able to draw on the considerable work carried out in the United Kingdom and Australia in this area with both of these jurisdictions having now settled on national frameworks setting out benchmarks or outcomes for law graduates.<sup>96</sup>

The next and (we think) more difficult step is ensuring that the undergraduate law curriculum, particularly the objectives and assessment programmes of individual courses across and within levels within the degree, are consistent with the agreed outcomes for students and, ultimately, graduates. This of course must be achieved within the current constraints in

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<sup>95</sup> For an overview of the challenging and disturbing aspects of some areas of legal practice, see Bazley, above n 92.

<sup>96</sup> In the United Kingdom, a subject benchmark statement for law was issued in 2015: Quality Assurance Agency *Subject Benchmark Statement: Law (2015)* (July 2015). In Australia, threshold learning outcomes for Bachelors of Laws degrees were released in 2010: see Sally Kift, Mark Israel and Rachael Field *Bachelor of Laws: Learning and Teaching Academic Standards Statement December 2010* (Australian Learning and Teaching Council, 2010).

funding, teaching rooms (large lecture theatres) and Council of Legal Education requirements for compulsory courses. Again law schools may draw on the experiences of Australian and United Kingdom law schools.<sup>97</sup> There is a growing body of important work in New Zealand dealing with curriculum design to promote the learning of diverse groups within the student population and with a particular focus on mātauranga Māori (Māori knowledge).<sup>98</sup> Māori perspectives on wellbeing are also likely to be helpful.<sup>99</sup> On a broader note, there are many resources in the legal education literature on teaching for active learning in large university classes and assessment design.<sup>100</sup> There is also likely to be support available within teaching/academic development programmes within universities.

We also strongly recommend that New Zealand law schools adopt a collegial approach, as this too is in their long-term interest. Successful lobbying for regulatory change at CLE level as to the outcomes, content and assessment of the LLB degree so as to promote student engagement and quality learning and teaching experiences is likely to be a powerful tool in obtaining institutional support and resources to effect such change. Additionally, the adoption of broad and national outcomes for law graduates would bring New Zealand undergraduate legal education in line with developments in the United Kingdom and Australia.

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<sup>97</sup> See Jonny Hall “An Integrated Law Curriculum: Balancing Learning Experiences to Achieve a Range of Learning Outcomes” (2018) 5(1) *Journal of International and Comparative Law* 71; Nick James and Kelley Burton “Measuring the Critical Thinking Skills of Law Students Using a Whole-of-Curriculum Approach” (2017) 27 *Legal Education Review* 1.

<sup>98</sup> Waikato Law School has a particular expertise in this area: see, for example, Jacquelin MacKinnon and Linda Te Aho “Delivering a Bicultural Legal Education: Reflections on Classroom Experiences” (2004) 12 *Waikato Law Review* 62. For more recent general resources, see Fleur Chauvel and Jacqueline Rean *Doing better for Māori in tertiary settings* (Tertiary Education Commission, 2012); Reremoana Theodore and others “Māori university graduates: indigenous participation in higher education” (2015) 35(3) *Higher Education Research & Development* 604; Reremoana Theodore and others “Equity in New Zealand university graduate outcomes: Māori and Pacific graduates” (2018) 37(1) *Higher Education Research & Development* 206; Reremoana Theodore and others “Pacific university graduates in New Zealand: what helps and hinders completion” (2018) 14(2) *AlterNative* 138.

<sup>99</sup> See, for example, Te Whare Tapa Whā model developed by Mason Durie and adopted by the Ministry of Health: “Māori health models – Te Whare Tapa Whā” (18 May 2017) <[www.health.govt.nz](http://www.health.govt.nz)>.

<sup>100</sup> See the summary of resources in Lynne Taylor and others “Improving the Effectiveness of Large Class Teaching in Law Degrees” [2013] (1) *NZ Law Review* 101.

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## **APPENDIX ONE: LIST OF FIGURES AND TABLES**

### **List of Figures**

- Figure 1. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: How interested are you at this stage of your studies in pursuing a legal career? (percentage)
- Figure 2. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: What type of legal career appeals to you? (percentage)
- Figure 3. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: What areas of law are you interested in? (percentage)
- Figure 4. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Reported lecture attendance rates (percentage)
- Figure 5. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Reported contact with lecturers (percentage)
- Figure 6. Survey 5 2017, Survey 6 2018: How many of your lecturers do you think know you? (percentage)
- Figure 7. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Average hours spent on each enrolled course each week (percentage)
- Figure 8. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Things participants regularly do when focusing on their law studies outside of lectures and tutorials (percentage)
- Figure 9. Survey 5 2017, Survey 6 2018: Frequency of interaction with other students outside of class for study-related and social purposes (percentage)
- Figure 10. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Factors impacting adversely on participants' studies (percentage)
- Figure 11. Survey 4 2016, Survey 5 2017, Survey 6 2018: Views on assessment workload (percentage)
- Figure 12. Survey 4 2016, Survey 5 2017, survey 6 2018: Views on manageability of assessment timing (percentage)
- Figure 13. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Did results received reflect, on average, students' expectations? (percentage)
- Figure 14. Survey 2 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Satisfaction with law school experience (percentage)
- Figure 15. Survey 5 2017, Survey 6 2018: Future employment arrangements (percentage)
- Figure 16. Survey 5 2017, Survey 6 2018: How confident do you feel about obtaining employment? (percentage)
- Figure 17. Survey 5 2017, Survey 6 2018: Participation in a law or non-law work-related activity (number)
- Figure 18. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018: Overall Kessler 6 Scores (percentage)
- Figure 19. Survey 6 2018: Graduates' satisfaction with law school experience (percentage)
- Figure 20. Survey 6 2018: Graduates' Kessler 6 scores (percentage)

### **List of Tables**

Table 1. Surveys 1 – 6: Completion Rates

Table 2. Survey 1 2014, Survey 3 2015, Survey 4 2016 & Survey 5 2017, Survey 6 2018: Participants by gender

Table 3. Survey 5 2017, Survey 6 2018: Participants' self-rating of skills (percentage)

Table 4. Survey 5 2017, Survey 6 2019: Participants' self-rating of attributes (percentage)

Table 5. Survey 5 2017, Survey 6 2018: Graduates' self-rating of skills compared to their self-rating as final year students (percentage)

Table 6. Survey 5 2017, Survey 6 2018: Graduates' self-rating of attributes compared to their self-rating as final year students (percentage)

## APPENDIX TWO

### **Survey One 2014**

You should already have received a letter of introduction, inviting you to participate in this study. A longitudinal study is one that takes place over a longer period of time. It is our intention to follow through the current cohort of first year Law students into the law degree and beyond. There will be two surveys this year, then one in each subsequent year for those who continue into the law degree. Once your studies are complete, we hope to follow you as you move into the workforce. The study will of interest to the legal profession, the university law schools and many other people. There has certainly never been a study like it in New Zealand. As the first survey in the series, this one asks you for some personal information as well as research data. We would like to assure you that your privacy will be maintained – no information about you will ever be revealed. Also, what you tell us is completely confidential. We will only use aggregated data across the whole sample in our reporting. In order to participate in this study, we need you to formally consent. Such consent can be withdrawn in writing at any time. The terms and conditions, and copies of all the ethical documentation, are available [on website]. Your consent to undertake this survey is not intended as a consent for any subsequent survey.

#### **Do you agree to these terms and conditions?**

If you tick 'no' the survey will end

- ☐ Yes
- ☐ No

#### **Part 1. Some information about you**

This information is for our administrative purposes only, and to provide some demographic data. Your privacy and confidentiality will be maintained.

#### **How old were you on 28 February 2014?**

- ☐ 16-17
- ☐ 18-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61+

#### **Are you...**

- ☐ Male
- ☐ Female

- ☐ Other, please specify... \_\_\_\_\_

**What is your ethnicity?**

- ☐ New Zealander or pakeha or NZ European  
☐ Māori  
☐ Pasifika  
☐ Australian  
☐ European  
☐ Indian  
☐ Chinese  
☐ Korean  
☐ Japanese  
☐ Other

**Where did you mostly live in 2013?**

- ☐ Canterbury, NZ  
☐ Rest of South island, NZ  
☐ North Island, NZ  
☐ In another country, please specify \_\_\_\_\_

**What were you doing last year?**

Tick all relevant responses

- ☐ At High School  
☐ Gap year  
☐ In employment  
☐ Caring for dependants  
☐ Other tertiary study  
☐ Voluntary work  
☐ Beneficiary  
☐ Other, please specify... \_\_\_\_\_

**Have you already completed one or more degrees?**

- ☐ Yes (please write in qualification, e.g. B.A.) \_\_\_\_\_  
☐ No

**Are you....**

- ☐ A New Zealand citizen  
☐ A permanent resident  
☐ An international student

**Do you have a disability that affects your ability to study and learn in the law degree?**

- ☐ Yes, and I receive assistance from the university
- ☐ Yes, and I do not receive assistance from the university
- ☐ No

**Question 11**

What is the highest educational qualification achieved by each of your parents?

