



The making of lawyers: Expectations and experiences of second year New Zealand law students

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EXECUTIVE SUMMARY

Background

This report presents the third collection of data in a longitudinal study of law students who enrolled in 2014 in a first year law programme at the University of Auckland, the University of Canterbury and the University of Waikato. The focus of the paper is on the students' second year of studies in 2015. The expectations and experiences of New Zealand law students have been little studied and this longitudinal project aims to present those involved in the teaching of law students with a comprehensive pool of data to inform both their individual teaching practices and the potential enhancement of the general law school experience in New Zealand. It is intended that, over time, a complete law student profile will be developed which 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.

Methodology

The initial phase of the study carried out in 2014 was made up of four parts. The first, a literature review, informed the second, the development of two web based surveys. In the third and fourth parts, these surveys were administered at the beginning and end of the students' first year of study. The first survey captured details of students' backgrounds, future career plans, and expectations about their first year of study. The second survey focused on students' actual teaching and learning experiences. The data collected was analysed across the entire survey cohort and by law school, gender and ethnicity.

In the second phase of the project in 2015, and the subject of this paper, a further web based survey was developed and administered towards the end of the students' second year of study. Questions focusing on students' future plans were repeated. More detailed information was sought about students' teaching and learning experiences and their feelings of mental wellness. Results were then analysed again across the entire survey cohort and by law school and gender. Analysis by ethnicity was also undertaken, but the results of this are indicative only because the numbers of students in most ethnic groups were too small to allow definitive conclusions as to the existence of ethnic disparities.

Survey Three: Participation rates and demographics

A total of 353 students completed the third 2015 survey. Of these, 66 percent (232) were continuing with their law studies and 34 percent (117) were not. The 353 students completing the survey represent 50 percent of the 713 students who completed the first 2014 survey and 78 percent of the 454 students who completed the second 2014 survey.

The overall make-up of the 2015 survey cohort is consistent with the larger cohorts who completed the first and second 2014 surveys in terms of gender and ethnicity.

Thirty five percent of the students completing the 2015 survey were male and 63 percent were female.

New Zealand European/Pākehā students remained the largest ethnic group participating in the study (54 percent of students), followed by Pasifika students (eight percent), Chinese students (six percent), Māori students (five percent), Indian students (five percent) and "other" ethnicities (13 percent).

Highlights: Continuing students

General characteristics of the 232 students completing the survey who were continuing with their law studies

- Sixty one percent were female and 38 percent were male.
- Ninety three percent were studying full-time.
- Seventy percent were enrolled in a double degree.
- Of the students enrolled in a double degree, most were completing the other degree “for interest”.

Future plans

- Seventy five percent of students were quite interested or very interested in pursuing a legal career. Of these students, the most popular reported career choice was private practice as a lawyer.
- The areas of law in which students were most interested were criminal justice, human rights, international law and company/commercial law.

Learning and teaching

- Students in their second year of study were enrolled in one or more of the five compulsory courses in the Bachelor of Laws Degree approved by the New Zealand Council of Legal Education. Students are taught through a combination of large classes (lectures) and small classes (tutorials).
- While a majority of students reported high attendance rates at lectures, they also reported low participation rates in student centred or “active” learning activities during lectures.
- When asked to describe their “ideal” lecture, a majority of students expected their teachers to deliver a traditional lecture for at least part of the time, but many students also expressed a desire for more interactive activities to “break-up” their teachers’ delivery of material.
- Students reported high attendance rates at tutorials and high rates of participation in active learning activities during the time they spent in tutorials.
- When asked to describe their “ideal” tutorial, the most frequently occurring responses related to the inclusion of active learning activities and to getting “the right answer” to the set tutorial problem.
- Students most frequently reported typically spending between 3-5 hours outside of lectures and tutorials on each of their second year courses per week. During this time, students most frequently reported reading cases and writing up or supplementing their lecture notes. Students most frequently reported completing these activities to gain a better understanding of material covered in lectures and tutorials and to complete assessment tasks.
- Just under 90 percent of students reported physically visiting the law library and just over 40 percent had done so on a weekly or fortnightly basis. The most frequently given reason for visiting the law library was to study alone.
- Just over 60 percent of students reported accessing online legal resources on a weekly or fortnightly basis.
- Nearly 70 percent of students reported accessing the online learning platform(s) weekly or more often.

Contact with lecturers

- Just over 50 percent of students reported having had email contact with their law lecturers during the course of 2015, but nearly 35 percent reported having had no contact with their lecturers except through attending lectures.

Skills gained

- Students most frequently reported gaining substantive knowledge: 86 percent reported gaining a working knowledge of legal principles and concepts, 80 percent reported gaining an understanding of the structure and operation of the New Zealand legal system and 66 percent reported gaining a theoretical understanding of the law and the legal system. In contrast, approximately 66 percent reported gaining critical thinking/analytical skills and legal method skills. Just under 50 percent of students reported an improvement in their writing or time management skills.

Students' overall views of their second year of law studies

- A majority of students (55 percent) reported finding their second year of studies "ok" (the mid-point on a five point Likert type scale).
- Just under 50 percent had received assessment results in line with their expectations.
- Sixty three percent of students were confident or very confident that they would pass all of their second year law courses.
- When students were asked "what had gone well for them in 2015?", responses most frequently related to performance in assessment tasks. Assessment related issues were also the most frequently given responses to a second question focusing on what could have gone better for students in 2015.
- Overall, just over 60 percent of students reported being satisfied or very satisfied with their experience at law school in 2015.

Biculturalism

Two questions directed at students' understanding of the concept of biculturalism were included in the 2015 survey. When students were asked to rank how confident they were in applying bicultural competence in their studies on a scale of 1-100, the most frequently occurring responses were grouped between points 41-60 on the scale. On the other hand, in the second question, students reported low levels of agreement with the statement "Te Tiriti o Waitangi - the Treaty of Waitangi benefits my daily life."

Mental wellness

Students' assessment of their mental wellness showed a slight deterioration when compared with responses given in earlier surveys. However, analysis of students' responses to a Kessler-6 scale revealed likely levels of psychological distress significantly higher than those reported within the general New Zealand population.

Debt levels

The most commonly reported level of student debt was \$10,001-\$20,000.

Highlights: Non-continuing students

General characteristics of the 117 completing the survey who were not continuing with their law studies

- Sixty seven percent were female and 30 percent were male. Indian, Korean, Chinese and Pasifika students were disproportionately over-represented in the category of non-continuing students.
- Just under 50 percent of non-continuing students had not gained entry to second year law programmes.

Highlights: Gender-based trends

Although there were no reported differences of note in the responses of male and female non-continuing students, the same was not true of the responses of male and female continuing students. More female students than male students were interested in pursuing a legal career. Male students were slightly more interested than female students in “core” areas of legal practice.

Overall, female students reported lower confidence levels. They were less likely to ask and answer questions of their teachers during lectures or to ask questions of their teachers after class. They were less likely to report finding their law studies manageable and were less confident of passing their law courses. Nevertheless there was no significant gendered difference in overall satisfaction rates, nor in reported feelings of mental wellbeing.

Highlights: Ethnicity-based trends

The following trends are indicative only, due to low numbers of respondents. Analysis by ethnicity revealed Māori and New Zealander/Pākehā students to be generally more positive than Pasifika and Chinese students – a trend continuing from 2014. Māori students also reported the highest percentage progression rate from first year into second year law programmes and were the group least likely to report feelings of psychological distress.

Pasifika students were less likely to report high attendance rates at lectures and were the group most likely to report finding their studies difficult. They were also less likely to feel confident about passing their second year courses and more likely report negative feelings of mental well-being. Pasifika students also reported the lowest percentage progression rate into second year law programmes.

Chinese students reported high attendance rates at lectures and tutorials and also reported spending the most hours on self-directed study. However they were also the group most likely to report receiving results lower than expected and also reported comparatively lower overall satisfaction rates. In terms of reported levels of psychological distress, Chinese students appeared in significant numbers amongst those reporting either low levels or high levels of distress.

INTRODUCTION

This paper reports on the third collection of data in a longitudinal study of law students enrolled at the University of Auckland, the University of Canterbury and the University of Waikato in 2015. The focus of the paper is on the students' second year of law studies.

The expectations and experiences of New Zealand law students have attracted little attention and this project aims to present those involved in the teaching of law students with a comprehensive pool of data to inform both their individual teaching practices and the potential enhancement of the general law school experience in New Zealand. It is intended that, over time, a complete law student profile will be developed which 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 the first phase of the study, carried out in 2014, two web-based surveys of the cohort of first year students enrolled in first year law papers at the participating law schools were undertaken, the first survey taking place at the beginning of the academic year, the second towards the end. Data collected included core demographic information, students' relationships with teaching staff and other students, students' future career intentions and students' feelings of general well-being.

In the second phase of the study, carried out in 2015, and the subject of this report, a further web-based survey was carried out when students were two thirds of the way through their second year of law studies. Questions focusing on students' intended study and career destinations and their feelings of general well-being were repeated. A key focus of this third survey was the collection of data on students' teaching and learning experiences and on their mental well-being.

The methodology employed is detailed in Part II of the paper. Results and accompanying commentary are detailed in Parts III – VI. Results are analysed globally, as well as by law school, gender and ethnicity.

Three overall findings emerged. The first was a continuation of a trend identified in the first phase: analysis of results by gender and ethnicity revealed groups within the larger student cohort that reported experiences that were either more positive or negative than the cohort norm. The second was that, from a pedagogical perspective, students' reported teaching and learning experiences were of somewhat mixed quality, although overall, students did not appear to be unhappy about these. The third was that students' overall reported levels of mental wellness declined in their second year of study.

METHODOLOGY

The first phase of this study comprised a number of steps carried out in 2014. Initially, a literature review of empirical studies and analytical commentary on student profiles and/or the development of student profiles was carried out. An initial web based survey was then developed. All students enrolled in first year law papers in 2014 at the University of Auckland, the University of Canterbury and the University of Waikato were invited to participate in this survey 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 questions investigating students' reasons for studying law, students' future plans and intentions with respect to study and careers, and students'

expectations around the law degree and the study of law. A final set of questions dealt with wellbeing and confidence at the start of the study year.

All students completing this first survey were assigned a digital identifier by an independent consultant and this was used to invite students to complete the second survey later in 2014. The second survey was adapted to remove the demographic questions and to allow comparison of the students' actual experience with their initial expectations captured in the first survey. New questions asked whether students 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 the students' actual study experiences and feelings of general well-being. One final subset of questions was directed at how the students' first year experience could have been improved

In the second phase of the project carried out in 2015, a further longitudinal survey was developed, informed by the responses received to the 2014 surveys. Questions focusing on students' intended study and career destinations were repeated and more detailed information was sought about their teaching and learning experiences and levels of mental wellbeing. The third survey was promoted to students who were assigned a digital identifier at the time of the first survey in an email reporting 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 students 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 students' university email addresses, the invitation only reached students who were continuing their studies at the university in which they were enrolled at the beginning of 2014.

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

Participation in the study is voluntary. Students 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.

As was the case with the first phase of the study, the data collected in this phase and the accompanying analysis will be disseminated to all six New Zealand Law schools¹ and the wider legal community for use in development of student profiles and better law teaching and learning practice.

¹ The Law Schools at the University of Waikato and the University of Auckland also receive individual reports containing the data on their student body.

SURVEY THREE: DEMOGRAPHICS AND PARTICIPATION RATES

The 2015 survey results were analysed across the entire survey cohort and by law school and gender. Analysis of results by ethnicity was also undertaken. The results reported are indicative only because numbers of students in most ethnic groups were too small to allow definitive conclusions as to the existence of ethnic disparities to be fairly made.

1. 2015 survey participation rate

A total of 353 students completed the third survey. As Table 1 illustrates, these 353 students represent 20 percent of the 1740 students who were invited to complete the first survey, 50 percent of the 713 students who completed the first survey and 78 percent of the 454 students who completed the second survey.

Table 1. Surveys 1, 2 & 3: Invitation and completion rates by law school

	Total invited for survey 1 (2014)	Numbers completing survey 1 (2014)	Numbers completing survey 2 (2014)	Numbers Completing survey 3 (2015)	Survey 3, % who completed survey 1	Survey 3, % who completed survey 2
Auckland	1216	438	262	204	59.82	71.37
Canterbury	327	184	135	100	73.37	82.96
Waikato	197	91	57	46	62.64	84.21
Total	1740	713 (41%)	454 (26%)	353 (20%)	63.67%	77.75%

Three hundred and forty nine students responded to a further question asking whether they were studying second year law in 2014. Sixty six percent (232) of students were continuing and 34 percent (117) were not. The responses of continuing and non-continuing students are analysed separately below.

2. Demographics

The overall make-up of the cohort for 2015 is generally consistent with the larger cohort which responded to the first survey in 2014.

a. Gender

As Table 2 below shows, the split of female/male students in 2015 was essentially unchanged from 2014 (a 64 percent/35 percent split in 2014 and a 63 percent/35 percent in 2015). As was the case in 2014, a small number of students (7) selected the “other” option with respect to gender. Because numbers in this category were so small, for the most part their responses have not been separately analysed.