	Mother	Father
Doctorate	<input type="checkbox"/>	<input type="checkbox"/>
Graduate qualification (e.g. MA)	<input type="checkbox"/>	<input type="checkbox"/>
Degree	<input type="checkbox"/>	<input type="checkbox"/>
Other post-school qualification	<input type="checkbox"/>	<input type="checkbox"/>
School	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

**Who, in your family, has a law degree?**

Tick all relevant responses

- ☐ Parent I lived with while growing up
- ☐ Uncle, aunt or cousin
- ☐ Sister or brother
- ☐ Other relative or significant person who influenced you
- ☐ No one

**Part 2. About your course of study**

**What degrees are you pursuing this year?**

Please write the degree course(s) enrolled for, e.g. 'B.A., LLB'.

**Are you studying....?**

- ☐ Full-time
- ☐ Part-time

**Why did you choose to study law this year?**

Tick all relevant responses

- ☐ I want to be a lawyer
- ☐ Keep my options open to do law
- ☐ It is a useful or interesting paper to take
- ☐ It fits well with my timetable
- ☐ It fits well with my proposed major
- ☐ Other, please specify... \_\_\_\_\_

**If you are intending to go on to complete a law degree, what are your reasons?**

Tick all relevant responses

- ☐ One or more of my parents/ siblings/ close relatives are lawyers
- ☐ It is a good, steady profession
- ☐ I am passionate about justice and the law
- ☐ Someone else suggested it (eg: parent, teacher)
- ☐ I want to help people
- ☐ I want to make a difference
- ☐ It is a well-paid career
- ☐ It is a respected profession
- ☐ Other, please specify... \_\_\_\_\_

**Why did you choose to do a law paper at Canterbury?**

Tick all relevant responses

- ☐ Local university
- ☐ Best law school
- ☐ Friends going there
- ☐ Family live in Christchurch
- ☐ Heard good things about it
- ☐ Good scholarships
- ☐ Criminal Justice degree offered also
- ☐ Its where I need to be to complete the other courses/degrees I am enrolled in
- ☐ Other, please specify... \_\_\_\_\_

**How confident are you at this stage of being admitted to second year Laws?**

1 is not confident at all, 5 is very confident

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ I do not wish to enter this programme

**Part 3. Aspirations**

We are interested in your career aspirations at this stage.

**On a scale of 1 to 5, 1 being no interest and 5 being extreme interest, how interested are you at the moment in pursuing a legal career?**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

○ 5

**a. If you are interested in pursuing a legal career, what type of career appeals to you at the present time.**

Tick all relevant responses

- ☐ Private practice (working in a law firm)
- ☐ Government position
- ☐ In house lawyer for employer that is not a law firm
- ☐ Non-governmental or community organisation
- ☐ Other, please specify... \_\_\_\_\_

**Please identify the area/s of law in which you have an interest**

Tick all relevant responses

- ☐ Commercial and company
- ☐ Community
- ☐ Criminal Justice
- ☐ Estates and Wills
- ☐ Information and Technology
- ☐ Media
- ☐ International
- ☐ Māori Land and Resource Law
- ☐ Property law and land transfer
- ☐ Public
- ☐ Family
- ☐ Law and Sport
- ☐ Law and Medicine
- ☐ Other, please specify... \_\_\_\_\_
- ☐ None

#### **Part 4 Your expectations as a student in 2014**

**What skills do you expect to have after completing your law studies in 2014?**

(Please explain in your own words).

**What sort of support/contact do you expect from your law teachers this year?**

(Please explain in your own words)

**What other sorts of help do you expect from the Law School in 2014, if any?**

(Please explain in your own words)

**How do you feel about doing law this year?**

Tick all relevant responses

- ☐ Nervous
- ☐ Excited
- ☐ Confident
- ☐ OK
- ☐ A bit stressed
- ☐ Very stressed
- ☐ Other, please describe... \_\_\_\_\_

**How important is passing your law course/s this year to you?**

1 is not important, 5 is very important

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

**What are the things that might impact on your study this year?**

Tick all relevant responses

- ☐ Family obligations
- ☐ Full time job
- ☐ Part time job
- ☐ My health
- ☐ Health of others
- ☐ Close relationships
- ☐ Law is hard
- ☐ Find studying hard
- ☐ Non-law study requirements
- ☐ Hobby or sport
- ☐ Social life
- ☐ Voluntary work
- ☐ Other, please specify... \_\_\_\_\_

**In general, how confident are you about studying at University?**

1 equals not confident at all, 5 is very confident.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

**What are you good at?**

Tick all relevant responses

- ☐ Examinations
- ☐ Essays
- ☐ In-class work
- ☐ Oral presentations
- ☐ Other, please specify... \_\_\_\_\_
- ☐ I don't know what I am good at

**Finally, how many hours of study per week outside lecture and tutorial times do you expect to do in law this year?**

- ☐ None
- ☐ One or two hours
- ☐ Three, four or five hours
- ☐ Six, seven or eight hours
- ☐ Nine or ten hours
- ☐ More than ten hours per week

## APPENDIX THREE

### **Survey Two 2014**

Here is the second and last survey for 2014 for the law students who responded to the first survey earlier this year. Remember that your consent and ethical rights are carried over to this survey.

#### **Where are you currently studying law?**

- ☐ Auckland University
- ☐ University of Waikato
- ☐ University of Canterbury

#### **Do you expect to be admitted to the second year of law in 2015?**

**Different law schools have different entry procedures. Please choose the response which is closest to your understanding of your situation.**

- ☐ I have already been admitted to the second year
- ☐ All I have to do is pass my course, but I am worried about this
- ☐ All I have to do is pass my course, and I am reasonably confident of this
- ☐ I am worried my grade won't be good enough
- ☐ I really don't know whether I will do well enough
- ☐ I am pretty confident that I will do well enough
- ☐ Yes, no problem, I will be admitted
- ☐ I don't intend to study law next year.

#### **No matter what the outcome of any selection processes, do you intend to continue studying law in 2015?**

- ☐ Yes I will
- ☐ It is likely
- ☐ I am unsure
- ☐ Probably not
- ☐ Definitely not (please state reason) \_\_\_\_\_

#### **As a result of your study in 2014, do you....**

- ☐ Want to practice as a lawyer?
- ☐ Think you will use your law degree in some other career?
- ☐ Not complete or use a law degree in any profession?

#### **What skills have you gained from your law courses in 2014?**

**Tick all that apply**

- ☐ Understanding and knowledge of legal system and structure
- ☐ Basic knowledge of law and some legal concepts
- ☐ Theoretical understandings of law and society
- ☐ Critical thinking, analytical skills
- ☐ Literacy skills
- ☐ Legal method skills

- ☐ Oral communication skills
- ☐ Skills in argument/persuasion
- ☐ Skills training for career and or legal profession
- ☐ Baseline law study skills
- ☐ Research skills

**In what ways have you had contact with your law lecturers in 2014?**

**Tick all that apply**

- ☐ In lectures
- ☐ Communication on Moodle, Blackboard learn or other online learning platform
- ☐ Recorded lectures
- ☐ Office hours
- ☐ email
- ☐ phone
- ☐ social occasions
- ☐ No contact except attending lectures
- ☐ Other, please specify... \_\_\_\_\_

**What could have been done to improve contact with your law lecturers in 2014?**

**In what ways have you had contact with your law tutors in 2014?**

**Tick all that apply**

- ☐ In tutorials
- ☐ Communication on Moodle, Blackboard learn or other online learning platform
- ☐ Recorded lectures
- ☐ Office hours
- ☐ email
- ☐ phone
- ☐ social occasions
- ☐ No contact except attending tutorials
- ☐ Other, please specify... \_\_\_\_\_

**What could have been done to improve contact with your law tutors in 2014?**

**What other sort of support have you had from your law lecturers in 2014?**

**Tick all that apply**

- ☐ Extra assistance when needed
- ☐ Assistance with assessment tasks
- ☐ Feedback on assignments
- ☐ General encouragement to succeed
- ☐ Career guidance
- ☐ Support around personal/family issues
- ☐ Other, please specify... \_\_\_\_\_

**On a scale of 1-5, how satisfied are you with the support you have had from your law lecturers in 2014?**

1= not satisfied at all and 5= very satisfied.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

**How do you feel about your law studies in 2014?**

**How important is passing your law courses to you?**

- ☐ Very unimportant
- ☐ Quite unimportant
- ☐ Neither important or unimportant
- ☐ Quite important
- ☐ Very Important

**What sorts of things have impacted on your law studies in 2014?**

- ☐ Home and family issues
- ☐ Relationship issues
- ☐ Personal issues
- ☐ Work and employment issues
- ☐ Accommodation issues
- ☐ Financial issues
- ☐ Things to do with studying at university
- ☐ Other, please specify... \_\_\_\_\_

**How many hours of study per week on average outside lectures and tutorials have you spent on your law courses in 2014?**

- ☐ One or two
- ☐ Three, four or five
- ☐ Six, seven or eight
- ☐ Nine or ten
- ☐ More than ten

**What factors most helped you settle in to your law studies in 2014?**

**How prepared were you by your High School experience for starting your law studies?**

- ☐ Not applicable
- ☐ Not prepared at all
- ☐ A little prepared
- ☐ Not too bad
- ☐ Quite well prepared
- ☐ Very well prepared

**To what extent, on average, have the assessment results you have received in your law courses reflected your expectations?**

- ☐ They were much lower than I expected
- ☐ They were lower than I expected
- ☐ They were about what I expected
- ☐ They were higher than I expected
- ☐ They were much higher than I expected

**Are you a member of a Law Students' Association?**

- ☐ Yes
- ☐ No

**How important to you is the Law Students' organisation and the activities it organises?**

- ☐ Very unimportant
- ☐ Unimportant
- ☐ Neither important nor unimportant
- ☐ Quite important
- ☐ Very important

**Do you study with other law students?**

- ☐ Yes
- ☐ No

**How often do you study with other law students?**

- ☐ Once a week or more often
- ☐ Every two weeks or so
- ☐ Once a month
- ☐ Less than once a month
- ☐ Only for tests and exams

**Do you use social media to communicate with other law students?**

- ☐ Yes
- ☐ No

**How satisfied are you with your experience at Law School in 2014?**

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Neutral
- ☐ Satisfied
- ☐ Very satisfied

**How often have you physically visited the law library in 2014?**

- ☐ Never
- ☐ Occasionally

- ☐ Monthly
- ☐ Fortnightly
- ☐ Weekly or more often

**How often have you used online legal resources available through your University library?**

- ☐ Never
- ☐ Occasionally
- ☐ Monthly
- ☐ Fortnightly
- ☐ Weekly or more often

**What level of student debt do you currently have?**

- ☐ None at all
- ☐ Up to \$5,000
- ☐ \$5,001 to \$10,000
- ☐ \$10,001 to \$20,000
- ☐ More than \$20,000

**Finally, how would you currently assess your feelings of general well-being?**

- ☐ I feel terrible
- ☐ I don't feel too good
- ☐ I am OK
- ☐ I feel good
- ☐ I feel great!

## APPENDIX FOUR

### Survey Three: 2015

Welcome back to the second year of the Law School longitudinal study.

**Are you studying second year law in 2015?**

- ☐ Yes
- ☐ No

**Why are you not studying second year law in 2015?**

- ☐ I didn't gain entry to second year law and am repeating first year law paper(s).
- ☐ I didn't gain entry to second year law and have chosen not to re-enrol in first year law papers.
- ☐ I gained entry to second year law, but declined to take up my place (please explain)
- ☐ Other, please explain... \_\_\_\_\_

**In 2015, are you studying....?**

- ☐ Full time
- ☐ Part time

**Are you enrolled in a double degree?**

- ☐ Yes
- ☐ No

**If yes, what is that other degree and major?**

**What are your reasons for doing that other degree?**

**How interested are you at this stage of your studies in pursuing a legal career?**

- ☐ Not interested
- ☐ A bit interested
- ☐ Neutral
- ☐ Quite interested
- ☐ Very interested

**If you are interested in pursuing a legal career, what type of career appeals to you at this time?**

Choose as many responses as you wish

- ☐ Private practice (working as a lawyer in a firm or by yourself)
- ☐ Government position
- ☐ Non-governmental or community organisation
- ☐ In-house lawyer for a private employer that is not a law firm
- ☐ In-house lawyer for an international organisation, such as the United Nations
- ☐ Legal academic
- ☐ Not sure yet
- ☐ Other, please explain... \_\_\_\_\_

**What areas of law are you interested in?**

Choose as many responses as you wish

- ☐ Commercial and company
- ☐ Community
- ☐ Criminal law or criminal justice
- ☐ Employment

- ☐ Estates and wills
- ☐ Family
- ☐ Human rights
- ☐ Intellectual property
- ☐ International
- ☐ Information technology
- ☐ Law and medicine
- ☐ Law and sport
- ☐ Māori land and indigenous law
- ☐ Media law
- ☐ Land law
- ☐ Environmental law
- ☐ Public law
- ☐ Other, please specify... \_\_\_\_\_

**How are you finding second year law study?**

- ☐ It is easy
- ☐ Few problems so far
- ☐ I am finding it OK
- ☐ Difficult, I'm struggling
- ☐ Overwhelming

**What are the things that you regularly do in a typical second year law lecture?**

- ☐ Listen to what the lecturer has to say
- ☐ Take notes by hand
- ☐ Take notes on a laptop or other electronic device
- ☐ Record the lecture
- ☐ Access the internet to locate legal resources relevant to the lecture
- ☐ Access the internet for reasons unconnected with what is happening in class
- ☐ Make contact with others outside of class (via text, email or similar)
- ☐ Make contact with others inside class (via text, email or similar)
- ☐ Ask questions of your lecturer
- ☐ Answer questions asked by your lecturer
- ☐ Participate in lecturer-directed group activities
- ☐ Participate in lecturer-directed individual activities
- ☐ Other, please specify... \_\_\_\_\_

**In what ways have you had contact with your law lecturers in 2015?**

- ☐ Asking questions after lectures
- ☐ Communication via 'Learn' or other online learning platform
- ☐ Recorded lectures
- ☐ Office hours
- ☐ Email
- ☐ Phone
- ☐ Social occasions
- ☐ No contact except attending lectures
- ☐ Other, please specify... \_\_\_\_\_

**In a few words, describe your ideal second year law lecture.**

**What are the things that you regularly do in a typical second year law tutorial?**

- ☐ Listen to what the tutor has to say
- ☐ Take notes by hand
- ☐ Take notes on a laptop or other electronic device
- ☐ Record the tutorial
- ☐ Access the internet to locate legal resources relevant to the tutorial
- ☐ Access the internet for reasons unconnected with what is happening in the tutorial
- ☐ Make contact with others outside of class (via text, email or similar)
- ☐ Make contact with others inside class (via text, email or similar)
- ☐ Ask questions of your tutor
- ☐ Answer questions asked by your tutor
- ☐ Participate in tutor-directed group activities
- ☐ Participate in tutor-directed individual activities
- ☐ Look up the answers to the tutorial question using an electronic device
- ☐ Lead the tutorial discussion
- ☐ Other, please specify... \_\_\_\_\_

**In what ways have you had contact with your law tutors in 2015?**

- ☐ In tutorials
- ☐ Communication via 'Learn' or other online learning platform
- ☐ Recorded tutorials
- ☐ Office hours
- ☐ Email
- ☐ Phone
- ☐ Social occasions
- ☐ No contact except attending tutorials
- ☐ Other, please specify... \_\_\_\_\_

**In a few words, describe your ideal second year law tutorial.**

**What has your attendance been like at law lectures this year?**

**What are your main reasons for missing lectures?**

**What has your attendance been like at law tutorials this year?**

**What are your main reasons for missing tutorials?**

**How many hours outside of lectures and tutorials do you typically devote to each of your second year law courses each week?**

- ☐ 0 - 2
- ☐ 3 - 5
- ☐ 6-8
- ☐ 9-10
- ☐ More than 10

**What are the things that you regularly do when focusing on your law studies outside of lectures and tutorials?**

- ☐ Read cases
- ☐ Read legislation
- ☐ Read articles and texts

- ☐ Read student guides
- ☐ Study with others
- ☐ Write up and supplement lecture notes
- ☐ Other, please specify... \_\_\_\_\_

**For what purpose(s) do you do the things identified in the previous question?**

- ☐ To complete assessment tasks
- ☐ To gain a better understanding of material covered in lectures and tutorials
- ☐ For general interest
- ☐ Other, please specify... \_\_\_\_\_