Division of the 2015 cohort into continuing and non-continuing students revealed that female students made up a slightly higher proportion of non-continuing students with male students making up a slightly higher proportion of continuing students.

Table 2. Survey 1 2014 & Survey 3 2015: Cohort by gender

	Survey 1 2014	Survey 3 2015	Non-continuing students 2015	Continuing students 2015
Female	449 (64%)	220 (63%)	78 (67%)	142 (61%)
Male	248 (35%)	122 (35%)	35 (30%)	87 (38%)
Other	3 (1%)	7 (2%)	4 (3%)	3 (1%)
Total	700	349	117	232

b. Ethnicity

Although the overall breakdown of the 2015 cohort by ethnicity was not significantly different from that of the larger cohort who completed the first 2014 survey, the summary of this data in Table 3 below does reveal a number of interesting trends. The group of students identifying as New Zealander/ Pākehā in the 2015 survey cohort had the largest overall increase in terms of participating numbers: New Zealander/ Pākehā students made up 47 percent of the 696 students who responded to the ethnicity question in the first 2014 survey and 56 percent of the 232 continuing students in the 2015 survey.

Māori students who completed the 2015 survey had the highest overall percentage rate of progression into second year law.² Eighty nine percent (16) of the 18 Māori students in the 2015 cohort reported they were continuing with second year law, compared to 69 percent of New Zealander/ Pākehā students (130 out of 188), 62 percent of Chinese students (13 out of 21), 54 percent of Pasifika students (15 out of 28), 44 percent of Korean students (seven out of 16) and 44 percent of Indian students (seven out of 16). Nevertheless, this result does suggest a degree of correlation with the results of the first phase of this study where, overall, Māori students reported a largely positive first year experience. Pasifika students and Chinese students, on the other hand, stood out in the first phase of the study by reason of their more negative reported experiences.³

² Māori students at the Universities of Auckland and Canterbury who passed their first year of law studies were eligible for “targeted admission schemes” (at Auckland) and “discretionary applications” (at Canterbury) into advancing law programmes. It is not known how many Māori students participating in the 2015 survey gained entry as a result of these schemes.

³ See L Taylor, U Cheer, N Baird, J Caldwell, D Wilson *The Making of Lawyers: Expectations and Experiences of First Year New Zealand Law Students* (2015) available at <https://ako.aotearoa/ako-hub/ako-aotearoa-southern-hub>.

Table 3. Survey 1 2014 & Survey 3 2015: Cohort by ethnicity

	Survey 1 2014	Survey 3 2015	Non- continuing students 2015	Continuing students 2015	Progression rate to second year law (%)
New Zealander/ Pākehā	330 (47%)	188 (54%)	58 (50%)	130 (56%)	69%
Māori	45 (7%)	18 (5%)	2 (2%)	16 (7%)	89%
Pasifika	83 (12%)	28 (8%)	13 (11%)	15 (6%)	54%
Chinese	45 (7%)	21 (6%)	8 (7%)	13 (6%)	62%
Indian	45 (7 %)	16 (5%)	9 (8%)	7 (3%)	44%
Korean	32 (5 %)	16 (5%)	9 (8%)	7 (3%)	44%
Australian, European, Japanese, other.	103 (15%)	55 (17%)	15 (13%)	40 (17%)	62%
Total	696	349	117	232	

1. General characteristics

Of the 2015 continuing cohort, 93 percent (217) were studying full time and seven percent (15) were studying part-time.⁴ Consistent with the results of the first 2014 survey, numbers of students studying part-time at the University of Waikato (17 percent, 6) were higher than at the other universities. Part-time students accounted for just five percent of continuing Auckland students and three percent of continuing Canterbury students. On an ethnicity analysis, and consistent with 2014 results, Māori students were more likely than other groups to be studying part time. Twenty percent of Māori students (3) were studying part-time, compared to six percent of New Zealander/Pākehā students. No Pasifika or Chinese students completing the 2015 survey were studying part-time.

Just one international student responded to the survey.

Seventy percent of all continuing students (165) were enrolled in a double degree. Of these, 43 percent (87) were enrolled in a social sciences and arts degree, 36 percent (59) in a commerce degree, 12 percent (20) in a science degree and two percent (four) in a criminal justice degree. Auckland students were most commonly enrolled in a double degree (77 percent of all Auckland students, 99), followed by Canterbury students (72 percent, 48). Only 47 percent (22) of all Waikato students were enrolled in a double degree.

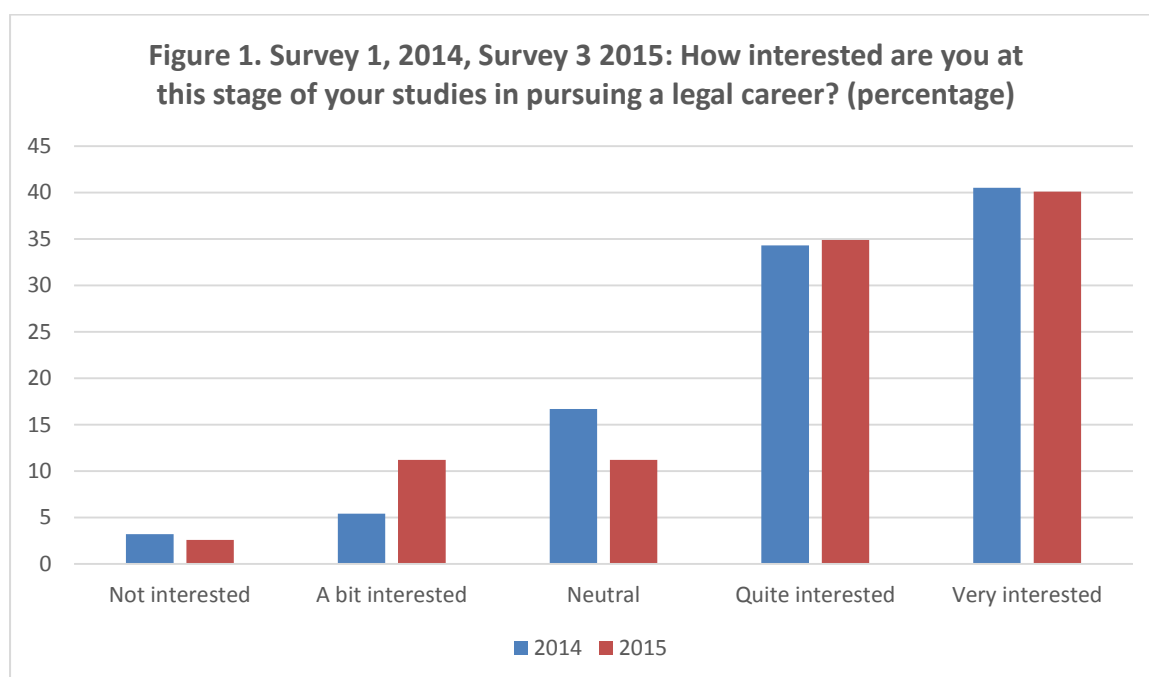
⁴ At the time of the first survey at the beginning of the academic year in 2014, 95 percent of Auckland students and 94 percent of Canterbury students were studying full-time. Eighty four percent of Waikato students were studying full-time.