**How often have you physically visited the law library in 2015?**

- ☐ Never
- ☐ Occasionally
- ☐ Monthly
- ☐ Fortnightly
- ☐ Weekly or more often

**If you have physically visited the law library, what did you do there?**

- ☐ Accessed legal resources
- ☐ Consulted a librarian
- ☐ Studied alone
- ☐ Studied with other students
- ☐ Other, please explain... \_\_\_\_\_

**How often have you accessed online legal resources available through your University library?**

- ☐ Never
- ☐ Occasionally
- ☐ Monthly
- ☐ Fortnightly
- ☐ Weekly or more often

**How often do you access the online learning platform (e.g. 'Learn') available at your University?**

- ☐ Never
- ☐ Occasionally
- ☐ Monthly
- ☐ Fortnightly
- ☐ Weekly or more often

**Which of the following skills/knowledge have you gained during your second year law studies?**

- ☐ An understanding of the structure and operation of the New Zealand legal system
- ☐ A working knowledge of legal principles and concepts
- ☐ A theoretical understanding of the law and the legal system
- ☐ Critical/analytical thinking skills
- ☐ Writing skills
- ☐ Legal method skills (case analysis and statutory interpretation)
- ☐ Oral communication skills
- ☐ Time management skills
- ☐ Other, please specify... \_\_\_\_\_

Please respond to the statements below using the slider provided (0-100):

• Te Tiriti o Waitangi (the Treaty of Waitangi) benefits my daily life

• I am developing confidence in applying bicultural competence in my studies

What, if any, of the following factors have adversely affected your law studies in 2015?

- ☐ Home/family issues
- ☐ Relationship issues
- ☐ Health issues
- ☐ Personal issues
- ☐ Work and employment issues
- ☐ Accommodation issues
- ☐ Financial issues
- ☐ Things to do with studying at university
- ☐ Other, please explain... \_\_\_\_\_

What has gone well for you in your law studies in 2015?

What could have gone better for you in your law studies in 2015?

To what extent, on average, have the assessment results you have received in your second year law courses reflected your expectations?

- ☐ They were much lower than I expected
- ☐ They were lower than I expected
- ☐ They were about what I expected
- ☐ They were higher than I expected
- ☐ They were much higher than I expected

How confident are you of passing all your second law courses?

- ☐ Not confident at all
- ☐ A bit confident
- ☐ Neutral
- ☐ Confident
- ☐ Very confident

How would you best describe your current mental state?

- ☐ I feel terrible
- ☐ I don't feel too good
- ☐ I am OK
- ☐ I feel good
- ☐ I feel great

During the past 30 days, about how often did you feel....

	None of the time	A little of the time	Some of the time	Most of the time	All of the time
...nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The last question asked about feelings that might have occurred during the past 30 days. Taking them altogether, did these feelings occur...**

- ☐ A lot less often than usual
- ☐ Somewhat less often than usual
- ☐ About the same as usual
- ☐ Somewhat more often than usual
- ☐ A lot more often than usual
- ☐ I have not had any of these feelings

**How satisfied are you with your experience at law school in 2015?**

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Neutral
- ☐ Satisfied
- ☐ Very satisfied

**What is the total level of your student debt?**

- ☐ None
- ☐ Up to \$5,000
- ☐ \$5,001- \$10,000
- ☐ \$10,001 - \$20,000
- ☐ More than \$20,000
- ☐ Don't know

## APPENDIX FIVE

### Survey 4 2016

Q1 Welcome back to the third year of the Law School longitudinal study. Remember, the survey is anonymous and confidential. Law staff at the participating universities (the University of Canterbury, the University of Auckland and the University of Waikato) do not have access to any identifying information and cannot identify any student responses, so there is no possibility that your participation can affect how well you do in your degree.

#### Q2 Are you studying law in 2016?

- ☐ Yes (1)
- ☐ No (2)

If Yes Is Selected, Then Skip To Are you studying law in 2016 because ...

#### Q41 What are you studying currently?

#### Q42 Are you intending to complete a law degree in the future?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Neutral (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)

If Definitely yes Is Selected, Then Skip To End of Survey  
If Probably yes Is Selected, Then Skip To End of Survey  
If Neutral Is Selected, Then Skip To End of Survey  
If Probably not Is Selected, Then Skip To End of Survey  
If Definitely not Is Selected, Then Skip To End of Survey

#### Q3 Are you studying law in 2016 because you successfully repeated first year in 2015?

- ☐ Yes (1)
- ☐ No (2)

#### Q5 In 2016, are you studying....?

- ☐ Full time (1)
- ☐ Part time (2)

#### Q6 How interested are you at this stage of your studies in pursuing a legal career?

- ☐ Not interested (1)
- ☐ A bit interested (2)
- ☐ Neutral (3)
- ☐ Quite interested (4)
- ☐ Very interested (5)

**Q7 If you are interested, what are your reasons for intending to pursue a legal career? Choose as many responses as you wish**

- ☐ One or more of my parents/siblings/close relatives are lawyers (1)
- ☐ It is a good, steady profession (2)
- ☐ I am passionate about justice and the law (3)
- ☐ Someone else suggested it (e.g. parent, teacher) (4)
- ☐ I want to help people (5)
- ☐ I want to make a difference (6)
- ☐ It is a well-paid career (7)
- ☐ It is a respected profession (8)
- ☐ Other, please specify (9) \_\_\_\_\_

**Q8 What type of career appeals to you at this time? Choose as many responses as you wish**

- ☐ Private practice (working as a lawyer in a firm or by yourself) (1)
- ☐ Government position (2)
- ☐ Non-governmental or community organisation (3)
- ☐ In-house lawyer for a private employer that is not a law firm (4)
- ☐ In house lawyer for an international organisation, such as the United Nations (5)
- ☐ Legal academic (6)
- ☐ Not sure yet (7)
- ☐ Other, please explain (8) \_\_\_\_\_

**Q9 What areas of law are you interested in? Choose as many responses as you wish**

- ☐ Commercial and company (1)
- ☐ Community (2)
- ☐ Criminal law or criminal justice (3)
- ☐ Employment (4)
- ☐ Estates and wills (5)
- ☐ Family (6)
- ☐ Human Rights (7)
- ☐ Intellectual Property (8)
- ☐ International (9)
- ☐ Law and medicine (10)
- ☐ Law and sport (11)
- ☐ Māori land and indigenous law (12)
- ☐ Media law (13)
- ☐ Land Law (14)
- ☐ Environmental Law (15)
- ☐ Public Law (16)
- ☐ Other, please specify (17)

**Q10 What are the things that you regularly do in typical large and small class law lectures?** A large class is one in which more than 50 students are enrolled.

Listen to what the lecturer has to say (1)	<input type="checkbox"/>	<input type="checkbox"/>
Take notes by hand (2)	<input type="checkbox"/>	<input type="checkbox"/>
Take notes on a laptop or other electronic device (3)	<input type="checkbox"/>	<input type="checkbox"/>
Record the lecture (4)	<input type="checkbox"/>	<input type="checkbox"/>
Access the internet to locate resources relevant to the lecture (5)	<input type="checkbox"/>	<input type="checkbox"/>
Access the internet for reasons unconnected with what is happening in class (6)	<input type="checkbox"/>	<input type="checkbox"/>
Make contact with others outside of class via social media (7)	<input type="checkbox"/>	<input type="checkbox"/>
Make contact with others inside the class via social media (8)	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions of your lecturer (9)	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions asked by your lecturer (10)	<input type="checkbox"/>	<input type="checkbox"/>
Participate in lecturer-directed group activities (11)	<input type="checkbox"/>	<input type="checkbox"/>
Participate in lecturer-directed individual activities (12)	<input type="checkbox"/>	<input type="checkbox"/>
Participate in lecturer-directed online activities (13)	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify (14)	<input type="checkbox"/>	<input type="checkbox"/>

**Q11 Why do you access the internet or contact others via social media during classes?**

**Q12 Think of your favourite law lecturer in 2016. In a few words, describe what this lecturer did that you valued the most.**

**Q13 In what ways have you had contact with your law lecturers in 2016? Choose all that apply**

- ☐ Ask questions after lectures (1)
- ☐ Communication via “Learn”, “Moodle” or other online learning platform (2)
- ☐ Recorded lectures (3)
- ☐ Office hours (4)
- ☐ Email (5)
- ☐ Phone (6)
- ☐ Social occasions (7)
- ☐ No contact, except through attending lectures (8)
- ☐ Other, please specify (9) \_\_\_\_\_

**Q14 Are you interested in having more contact with your law lecturers?**

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To Please select the option that best de...

**Q15 What form of extra contact would you like? Please explain in a few words**

**Q16 Please select the option that best describes your attendance at law lectures in 2016.**

- ☐ 81% – 100% (1)
- ☐ 61% – 80% (2)
- ☐ 41% – 60% (3)
- ☐ 21% – 40% (4)
- ☐ 0% – 20% (5)

**Q17 What is your main reason for missing lectures? Choose one response.**

- ☐ I never miss lectures (1)
- ☐ Illness or accident (2)
- ☐ Study commitments (3)
- ☐ Employment commitments (4)
- ☐ Family commitments (5)
- ☐ Other commitments (6)
- ☐ Personal reasons (7)
- ☐ I don't enjoy lectures (8)
- ☐ Lectures are recorded (9)
- ☐ I can pass without going to lectures (10)
- ☐ Other, please specify (11) \_\_\_\_\_

If I never miss lectures Is Selected, Then Skip To How many hours outside of lectures an...

**Q18 When you miss lectures, rank the methods that you have used to catch up** Please 'grab and place' your preferred responses

- \_\_\_\_\_ Self-study (1)
- \_\_\_\_\_ Use notes from another class member (2)
- \_\_\_\_\_ Listen to a university made recording of the lecture (3)
- \_\_\_\_\_ Listen to recording of the lecture made by another class member (4)
- \_\_\_\_\_ Buy notes offered for sale (5)
- \_\_\_\_\_ Other, please explain (6)

**Q19 How many hours outside of lectures and tutorials do you typically devote to each of your 2016 year law courses each week?**

- ☐ 0-2 (1)
- ☐ 3-5 (2)
- ☐ 6-8 (3)
- ☐ 9-10 (4)
- ☐ More than 10 (5)

**Q20 What are the things that you regularly do when focusing on your law studies outside of class time? Choose all that apply**

- ☐ Read cases (1)
- ☐ Read legislation (2)
- ☐ Read articles and texts (3)
- ☐ Read student guides (4)
- ☐ Study with others (5)
- ☐ Write up and supplement lecture notes (6)
- ☐ Participate in lecturer-directed online activities (7)
- ☐ Other, please specify (8) \_\_\_\_\_

**Q21 For what purpose(s) do you do the things identified in the previous question? Choose all that apply**

- ☐ To complete assessment tasks (1)
- ☐ To gain a better understanding of material covered in lectures and tutorials (2)
- ☐ For general interest (3)
- ☐ Other, please specify (4) \_\_\_\_\_

**Q22 What other law-related activities are you involved with? Choose all that apply**

- ☐ I volunteer with a community law centre (1)
- ☐ I volunteer with other organisations. Please specify (2) \_\_\_\_\_
- ☐ Other, please specify (3) \_\_\_\_\_

**Q23 How often have you physically visited the law library in 2016?**

- ☐ Never (1)
- ☐ Occasionally (2)
- ☐ Monthly (3)
- ☐ Fortnightly (4)
- ☐ Weekly or more often (5)

If Never Is Selected, Then Skip To How often have you accessed online le...

**Q24 What did you do in the law library?**

- ☐ Accessed legal resources (1)
- ☐ Consulted a librarian (2)
- ☐ Studied alone (3)
- ☐ Studied with other students (4)
- ☐ Other, please explain (5) \_\_\_\_\_

**Q25 How often have you accessed online legal resources available through your University library?**

- ☐ Never (1)
- ☐ Occasionally (2)
- ☐ Monthly (3)
- ☐ Fortnightly (4)
- ☐ Weekly or more often (5)

**Q26 How often have you accessed the online learning platform (e.g. Learn or Moodle) available at your University?**

- ☐ Never (1)
- ☐ Occasionally (2)
- ☐ Monthly (3)
- ☐ Fortnightly (4)
- ☐ Weekly or more often (5)

**Q27 What are the skills that have you gained from your 2016 law studies?**

**Q28 My assessment load in 2016 has been:**

- ☐ Too low (1)
- ☐ Low (2)
- ☐ Acceptable (3)
- ☐ High (4)
- ☐ Too high (5)

**Q29 Please state your level of agreement with the following statement: "The timing of my assessments in 2016 has been manageable"**

- ☐ Strongly disagree (1)
- ☐ Somewhat disagree (2)
- ☐ Neutral (3)
- ☐ Somewhat agree (4)
- ☐ Strongly agree (5)

**Q30 Rank your top three preferred forms of assessment** Please 'grab and place' your preferred responses.

- \_\_\_\_\_ Closed book individual test or examination (1)
- \_\_\_\_\_ Open book individual test or examination (2)
- \_\_\_\_\_ Individual take home test (3)
- \_\_\_\_\_ Group take home test (4)
- \_\_\_\_\_ Individual essay/assignment (5)
- \_\_\_\_\_ Group essay/assignment (6)
- \_\_\_\_\_ Computer based individual assessment (7)
- \_\_\_\_\_ Computer based group assessment (8)
- \_\_\_\_\_ Individual oral assessment (9)
- \_\_\_\_\_ Group oral assessment (10)
- \_\_\_\_\_ Other, please explain (11)

**Q31 In my law assessments in 2016 I have most frequently achieved the following grade(s)**

- ☐ A grades (1)
- ☐ B grades (2)
- ☐ C grades (3)
- ☐ Grades below C (4)

**Q32 To what extent, on average, have the assessment results you have received in 2016 law courses reflected your expectations?**

- ☐ They were much lower than I expected (1)
- ☐ They were lower than I expected (2)
- ☐ They were about what I expected (3)
- ☐ They were higher than I expected (4)
- ☐ They were much higher than I expected (5)

**Q33 How confident are you of passing all your 2016 law courses?**

- ☐ Not confident at all (1)
- ☐ A bit confident (2)
- ☐ Neutral (3)
- ☐ Confident (4)
- ☐ Very confident (5)

**Q34 Are you repeating any compulsory law courses that you took in 2015?**

- ☐ None at all (1)
- ☐ One (2)
- ☐ Two (3)
- ☐ More than two (4)

**Q35 What, if any, of the following factors have adversely affected your law studies in 2016?**

- ☐ Home/family issues (1)
- ☐ Relationship issues (2)
- ☐ Health issues (3)
- ☐ Personal issues (4)
- ☐ Work and employment issues (5)
- ☐ Accommodation issues (6)
- ☐ Financial issues (7)
- ☐ Things to do with studying at university (8)
- ☐ Other, please explain (9) \_\_\_\_\_

**Q36 How would you best describe your current mental state?**

- ☐ I feel terrible (1)
- ☐ I don't feel too good (2)
- ☐ I am OK (3)
- ☐ I feel good (4)
- ☐ I feel great (5)

**Q37 During the past 30 days, about how often did you feel....**

...nervous? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...hopeless? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...restless or fidgety? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so depressed that nothing could cheer you up? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that everything was an effort? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... worthless? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q38 What factors most adversely affect your mental wellbeing on a regular basis? Please explain in a few words.**

**Q39 What, if anything, could your law school do to improve your mental wellbeing?**

**Q40 How satisfied are you with your experience at law school in 2016?**

- ☐ Very dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very satisfied (5)
- ☐

**Q41 What is the total level of your student debt?**

- ☐ Up to \$5,000 (1)
- ☐ \$5,001 to \$10,000 (2)
- ☐ \$10,001 - \$20,000 (3)
- ☐ \$20,001 - \$30,000 (4)
- ☐ More than \$30,000 (5)

**Q43 Would you like to enter the draw to win an iTunes voucher?**

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

Q44 Thanks. Please enter your email address and first name. This information will not be used for any other purpose than the prize draw.

## **APPENDIX Six**

### **Survey 5 2017**

Q1 Welcome back to the fourth year of the Law School longitudinal study (and the first year for students at Victoria University of Wellington). Remember, the survey is anonymous, confidential and voluntary. Law staff at the participating universities (the University of Canterbury, the University of Auckland, Victoria University of Wellington and the University of Waikato) do not have access to any identifying information and cannot identify any student responses, so there is no possibility that your participation can affect how well you do in your degree.