Students were also asked their reasons were for being enrolled in another degree. One hundred and sixty one students answered this question. Many students gave more than one response. By a large margin, the most frequently given reason was “for interest” (59 percent, 95). Other reasons included expanded career options (31 percent, 50), to have a balance and/or varied course load (15 percent, 24) and that the content of the “other” degree complemented the content of the law degree (11 percent, 18).

2. Future plans

In 2014 students were asked a range of questions about their intended career intentions. A number of these questions were repeated in 2015 to examine whether these intentions had changed.

The first repeated question was how interested students were in pursuing a legal career at this stage of their legal studies. All continuing students (232) answered this question. Students were given five options on a Likert type scale from which to select, ranging from not interested to very interested. On a global analysis, shown in Figure 1 below, 75 percent of student respondents (174) were very interested or quite interested in pursuing a legal career – a result that was near identical to that obtained in the first 2014 survey. However, in 2015 a lower proportion of students selected the “neutral” option and a higher proportion selected the “a bit interested” option.



Although similar proportions of male students (71 percent, 62) and female students (77 percent, 110) were quite interested or very interested in pursuing a legal career, a greater proportion of female students selected the “very interested” option (45 percent (64), compared to 32 percent of male students (28)). These results are consistent with those obtained in 2014.

Whilst no ethnicity differences were reported in 2014, one indicative trend emerged in 2015: Pasifika students were less likely to indicate that they were interested or very interested in pursuing a legal career. Sixty three percent of Pasifika students (9) fell into this category, compared to 79 percent of Māori students (10), 76 percent (10) of Chinese students and 70 percent (170) of New Zealand European/Pākehā students.

Analysis by university revealed some differences. Eighty three percent of Waikato students (30) and 82 percent of Canterbury students (54) were either very interested or quite interested in pursuing a legal career, compared to 70 percent of Auckland students (89). The higher percentage of students showing interest in pursuing a legal career at Waikato is unexplained in the survey but may be linked to the fact that less than half of Waikato students are enrolled in a second degree. The percentage from Canterbury may be explained by indications in responses that a high proportion of Canterbury students are treating their law degree as their primary degree in terms of their future career intentions.

A further repeated question asked students what type of legal career appealed to them at this time if they were interested in pursuing a legal career. Students were given a range of options from which to select and could also add their own “other” option. The most popular “other” options given in 2014 (working for an international organisation and legal academic) were added to the 2015 list of options. Two hundred and thirty students answered this question.

As Table 4 shows, “private practice” (working as a lawyer in a firm or by yourself) was the most popular career choice in both 2014 and 2015 (selected by 70 percent of students in 2014 (457) and 64 percent (147) in 2015). In second place was working in a “Government position” (selected by 47 percent of students in both 2014 (311) and 2015 (107)), followed by “in-house lawyer for an international organisation” (a new option in 2015 and selected by 44 percent of students (100)) and “in-house lawyer for a private employer that is not a law firm” (26 percent in 2014 (168) and 37 percent in 2015 (84)). The popularity of working for a non-governmental or community organisation did not change: it appealed to 26 percent of students in both 2014 (172) and 2015 (61). Sixteen percent of students in 2015 were not sure of the type of legal career they would like to pursue (this was a new option included in 2015).

Table 4. Survey 3 2015. If you are interested in pursuing a legal career, what type of career appeals to you at this time?

Response	Chart	Percentage	Count
Private practice (working as a lawyer in a firm or by yourself)		63.9%	147
Government position		46.5%	107
Non-governmental or community organisation		26.5%	61
In-house lawyer for a private employer that is not a law firm		36.5%	84
In-house lawyer for an international organisation, such as the United Nations		43.5%	100
Legal academic		17.8%	41
Not sure yet		15.7%	36
Other, please explain...		3.5%	8
	Total Responses		230

Across all universities, similar proportions of students were interested in becoming an in-house lawyer for an international organisation or taking up a Government position. In contrast, Canterbury students were, by a significant margin, the most interested in working as a lawyer in private practice (72 percent (42) of Canterbury students compared to 60 percent (78) of Auckland students and 63 percent (26) of Waikato students) and the least interested in working for a non-governmental or community organisation. Canterbury students were also the least likely to be uncertain about their career intentions. Auckland students, on the other hand, were the most interested in working as an in-house lawyer for a private employer.

Although no significant gender differences in terms of responses to this question were reported in 2014, a number were apparent in 2015. Female and male students were equally interested in private practice as a career option, but male students were slightly more interested in a career working for the Government or a non-governmental or community based organisation (although male responses made up 35 percent of all responses, male responses in these two categories made up, respectively, 39 percent and 43 percent of responses). Female students were slightly more interested in working as an in-house lawyer for an international organisation (female responses made up 68 percent of responses in this category).

The final repeated question asked students what areas of law they were interested in. Students were given a range of options from which to select and could also add their own option. The most popular “other” options given by students in 2014 were added to the list students were able to select from in 2015. Students were able to select more than one option. Two hundred and thirty two students answered this question.

As Table 5 shows, the four most popular options in 2015 were, in order, criminal justice, human rights (an added option for 2015), international law and company/commercial law. This result is similar to the top four options in 2014 which were, in order, criminal justice, international law, company/commercial law and family law. “Other” areas of law noted by students in 2015 included taxation, immigration law, military law and maritime law.

Although results were generally consistent across all law schools (as was also the case in 2014), the gender differences that were apparent in 2014 continued. Male students remained more interested in information technology (male responses made up 54 percent of all responses in this option, but only 35 percent of all respondents), law and sport (45 percent of all responses) and intellectual property (45 percent of all responses). Male students were also, by a small margin, more interested in many of the “core” areas of private legal practice such as company/commercial law, public law and land law. Female students continued to be proportionately more interested in family law (female responses for this option made up 73 percent of all responses) and law and medicine (70 percent of all responses).

Although indicative only, a number of trends observed in 2014 when students’ responses were analysed by ethnicity continued in 2015. Pasifika students continued to report interest in community law: this was the most popular subject area for Pasifika students, followed by criminal law and Māori and indigenous people’s law. Māori and indigenous people’s law tied with human rights and international law as the subject options most frequently selected Māori students. The option most frequently selected by Chinese students was company/commercial law.