#### **Q2 Which university are you studying at?**

- Auckland
- Canterbury
- Victoria
- Waikato

*(If Victoria selected, students answer additional demographic questions 3 – 15. Auckland, Canterbury and Waikato students skip to question 14)*

#### **Q3 How old were you on 28 February 2017?**

- 16-17
- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61+

#### **Q4 Are you...**

- Male
- Female
- Other, please specify... \_\_\_\_\_

#### **Q5 What is your ethnicity?**

- New Zealander or Pākehā or NZ European
- Māori
- Pasifika
- Australian
- European

- Indian
- Chinese
- Korean
- Japanese
- Other

**Q6 Where did you mostly live before you enrolled in your law degree at Victoria?**

- Wellington, NZ
- Rest of North island, NZ
- South Island, NZ
- In another country, please specify \_\_\_\_\_

**Q7 What were you doing before you enrolled in your law degree at Victoria?**

Tick all relevant responses

- At High School
- Gap year
- In employment
- Caring for dependents
- Other tertiary study
- Voluntary work
- Beneficiary
- Other, please specify... \_\_\_\_\_

**Q8 Have you already completed one or more degrees?**

- Yes (please write in qualification, e.g. B.A.) \_\_\_\_\_
- No

**Q9 Are you....**

- A New Zealand citizen
- A permanent resident
- An international student

**Q10 Do you have a disability that affects your ability to study and learn in the law degree?**

- Yes, and I receive assistance from Victoria University
- Yes, and I do not receive assistance from Victoria University
- No

**Q11 What is the highest educational qualification achieved by each of your parents?**

	Mother	Father
Doctorate	<input type="checkbox"/>	<input type="checkbox"/>

Graduate qualification (e.g. MA)	<input type="checkbox"/>	<input type="checkbox"/>
Degree	<input type="checkbox"/>	<input type="checkbox"/>
Other post-school qualification	<input type="checkbox"/>	<input type="checkbox"/>
School	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

**Q 12 Who, in your family, has a law degree?**

Tick all relevant responses

- Parent I lived with while growing up
- Uncle, aunt or cousin
- Sister or brother
- Other relative or significant person who influenced you
- No one

**Q13 Why did you choose study law at Victoria?**

Tick all relevant responses

- Local university
- Best law school
- Friends going there
- Family live in Wellington
- Heard good things about it
- Good scholarships
- It's where I need to be to complete the other courses/degrees I am enrolled in

*All students answer the following questions*

**Q14 What degree(s) are you pursuing this year? Please choose all that apply.**

- LLB
- LLB (Hons)
- Business or commerce degree
- BSc
- BEng
- BCJ
- Other, please explain \_\_\_\_\_

**Q15 Are you studying ...?**

- Full-time
- Part-time

**Q16 How interested are you at this stage of your studies in pursuing a legal career?**

- Not interested

- A bit interested
- Neutral
- Quite interested
- Very interested

**Q17 What type of legal career appeals to you at this time? Choose as many responses as you wish.**

- Private practice (working as a lawyer in a firm or by yourself).
- Government position.
- Non-governmental or community organisation.
- In-house lawyer for a private employer that is not a law firm.
- In house lawyer for an international organisation, such as the United Nations.
- Legal academic
- Not sure yet.
- Other, please explain.
- I don't intend to have a legal career

**Q18 What areas of law are you interested in? Choose as many responses as you wish**

- ACC
- Commercial and company
- Community
- Criminal law or criminal justice
- Employment
- Environmental law
- Estates and wills
- Family
- Human rights
- Immigration
- Intellectual Property
- International
- Land Law
- Law and medicine
- Law and sport
- Māori land and indigenous law
- Media law
- Public Law
- Torts
- Other, please specify \_\_\_\_\_

**Q19 In what ways have you had contact with your law lecturers in 2017? Choose all that apply**

- Ask questions after lectures
- All class communications via "Learn", "Moodle", "Blackboard" or other online learning platform

- Individual communications via “Learn”, “Moodle”, “Blackboard” or other online learning platform
- Recorded lectures
- Office hours
- Individual email
- All class email
- Phone
- Social occasions
- No contact, except through attending lectures
- Other, please specify \_\_\_\_\_

**Q20 How often have you attended law lectures in 2017?**

- 0 – 20%
- 21 – 40%
- 41 – 60%
- 61 – 80%
- 81 – 100%

**Q21 What is your main reason for missing lectures? Please choose one response**

- I never miss lectures
- Illness or accident
- Study commitments
- Employment commitments
- Other commitments
- Personal reasons
- Transport issues
- Timetable clashes
- Timing of lectures
- I don’t enjoy lectures
- I can pass without attending lectures

**Q22 How often in your lectures do interactive activities occur? Interactive activities include discussions, answering and asking questions, writing exercises and other similar activities.**

- Never (*Students who select this option skip to Q24*)
- Rarely
- Sometimes
- Often
- Very often

**Q23 How often do you participate in the interactive activities that are on offer during your lectures?**

- Never

- Rarely
- Sometimes
- Often
- Very often

**Q24 Please give your reason(s) for your answer to the previous question.**

**Q25 How many of your lecturers do you think know you?**

- 0 – 20%
- 21 – 40%
- 41 – 60%
- 61 – 80%
- 81 – 100%

**Q26 How many hours outside of lectures and tutorials do you typically devote to each of your 2017 law courses each week?**

- 0-2
- 3-5
- 6-8
- 9-10
- More than 10

**Q27 How frequently do your lecturers expect you to complete preparatory work prior to attending class?**

- Never (*Students selecting this option skip to Q29*)
- Rarely
- Sometimes
- Often
- Very often

**Q28 How frequently do you complete any expected preparatory work?**

- Never
- Rarely
- Sometimes
- Often
- Very often

**Q29 What are the things that you regularly do when focusing on your law studies outside of class time? Please choose all that apply.**

- Read cases
- Read legislation
- Read articles and texts
- Read student guides

- Study with others
- Write up and supplement lecture notes
- Participate in lecturer-directed online activities
- Other, please specify

**Q30 For what purpose(s) do you do the things identified in the previous question? Choose all that apply.**

- To complete assessment tasks
- To gain a better understanding of material covered in lectures and tutorials
- For general interest
- Other, please specify

**Q31 How often have you accessed online legal resources available through your university library?**

- Never
- Occasionally
- Monthly
- Fortnightly
- Weekly or more often

**Q32 How often have you accessed the online learning platform (such as Learn, Moodle or Blackboard) available at your university?**

- Never
- Occasionally
- Monthly
- Fortnightly
- Weekly or more often

**Q33 What law related extra-curricular activities are you involved with?**

- I volunteer with a community law centre
- I volunteer with other organisations. Please specify \_\_\_\_\_
- I am involved with a law students' society
- I am not involved in any law related extra-curricular activities.
- Other, please specify \_\_\_\_\_

**Q34 How frequently do you interact with other law students outside of class for study related purposes?**

- Never
- Rarely
- Sometimes
- Often
- Very often

**Q35 How frequently do you interact with other law students outside of class for social or non-study related purposes?**

- Never
- Rarely
- Sometimes
- Often
- Very often

**Q36 My assessment workload in 2017 has been:**

- Too low
- Low
- Acceptable
- High
- Too high

**Q37 Please state your level of agreement with the following statement: "The timing of my assessments in 2017 has been manageable".**

- Strongly disagree
- Somewhat disagree
- Neutral
- Somewhat agree
- Strongly agree

**Q38 In my law assessment in 2017 I have most frequently obtained the following grades:**

- A grades
- B grades
- C grades
- Grades below C

**Q39 To what extent, on average, have the assessment results you received in the 2017 law courses reflected your expectations?**

- They were much lower than I expected
- They were lower than I expected
- They were about what I expected
- They were higher than I expected
- They were much higher than I expected

**Q40 How confident are you of passing all your 2017 law courses?**

- Not confident at all
- A bit confident
- Neutral
- Confident

- Very confident

**Q41 What, if any, of the following factors have adversely affected your law studies in 2017? Please choose all that apply.**

- Home/family issues
- Relationship issues
- Health issues
- Personal issues
- Work and employment issues
- Accommodation issues
- Financial issues
- Things to do with studying at university
- Other, please explain

**Q42 What have been your living arrangements in 2017?**

- Living with my parents
- Living with my partner and/or children
- Living by myself
- Living with flatmates
- Living in a hall of residence
- Other, please explain

**Q43 How satisfied are you with your experience at law school in 2017?**

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

**Q44 How would you best describe your current mental state?**

- I feel terrible
- I don't feel too good
- I am ok
- I feel good
- I feel great

**Q45 During the past 30 days, about how often did you feel....**

	None of the time	A little of the time	Some of the time	Most of the time	All of the time
...nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q46 The last question asked about feelings that might have occurred during the past 30 days. Taking them altogether, did these feelings occur...**

- A lot less often than usual
- Somewhat less often than usual
- About the same as usual
- Somewhat more often than usual
- A lot more often than usual
- I have not had any of these feelings

**Q47 Do you intend to complete your law degree by the end of February 2018?**

- Yes (*Respondents go to Q48*)
- No (*Respondents skip to Q57*)

**Q48 Do you have employment arranged for after you complete your law degree?**

- Yes, law related employment (*Respondents go to Q49*)
- Yes, non-law related. Please explain \_\_\_\_\_ (*Respondents skip to Q51*)
- No (*Respondents skip to Q50*).