Table 5. Survey 3 2015: What areas of law are you interested in?

Response	Chart	Percentage	Count
Commercial and company		45.7%	106
Community		23.7%	55
Criminal law or criminal justice		54.3%	126
Employment		27.6%	64
Estates and wills		22.8%	53
Family		34.5%	80
Human rights		53.9%	125
Intellectual property		31.9%	74
International		48.3%	112
Information technology		12.1%	28
Law and medicine		27.6%	64
Law and sport		20.3%	47
Māori land and indigenous law		17.7%	41
Media law		27.2%	63
Land law		22.0%	51
Environmental law		26.3%	61
Public law		36.2%	84
Other, please specify...		7.8%	18
Total Responses			232

Although students' responses to this set of questions were generally consistent with those given in 2014, overall it remains the case that their responses are not entirely realistic. The most frequently reported areas of practice by New Zealand lawyers are currently company/commercial, property, civil litigation, trusts/estates, family and employment,⁵ Students' three most popular subject areas (criminal justice, international law and human rights) will not feature frequently in the work of the great majority of lawyers employed in students' most popular intended career destination, private practice as a lawyer. Only a small percentage of New Zealand law graduates are likely to be employed in a role working for an international organisation such as the United Nations

3. Learning and teaching

A key focus of the 2015 survey was on students' expectations and experiences in relation to their learning and teaching. Responses from the 2014 surveys revealed both positive and

⁵ Geoff Adlam *Snapshot of the Profession* (2016) 883 LawTalk 17 at 25.

negative trends. On the positive side, a majority of students reported in the second 2014 survey that they had acquired the skills they had anticipated they would gain at the time of the first survey. Other trends were that students were generally positive about the support they had received from their teachers and that most students had received assessment results in line with their expectations. On the other hand, students across all law schools reported in the second 2014 survey that they had spent fewer hours per week on their law studies than they had anticipated that they would at the time of the first survey. Many students reported that they had physically visited the law library only infrequently and few reported regularly using online legal resources. Although students reported high levels of contact with their law teachers, for the most part this contact occurred only in face to face teaching sessions.

A series of questions were asked in the 2015 survey with a view to exploring in more detail what students were doing in the time that they spent in periods of face to face teaching and self-directed study.

a. The second year of law studies

Students in the second year of their law studies will each have been enrolled in one or more of the five compulsory courses in the Bachelor of Laws Degree approved by the New Zealand Council of Legal Education. The compulsory courses are: The Law of Contract, The Law of Torts, Criminal Law, Public Law, Property Law (or both Land Law and Equity and the Law of Succession). The content and assessment for each of these courses is prescribed by the Council of Legal Education, albeit in very general terms.⁶

The Council of Legal Education appoints an external moderator for each of the compulsory courses. The moderator's task is to review the final examination paper with a view to ensuring it is of an appropriate standard and adequately covers the course prescription.⁷ The moderator also "ensures that the standard of examination is comparable between law schools."⁸ The marking of each of the final examination papers is moderated by a law teacher from another Law School.⁹

Although the Council of Legal Education does not prescribe teaching methods, the compulsory nature of the papers in which students enrol in their second year means that they attract large numbers of enrolments. For example, at the University of Canterbury, enrolments in these courses consistently exceed 200 in number. Across all of the participating law schools, students are taught through a combination of large face-to-face classes (referred to as "lectures" in the course information systems of each of the participating universities) and smaller face-to-face group classes (referred to as "tutorials").¹⁰ At each of the law schools, lectures are timetabled for a greater number of hours than tutorials.¹¹

⁶ New Zealand Council of Legal Education Professional Examinations in Law Regulations 2008, reg 3(2)(a). For example, the prescription for The Law of Contract refers only to "[t]he general principles of the law of contract and agency" and assessment methods require a final examination counting for at least 60 percent of the final grade.

⁷ New Zealand Council of Legal Education Professional Examinations in Law Regulations 2008, reg 6(3).

⁸ Ibid.

⁹ New Zealand Council of Legal Education Professional Examinations in Law Regulations 2008, reg 3(2)(a).

¹⁰ See e.g. <http://www.law.auckland.ac.nz/en/for/current-students/current-undergraduate-students/cs-course-planning/cs-course-descriptions/cs-compulsory-courses.html>; <http://www.canterbury.ac.nz/future-students/qualifications-and-courses/>; <http://timetable.waikato.ac.nz/>.

¹¹ Ibid.

b. Lectures: students' views and experiences

Questions in the 2015 survey directed at students' views and experiences of lectures focused on what students did during lectures, the frequency with which they attended lectures and their perception of the "ideal lecture".














i. What students report doing in lectures

Students were first asked what things they regularly did in a typical second year law lecture. Two hundred and thirty three students answered this question. Students were given a range of options to select from and could also add their own response. Students were able to select more than one option. As Table 6 shows, the activities most commonly reported by a significant margin were listening to what the lecturer had to say (85 percent, 199), and taking notes using either an electronic device (65 percent, 151) or by hand (50 percent, 116). These activities did not necessarily, however, relate to the lecture. A large number of students reported "multi-tasking" during lectures. For example, students reported making contact with others outside the lecture (via text, email or similar) more frequently than they reported accessing the internet to locate legal resources relevant to the lecture. Students also reported accessing the internet for reasons unconnected with the lecture almost as frequently as accessing it for class-related reasons. This is a significant finding likely have an impact on how law schools and teaching staff develop future teaching and learning practices. Some student-centred learning activities were reported, including participating in lecturer-directed group or individual activities and asking or answering questions of the lecturer. Responses to this question were consistent across all of the law schools.

With two notable exceptions, female and male students reported similar participation rates in the activities from which they could select. A greater proportion of male students than female students reported that they had answered questions asked by the lecturer¹². Male students were also more likely than female students to ask questions of the lecturer (73 percent (19) of the 26 students who indicated that they asked questions of the lecturer were male). Female students, on the other hand, were slightly more likely to report that they participated in lecturer-directed individual and group activities.

¹² Although male students make up only 38 percent of the total student cohort, male students made up 54 percent (25) of the total of 46 responses selecting this option.

Table 6. Survey 3 2015: What are the things that you regularly do in a typical second year law lecture?

Response	Chart	Percentage	Count
Listen to what the lecturer has to say		85.4%	199
Take notes by hand		49.8%	116
Take notes on a laptop or other electronic device		64.8%	151
Record the lecture		18.0%	42
Access the internet to locate legal resources relevant to the lecture		40.8%	95
Access the internet for reasons unconnected with what is happening in class		40.3%	94
Make contact with others outside of class (via text, email or similar)		45.9%	107
Make contact with others inside class (via text, email or similar)		24.0%	56
Ask questions of your lecturer		11.2%	26
Answer questions asked by your lecturer		20.2%	47
Participate in lecturer-directed group activities		27.9%	65
Participate in lecturer-directed individual activities		16.7%	39
Other, please specify...		3.4%	8
Total Responses			233

The low reported rates of participation in student-centred or “active” learning activities (other than locating materials relevant to the lecture on the internet) are of concern, given the emphasis in education literature on the importance of active learning to the mastery of skills.¹³ Active learning occurs when:¹⁴

- Students are involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing students’ skills.
- Students are involved in higher-order thinking (analysis, synthesis, evaluation).
- Students are engaged in activities (e.g., reading, discussing, writing).

¹³ See e.g. Gerald Hess “Good Practice encourages Active Learning” (1999) 49 J Legal Educ 401; Michael Hunter Schwartz, Sophie Sparrow, Gerald Hess *Teaching Law By Design* (Carolina Academic Press, Durham, 2009) at 4-12; Catherine Mulryan-Kyne “Teaching large classes at college and university level: challenges and opportunities” (2010) *Teaching in Higher Education* 175 at 180; Tim Parkinson, Helen Hughes, Dianne Gardner, Gordon Suddaby, Marg Gilling, Bill MacIntyre *Engaging Learners Effectively in Science, Technology and Engineering* (Ako Aotearoa, Wellington, 2011) at 7.

¹⁴ Gerald Hess “Good Practice encourages Active Learning” (1999) 49 J Legal Educ 401 at 401. See also Lynne Taylor, Ursula Cheer, Neil Boister, Elizabeth Toomey, Sascha Mueller, Debra Wilson “Improving the Effectiveness of Large Class Teaching in Law Degrees” [2013] *NZ Law Rev* 101.

- [Teachers] place greater emphasis ... on students' explorations of their own attitudes and values.

This is not to say that a traditional "lecture" (where students listen to a teacher communicating content) has no pedagogical value, but that the inclusion of a range of active learning techniques alongside or in addition to a lecture, such as discussions, role plays and simulations, is likely to encourage the development of students' skills, particularly students' critical thinking and analytical skills.¹⁵

The emphasis students gave to listening to what the lecturer has to say and taking notes suggests that the case method and Socratic dialogue (a legal teaching method involving "extended questioning of individual students regarding cases assigned for class")¹⁶ is not widely employed as a teaching method. Although this method has been recognised as involving students in active learning,¹⁷ and is frequently used in large class teaching sessions in the United States,¹⁸ its effective use requires some skill and thought to avoid encouragement of a competitive classroom atmosphere and discouragement of participation by female and minority students.¹⁹

ii. Attendance rates

Students were asked about their attendance at law lectures in 2015. Two hundred and thirty students answered this question. Students were able to select from five options. The majority of students (69 percent, 158) indicated they attended between 81 – 100 percent of lectures. Nineteen percent (44) attended 61 – 81 percent of lectures. Three percent (eight) attended 41 – 60 percent of lectures. Four percent (nine) attended 21 – 40 percent of lectures and five percent (11) attended 0 – 20 percent of lectures. Notwithstanding students' reported experiences about what they do in lectures, a clear majority elected to attend regularly.

Analysis by gender revealed that male students were more likely to attend 81 – 100 percent of lectures than female students: 78 percent of male students (67) selected this category, compared to 67 percent of female students (138).

Analysis by ethnicity did reveal a concerning indicative trend: far lower percentages of Māori and Pasifika students reported an attendance rate of 81 – 100 percent. Fifty percent of Pasifika students (8) and 53 percent of Māori students (9) selected this category, compared to 100 percent of Chinese students (13) and 72 percent of New Zealander/Pākehā students (97).

Students were then asked what their main reasons for missing lectures were. The most frequently given reasons was illness or accident, followed by (in order) study pressures, timing of lectures, employment pressures, other commitments, not liking lectures, family commitments and other personal reasons.

iii. The "ideal" lecture

Students were next asked to describe their ideal law lecture in a few words. Although comments focusing specifically on teaching method were few, comments describing the "ideal teacher", suggested that a majority of students expected their teachers to deliver a

¹⁵ Gerald Hess "Good Practice encourages Active Learning" (1999) 49 J Legal Educ 401 at 407.

¹⁶ Elizabeth Merz *The Language of Law School* (Oxford University Press, New York, 2007) at 142.

¹⁷ Gerald Hess "Good Practice Encourages Active Learning" (1999) 49 J Leg Ed 401 at 406.

¹⁸ See e.g. Roy Stuckey *Best Practices for Legal Education: A Vision and A Road Map* (Clinical Legal Education Association, USA, 2007) at 82.

¹⁹ *Ibid* at 21, 82.

lecture in the traditional sense for at least a part of the class. The “ideal teacher” was most frequently described as one who presented material in a manner that was clear and easy to follow. Many students also expressed a wish for a teacher who was engaging, interesting, enthusiastic and concise. Examples of responses in this category included:

Easy to understand, interest in the subject. Occasional joke (funny or not)

Engaging, clear and well-structured, when appropriate – inspiring.

Having an enthusiastic and personal lecturer makes all the difference between an engaged learning experience and a boring, dull lecture.

The pace of the lecture was noted by a number of students, with most specifying a preference for a slow and measured pace that allowed for the taking of notes.

A number of responses were directed at discussion, engagement and interaction. Of these, most expressed a preference for class or group discussions, with smaller numbers indicating a desire for teachers to answer student questions or for teachers to ask questions of students. Examples include:

Lecturer introduces concepts, invites group discussions, facilitates class discussion and relate[s] to course content.

Some class interaction is good but sometimes I don't feel confident about answering a question, also I sit towards the back and am worried about not being heard well enough.

A mixture of clear explanation by the lecturer where we can write detailed notes, as well as times where we don't write notes and the lecturer gives scenarios and asks what we think.

There should be opportunity for class participation, questions and short engaging activities and not simply a straight “lecture” / information broadcast.

A lecture where the lecturer is not just “lecturing” you but also interacts with you, asking questions, and engages your thinking. I don't like a one-sided lecture, it makes me sleepy.

Consistent with good practice described in the legal education literature referred to above, many of the students who included comments in this category expressed a wish for interactive activities to “break-up” the delivery of material by a teacher. However, very few expressed a view about the benefits of these types of activities for their learning. Just two students expressed a wish for opportunities to apply what they had learnt.

Not all students who made reference to interactive activities did so in supportive terms. Small numbers indicated they did not want the teacher to ask questions of students or that they preferred only a limited amount of interactive activities.