**Q49 What is the nature of your law related employment? (*Respondents skip to Q51*)**

- Working in a law firm
- Government position
- In house legal position for an employer that is not a law firm
- Non-governmental or community organisation
- Other, please specify

**Q50 How confident do you feel about obtaining employment?**

- Not confident at all
- A bit confident
- Neutral
- Confident
- Very confident

**Q51 How helpful has your university been in providing you with careers advice?**

- Not helpful at all
- A bit helpful
- Neutral
- Helpful
- Very helpful

**Q52 How prepared do you feel for the workforce?**

- Not prepared at all
- A bit prepared
- Neutral
- Prepared
- Very prepared

**Q53 Which of the following work-related activities have you participated in during your time at university? Choose all that apply.**

	Law	Non-law
• Self-arranged work experience		
• University arranged work experience		
• Internship completed for university credit		
• Internship completed, but not for university credit		
• Self-arranged voluntary work		
• University arranged voluntary work		
• Employed as a summer clerk		
• Other, please explain _____		

**Q54 How would you rate yourself in terms of the following skills?**

[1= Poor; 2= Fair; 3= Good; 4= Very Good; 5= Excellent]

Research skills	1 – 2 – 3 – 4 – 5	N/A
Written communication skills	1 – 2 – 3 – 4 – 5	N/A
Oral communication skills	1 – 2 – 3 – 4 – 5	N/A
Legal reasoning skills	1 – 2 – 3 – 4 – 5	N/A
Critical thinking and analytical skills	1 – 2 – 3 – 4 – 5	N/A
Problem-solving skills	1 – 2 – 3 – 4 – 5	N/A
Numeracy skills	1 – 2 – 3 – 4 – 5	N/A
Digital literacy	1 – 2 – 3 – 4 – 5	N/A
Skills in another language	1 – 2 – 3 – 4 – 5	N/A

**Q55 How would you rate yourself in terms of the following attributes?**

[1= Poor; 2= Fair; 3= Good; 4= Very Good; 5= Excellent]

Resilience and adaptability	1 – 2 – 3 – 4 – 5	N/A
Energy and enthusiasm	1 – 2 – 3 – 4 – 5	N/A
Motivation	1 – 2 – 3 – 4 – 5	N/A
Maturity	1 – 2 – 3 – 4 – 5	N/A
Professionalism	1 – 2 – 3 – 4 – 5	N/A
Personal presentation	1 – 2 – 3 – 4 – 5	N/A
Initiative and enterprise	1 – 2 – 3 – 4 – 5	N/A
Independence and autonomy	1 – 2 – 3 – 4 – 5	N/A

Confidence	1 – 2 – 3 – 4 – 5	N/A
Self-awareness	1 – 2 – 3 – 4 – 5	N/A
Self-management	1 – 2 – 3 – 4 – 5	N/A
Time management	1 – 2 – 3 – 4 – 5	N/A
Work ethic	1 – 2 – 3 – 4 – 5	N/A
Ability to follow instructions	1 – 2 – 3 – 4 – 5	N/A
Willingness to learn	1 – 2 – 3 – 4 – 5	N/A
Team work and collaboration	1 – 2 – 3 – 4 – 5	N/A
Being comfortable with ambiguity	1 – 2 – 3 – 4 – 5	N/A
Commercial awareness	1 – 2 – 3 – 4 – 5	N/A
Cultural competence and confidence	1 – 2 – 3 – 4 – 5	N/A
Global awareness	1 – 2 – 3 – 4 – 5	N/A
Community awareness	1 – 2 – 3 – 4 – 5	N/A
Organisational acumen	1 – 2 – 3 – 4 – 5	N/A
Ethical awareness	1 – 2 – 3 – 4 – 5	N/A

**Q56 In a few words, what advice would you give a year 13 high school student about studying law?**

**Q57 What is the total level of your student debt?**

- Up to \$5000
- \$5001 -- \$10,000
- \$10,001 -- \$20,000
- \$20,001 -- \$30,000
- More than \$30,000

**Q58. This longitudinal study will continue after you leave law school. We would very much appreciate your continued participation. Please provide an email address at which at which we can contact you in 2018.**

**Q59 Thanks, please enter your email address.**

**Q60 Would you like to enter a draw to win an iTunes voucher?**

- Yes
- No (*Skip to end of survey*)

**Q61 Thanks. Please enter your email address and first name. This information will not be used for any other purpose than the prize draw.**

## **APPENDIX Seven**

### **Survey 6, 2018**

#### **Survey 6 2018**

Q1 Welcome back to the fifth year of the Law School longitudinal study. Remember, the survey is anonymous, confidential and voluntary. For those of you who are still at law school, law staff at the participating universities (the University of Canterbury, the University of Auckland, Victoria University of Wellington and the University of Waikato) do not have access to any identifying information and cannot identify any student responses, so there is no possibility that your participation can affect how well you do in your degree. For those of you who have left law school, we are very interested in hearing what you are doing and how you are getting on.

Q2 Have you completed your LLB degree?

Q3 Are you studying ...? Full-time

- Part-time

Q4 How interested are you at this stage of your studies in pursuing a legal career? Not interested

- A bit interested
- Neutral
- Quite interested
- Very interested

Q5 What type of legal career appeals to you at this time? Choose as many responses as you wish.

- Private practice (working as a lawyer in a firm or by yourself)
- Government position
- Non-governmental or community organisation
- In-house lawyer for a private employer that is not a law firm
- In house lawyer for an international organisation, such as the United Nations
- Legal academic
- Not sure yet.
- Other, please explain
- I don't intend to have a legal career

Q6 What areas of law are you interested in? Choose as many responses as you wish

- ACC
- Commercial and company
- Community
- Criminal law or criminal justice
- Employment
- Environmental law
- Estates and wills
- Family
- Human rights
- Immigration
- Intellectual Property
- International
- Land Law
- Law and medicine
- Law and sport
- Māori land and indigenous law
- Media law
- Public Law
- Torts
- Other, please specify \_\_\_\_\_

Q7 In what ways have you had contact with your law lecturers in 2018? Choose all that apply

- Ask questions after lectures
- All class communications via "Learn", "Moodle", "Blackboard" or other online learning platform

- Individual communications via “Learn”, “Moodle”, “Blackboard” or other online learning platform
- Recorded lectures
- Office hours
- Individual email
- All class email
- Phone
- Social occasions
- No contact, except through attending lectures
- Other, please specify \_\_\_\_\_

Q8 How often have you attended law lectures in 2018?

- 0 – 20%
- 21 – 40%
- 41 – 60%
- 61 – 80%
- 81 – 100%

Q9 How many of your lecturers do you think know you?

- 0 – 20%
- 21 – 40%
- 41 – 60%
- 61 – 80%
- 81 – 100%

Q10 How many hours outside of lectures and tutorials do you typically devote to each of your 2018 law courses each week?

- 0-2
- 3-5
- 6-8
- 9-10
- More than 10

Q11 What are the things that you regularly do when focusing on your law studies outside of class time? Please choose all that apply.

- Read cases
- Read legislation
- Read articles and texts
- Read student guides
- Study with others
- Write up and supplement lecture notes
- Participate in lecturer-directed online activities

- Other, please specify

Q12 For what purpose(s) do you do the things identified in the previous question? Choose all that apply.

- To complete assessment tasks
- To gain a better understanding of material covered in lectures and tutorials
- For general interest
- Other, please specify

Q13 How often have you accessed online legal resources available through your university library?

- Never
- Occasionally
- Monthly
- Fortnightly
- Weekly or more often

Q14 How often have you accessed the online learning platform (such as Learn, Moodle or Blackboard) available at your university?

- Never
- Occasionally
- Monthly
- Fortnightly
- Weekly or more often

Q15 What law related extra-curricular activities are you involved with?

- I volunteer with a community law centre
- I volunteer with other organisations. Please specify \_\_\_\_\_
- I am involved with a law students' society
- I am not involved in any law related extra-curricular activities.
- Other, please specify \_\_\_\_\_

Q16 How frequently do you interact with other law students outside of class for study related purposes?

- Never
- Rarely
- Sometimes
- Often
- Very often

Q17 How frequently do you interact with other law students outside of class for social or non-study related purposes?

- Never

- Rarely
- Sometimes
- Often
- Very often

Q18 My assessment workload in 2018 has been:

- Too low
- Low
- Acceptable
- High
- Too high

Q19 Please state your level of agreement with the following statement: “The timing of my assessments in 2018 has been manageable”.

- Strongly disagree
- Somewhat disagree
- Neutral
- Somewhat agree
- Strongly agree

Q20 Which of the following assessment types helps you learn the most?