A small number of students noted a preference for lecturers to explain ideas, concepts and principles and to highlight important content, particularly in relation to examinations. One student stated that an ideal teacher is:

One that focuses on the “need to know” without too much waffle, context is good but often [it's] too difficult to pick out what is interesting content and what is relevant to you going into exams. So lectures focusing on how to deal with exams specifically are the best. Also not early in the morning when we're too tired to concentrate.

Only three students made reference to the case method and Socratic dialogue method of teaching. One expressed a liking for a particular teacher's style of teaching in spite of the fact it was "heavy on the Socratic method". One expressed a wish for teachers to use case method and Socratic dialogue, but another expressed the opposite view.

Many students expressed a wish for printed material supporting the lecture (in the form of notes, hand-outs or slides) to be available. Of these, most specifically made reference to their preference for their teacher to use PowerPoint slides, although some students noted they did not like it when their teacher read out his or her slides or hand-out to the class. Most students requesting supporting material also expressed a wish for this material to be available prior to class. As one student noted:

A lecture that is clear, with [P]ower[P]oints that connect to what the lecturer is saying. ... There's nothing worse than [being] torn as to whether to write notes or listen, as the hand-out you've been given is too complicated to follow, and you worry that you've missed something – or you get halfway through writing what the lecturer is saying and then forget because they've gone to[o] fast and you've missed the [P]ower[P]oint too! If [P]ower[P]oints are relevant to the lecture – they should definitely be put online! Some lecturers refuse to do this and theirs are often the worst lectures to follow.

Very few students expressed a wish for teachers to set readings for students to complete before attending class.

Many students expressed a preference for lectures to be recorded:

Recordings of lectures available asap after lecture for those few times when I can't make it to class or want to revise as I haven't quite taken it all in for when they speak to[o] fast.

Other recurring factors within student comment (although in smaller numbers) focused on the timing of lectures (not too early or too late) and teaching rooms (not too large).

c. Tutorials: students' views and experiences
















The questions asked of students in relation to lectures were repeated with respect to tutorials.

i. What students report doing in tutorials

Students were asked what things they regularly did in a typical second year law tutorial. Students were given a range of options to select from and were able to select more than one option. Students could also add their own option. Two hundred and thirty two students answered this question and their responses were consistent across all of the law schools.

As Table 7 shows, the most frequently selected options, note taking and listening to what the tutor has to say, involve passive learning. More interactive activities also featured frequently – examples being participation in tutor-directed group activities, answering questions asked by the tutor and asking questions of the tutor. Options relating to spending time on matters unrelated to a tutorial were selected less frequently than in the equivalent question relating to what students did during a typical lecture. Students' responses did suggest that tutorials tended to be tutor-led as only 10 percent of students (23) reported leading a tutorial discussion.

Table 7. Survey 3 2015: What are the things that you regularly do in a typical second year law tutorial?

Response	Chart	Percentage	Count
Listen to what the tutor has to say		93.1%	216
Take notes by hand		69.8%	162
Take notes on a laptop or other electronic device		40.5%	94
Record the tutorial		5.2%	12
Access the internet to locate legal resources relevant to the tutorial		28.0%	65
Access the internet for reasons unconnected with what is happening in the tutorial		10.3%	24
Make contact with others outside of class (via text, email or similar)		16.4%	38
Make contact with others inside class (via text, email or similar)		8.6%	20
Ask questions of your tutor		61.6%	143
Answer questions asked by your tutor		74.6%	173
Participate in tutor-directed group activities		76.3%	177
Participate in tutor-directed individual activities		48.3%	112
Look up the answers to the tutorial question using an electronic device		19.0%	44
Lead the tutorial discussion		9.9%	23
Other, please specify...		3.0%	7
	Total Responses		232

With one exception, there were no significant differences between male and female responses. The exception was that male students were more likely to report that they had led a tutorial discussion.

ii. Attendance

Students were asked what their attendance had been like at law tutorials in 2015. Two hundred and twenty seven students answered this question. Students were able to select from five options. A clear majority of students (72 percent, 162) reported that they attended between 81 – 100 percent of tutorials. Eleven percent (25) attended 61 – 81 percent of tutorials. Four percent (nine) attended 41 – 60 percent. Seven percent (17) attended 21 – 40 percent of tutorials and six percent (14) attended 0 – 20 percent of tutorials. Analysis by university revealed that eighty percent of Auckland students reported attending 81 – 100 percent of tutorials, compared to 59 percent of Canterbury students and 65 percent of Waikato students.

Analysis by gender revealed that, contrary to the position in the case of lecture attendance, male and female students reported attending tutorials between 81 – 100 percent of the time in roughly equal proportions.

Analysis by ethnicity revealed that high attendance rates were reported across all groups. Of the ethnicity groups reported in this paper, 92 percent of Chinese students (12) reported attending tutorials 81-100 percent of the time, as did 83 percent of Pasifika students (10), 81 percent of Māori students (13) and 72 percent of New Zealander/Pākehā students (88).

Students were then asked their main reasons for missing tutorials. The most frequently given reason was confusion over timing or scheduling. Other reasons (in order of frequency) were illness, personal or family reasons, study pressures, employment pressures, making a choice not to attend, and other commitments.

iii. The “ideal” tutorial

As was the case with lectures, students were asked to describe their ideal second year law tutorial in a few words. Students typically listed a variety of desired characteristics. A number of responses focused on the “ideal” tutor/teacher. The most frequently mentioned attribute of such an individual was the ability to create a supportive and encouraging atmosphere. The desirability for the tutor to be approachable, knowledgeable and clear was also noted. Attributes that rated highly in the case of lecturers, such as enthusiasm and the ability to be engaging, were mentioned with less frequency in relation to tutors.

Other responses focused on preparation. While there were only a few such comments, those who did comment were evenly split on the amount of required preparation for an ideal tutorial:

I would prefer not to have to do work beforehand because often the tutors will not refer to it.

I like to be given work to do leading up to the tutorial, such as readings and mock answers to do.

A small amount of work to be done prior to the tutorial.

Problem questions set well in advance before the tutorial allowing time to analyse and write up answers would be preferable.

Preparation required, but not in the form of handed in assignment, a bit of reading.

A frequently mentioned characteristic of an ideal tutorial was one that included student participation:

A good group discussion but not one where you are forced to answer questions, it's important that everyone tries to participate but not everyone is confident enough to speak up. It's also good when the tutors give advice on how to structure the answers to exam questions as this is quite a tricky thing to master as different lecturers required different things.

One where the tutor sets out the objectives or structure for the class, and there is plenty of directed group discussion with clear feedback afterwards.

Stress on group activity and debating questions in small groups then coming together as a class to share what we discussed. Tutor comments on all these strands and weaves them together to enhance our understanding of the topic.