- Closed book individual test or examination
- Open book individual test or examination
- Individual take home test
- Group take home test
- Individual essay/assignment
- Group essay/assignment
- Computer based individual assignment
- Computer based group assignment
- Individual oral assessment
- Group oral assessment
- Other, please explain

Q21 In which of the following assessment types do you perform the best?

- Closed book individual test or examination
- Open book individual test or examination
- Individual take home test
- Group take home test
- Individual essay/assignment
- Group essay/assignment
- Computer based individual assignment
- Computer based group assignment

- Individual oral assessment
- Group oral assessment
- Other, please explain

Q22 In my law assessment in 2018 I have most frequently obtained the following grades:

- A grades
- B grades
- C grades
- Grades below C

Q23 To what extent, on average, have the assessment results you received in your 2018 law courses reflected your expectations?

- They were much lower than I expected
- They were lower than I expected
- They were about what I expected
- They were higher than I expected
- They were much higher than I expected

Q24 How confident are you of passing all your 2018 law courses?

- Not confident at all
- A bit confident
- Neutral
- Confident
- Very confident

Q25 What, if any, of the following factors have adversely affected your law studies in 2018? Please choose all that apply.

- Home/family issues
- Relationship issues
- Health issues
- Personal issues
- Work and employment issues
- Accommodation issues
- Financial issues
- Things to do with studying at university
- Other, please explain

Q26 How satisfied are you with your experience at law school in 2018?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied

- Very satisfied

Q27 Do you intend to complete your law degree by the end of February 2019?

- Yes
- No

Q28 Do you have employment arranged for after you complete your law degree?

- Yes, law related employment
- Yes, non-law related. Please explain \_\_\_\_\_
- No

Q29 What is the nature of your law related employment?

- Working in a law firm
- Government position
- In house legal position for an employer that is not a law firm
- Non-governmental or community organisation
- Other, please specify

Q30 How confident do you feel about obtaining employment?

- Not confident at all
- A bit confident
- Neutral
- Confident
- Very confident

Q31 How helpful has your university been in providing you with careers advice?

- Not helpful at all
- A bit helpful
- Neutral
- Helpful
- Very helpful

Q32 How prepared do you feel for the workforce?

- Not prepared at all
- A bit prepared
- Neutral
- Prepared
- Very prepared

Q33 Which of the following work-related activities have you participated in during your time at university? Choose all that apply.

Law

Non-law

- Self-arranged work experience
- University arranged work experience
- Internship completed for university credit
- Internship completed, but not for university credit
- Self-arranged voluntary work
- University arranged voluntary work
- Employed as a summer clerk
- Other, please explain \_\_\_\_\_

Q34 How useful did you find this experience?

- Very helpful
- Helpful
- Neutral
- A bit helpful
- Not helpful

Q35 In a few words, what advice would you give a year 13 high school student about studying law?

Q36 Are you currently employed?

- Yes
- No

Q37 Please briefly list your current job(s) in terms of where you work (for example, law firm, government department, retail, food manufacturer), your role(s), and whether the position(s) are full-time or part-time.

In [job 1], to what extent do you currently use your law degree?

Q38 What are you currently doing?

Q39 Have you completed, or are you intending to complete, the Professional Legal Studies course in 2018 or 2019?

- Yes
- No

Q40 Where do you see yourself three years from now?

Q41 Looking back, how would you describe the culture at the law school you attended? "Culture" refers to how students interact with each other and staff.

Q42 Looking back, what could your law school have done to improve your student experience?

Q43 Looking back, what could your law school have done to better prepare you for the workforce?

*New question*

Q44 Looking back, how satisfied were you with your overall law school experience?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

Q45 How would you rate yourself in terms of the following skills?

[1= Poor; 2= Fair; 3= Good; 4= Very Good; 5= Excellent]

Research skills	1 – 2 – 3 – 4 – 5	N/A
Written communication skills	1 – 2 – 3 – 4 – 5	N/A
Oral communication skills	1 – 2 – 3 – 4 – 5	N/A
Legal reasoning skills	1 – 2 – 3 – 4 – 5	N/A
Critical thinking and analytical skills	1 – 2 – 3 – 4 – 5	N/A
Problem-solving skills	1 – 2 – 3 – 4 – 5	N/A
Numeracy skills	1 – 2 – 3 – 4 – 5	N/A
Digital literacy	1 – 2 – 3 – 4 – 5	N/A
Skills in another language	1 – 2 – 3 – 4 – 5	N/A

Q46 How would you rate yourself in terms of the following attributes?

[1= Poor; 2= Fair; 3= Good; 4= Very Good; 5= Excellent]

Resilience and adaptability	1 – 2 – 3 – 4 – 5	N/A
Energy and enthusiasm	1 – 2 – 3 – 4 – 5	N/A
Motivation	1 – 2 – 3 – 4 – 5	N/A
Maturity	1 – 2 – 3 – 4 – 5	N/A
Professionalism	1 – 2 – 3 – 4 – 5	N/A
Personal presentation	1 – 2 – 3 – 4 – 5	N/A
Initiative and enterprise	1 – 2 – 3 – 4 – 5	N/A
Independence and autonomy	1 – 2 – 3 – 4 – 5	N/A
Confidence	1 – 2 – 3 – 4 – 5	N/A
Self-awareness	1 – 2 – 3 – 4 – 5	N/A
Self-management	1 – 2 – 3 – 4 – 5	N/A
Time management	1 – 2 – 3 – 4 – 5	N/A
Work ethic	1 – 2 – 3 – 4 – 5	N/A
Ability to follow instructions	1 – 2 – 3 – 4 – 5	N/A
Willingness to learn	1 – 2 – 3 – 4 – 5	N/A
Team work and collaboration	1 – 2 – 3 – 4 – 5	N/A
Being comfortable with ambiguity	1 – 2 – 3 – 4 – 5	N/A
Commercial awareness	1 – 2 – 3 – 4 – 5	N/A
Cultural competence and confidence	1 – 2 – 3 – 4 – 5	N/A
Global awareness	1 – 2 – 3 – 4 – 5	N/A
Community awareness	1 – 2 – 3 – 4 – 5	N/A
Organisational acumen	1 – 2 – 3 – 4 – 5	N/A

Q47 How would you best describe your current mental state?

- I feel terrible
- I don't feel too good
- I am ok
- I feel good
- I feel great

Q48 During the past 30 days, about how often did you feel....

	None of the time	A little of the time	Some of the time	Most of the time	All of the time
...nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 The last question asked about feelings that might have occurred during the past 30 days. Taking them altogether, did these feelings occur...

- A lot less often than usual
- Somewhat less often than usual
- About the same as usual
- Somewhat more often than usual
- A lot more often than usual
- I have not had any of these feelings

Q50 Please indicate your level of agreement with the following statements.

[1= Strongly agree; 2= Agree; 3= Somewhat agree; 4= Neither agree nor disagree; 5= Somewhat disagree; 6=Agree; 7=Strongly agree]

I have high expectations for myself.	1 – 2 – 3 – 4 – 5 – 6 – 7
I set very high standards for myself.	1 – 2 – 3 – 4 – 5 – 6 – 7
I expect the best for myself.	1 – 2 – 3 – 4 – 5 – 6 – 7
I have a strong need to strive for excellence.	1 – 2 – 3 – 4 – 5 – 6 – 7

Q51 Please indicate your level of agreement with the following statements.

[1= Strongly agree; 2= Agree; 3= Somewhat agree; 4= Neither agree nor disagree; 5= Somewhat disagree; 6=Agree; 7=Strongly agree]

Doing my best never seems to be enough.	1 – 2 – 3 – 4 – 5 – 6 – 7
My performance rarely measures up to my standards.	1 – 2 – 3 – 4 – 5 – 6 – 7
I am hardly ever satisfied with my performance.	1 – 2 – 3 – 4 – 5 – 6 – 7
I often feel disappointed after completing a task because I know I could have done better.	1 – 2 – 3 – 4 – 5 – 6 – 7

Q52 What is the total level of your student debt?

- Up to \$5000
- \$5001 -- \$10,000
- \$10,001 -- \$20,000
- \$20,001 -- \$30,000
- \$30,001 -- 40,000
- \$40,001 -- \$50,000
- \$50,001 -- \$60,000
- \$60,001 -- \$70,000
- \$70,001 -- \$80,000
- \$80,001 -- \$90,000
- \$90,001 -- \$100,000
- More than \$100,000

Q53 Would you like to enter a draw to win an iTunes voucher?

- Yes
- No

Q54 Thanks. Please enter your email address and first name. This information will not be used for any other purpose than the prize draw.

Q55 End of survey.