Engaging, working through the problem questions together and working on a model answer.

Very few students articulated the benefits of student participation. One of the few students who did, noted:

My ideal tutorial would involve mostly tutor-directed group discussion. While it is good for the tutor to discuss problems and the answers, I think it is most important that we are doing the thinking ourselves and able to emulate what will be necessary in the exam. As such, small groups where we can confidently express our thoughts are the best.

Other students commented on student participation in more negative terms:

Without too much time-wasting in group activities/participation.

... Perhaps less time discussing in groups with more time spent going over the answers so that we, as students, feel comfortable answering that question in an exam as opposed to wasted time talking among peers (which is often not relevant to the tutorial).

In many of the responses set out above, there is an emphasis on getting to the “answer” to the set tutorial task/problem is apparent, and a preference that the task/problem is similar to what students could expect to face in examination or test questions. This emphasis occurred as frequently as comments relating to student participation with many students viewing it as the teacher’s task to provide, or at least confirm, the “right” answer:

A discussion of relevant material and the tutorial homework or question. A walk through the process to reach the required conclusion. Most of my tutorials are excellent like this.

Goes slowly and clearly through the problem questions. Writes on the whiteboard. Gives you time to copy it down. Give you extra notes.

I like it when we have practice questions that prepare us for exams. Also model answers and lots of feedback is always good.

To the point, relevant to real life application of the principles being taught and ideally, equipping us to better answer exam questions.

I really like ...’s tutorials and how there is time to discuss in small groups the approaches we would take and then come together and get the right answer from her. The focus on how to answer in an exam style is really helpful.

A number of students expressed a preference for material covered in tutorials to be closely tied to material covered in lectures:

Summarising and applying the lecture material, provides tools to apply to multiple scenarios.

Giving us a practical application to material covered in lectures, detailing how to answer an exam question, interactional.

Tutorials that explain the lecture material in depth, without overloading on homework.






d. Self-directed study

A number of questions sought to determine what students do during periods of self-directed study. The first question asked students how many hours outside of lectures and tutorials they typically devoted to each of their second year law courses. Two hundred and thirty students answered this question. Students were given a range of five options to select from. As Table 8 shows, students most frequently reported spending 3 – 5 hours per week on each subject. The overall results were consistent across all the law schools.

Analysis by ethnicity revealed that Chinese students (93 percent, 12) and Māori students (56 percent, nine) were more likely to report spending 6-8 hours per week on their studies, compared to Pasifika students (40 percent, nine) and New Zealander/Pākehā students (23 percent, 33).

Analysis by gender revealed that males were more likely to spend 3-5 hours per week on self-directed study (44 percent, 38) than females (35 percent, 49). A greater proportion of male students reported spending 0 – 2 hours per subject each week (41 percent of all male students (20), compared with 25 percent of all female students (36)). More female students than male students reported spending 6 or more hours per subject each week (39 percent of female students (55) selected this option compared to 32 percent (27) of male students).

Table 8. Survey 3 2015: How many hours outside of lectures and tutorials do you typically devote to each of your second year law courses each week?

Response	Chart	Percentage	Count
0 - 2		24.3%	56
3 - 5		39.1%	90
6-8		23.5%	54
9-10		7.0%	16
More than 10		6.1%	14
	Total Responses		230

Students were then asked what tasks they regularly undertook when focusing on their law studies outside of lectures and tutorials. Two hundred and twenty nine students answered this question. Students were given a range of options to select from and could also add their own response. Students were able to select more than one response. As Table 9 shows, the most frequently selected response (78 percent, 178) was reading cases. The significance of this result is not clear. It would be a positive result if students were analysing case law to determine its meaning and significance, but it is not possible from these results to gauge the frequency with which activity of this nature is occurring. It is likely also, given that large number of students who report spending time supplementing their notes (71 percent, 163), that on some occasions students are reading cases to fill in the gaps in their lecture or tutorial notes in circumstances where the analysis and critical assessment of the meaning and/or impact of a case has been completed and presented by a teacher.

The activity of reading cases was closely followed in popularity by that of writing up and supplementing lecture notes (reported by 71 percent of students, 163). Of the 20 students who gave “other” responses, most focussed on completing assignments or studying for exams. Again results were generally consistent across the law schools, although for Canterbury students, writing up and supplementing lecture notes ranked first in order of frequency. These results were consistent across male and female students.

A number of indicative trends emerged when results were analysed by ethnicity. Chinese and Māori students reported reading cases with more frequency than other groups. All Chinese students selected this option, as did 88 percent of Māori students, compared with 76 percent of New Zealander/Pākehā students and 73 percent of Pasifika students. Māori students reported studying with other students more frequently than other groups: 69 percent of Māori student selected this option, compared with 47 percent of Pasifika students, 41 percent of New Zealander/Pākehā students and 23 percent of Chinese students. However, Chinese students were the group that most frequently selected the option of

writing up lecture notes: 92 percent did so, compared with 75 percent of Māori students, 70 percent of New Zealander/Pākehā students and 53 percent of Pasifika students.

Table 9. Survey 3 2015: What are the things that you regularly do when focusing on your law studies outside of lectures and tutorials?

Response	Chart	Percentage	Count
Read cases		77.7%	178
Read legislation		46.7%	107
Read articles and texts		45.0%	103
Read student guides		33.2%	76
Study with others		40.2%	92
Write up and supplement lecture notes		71.2%	163
Other, please specify...		8.7%	20
	Total Responses		229

Students were then asked for what purposes they carried out the activities they had identified in the previous question. Two hundred and twenty nine students answered this question. Students were given a range of options to select from and could select more than one of the given options. Students were also able to add their own response. As Table 10 below shows, students most commonly completed a range of tasks outside of lectures and tutorials to gain a better understanding of material covered in those classes. Most students also undertook these activities in order to complete assessment tasks. Results were consistent across law schools and male and female students.

Table 10. Survey 3 2015: For what purpose(s) do you do the things identified in the previous question?

Response	Chart	Percentage	Count
To complete assessment tasks		79.0%	181
To gain a better understanding of material covered in lectures and tutorials		88.2%	202
For general interest		27.1%	62
Other, please specify...		6.6%	15
	Total Responses		229

i. Use of the Law Library






Students' responses to a question asking students how often they physically visited the law library revealed that 87 percent of the 230 students who answered this question (201) had visited the library and just over 40 percent of these (100) had done so on a fortnightly or weekly basis. This was a significant increase on reported library visits in 2014 where only 16 percent of students reported attendance of this degree of frequency in the second survey. Only 13 percent of students (29) reported that they had never visited the library, a significant decrease over the 35 percent of students who selected this response in 2014. As Table 11

illustrates, of the 201 students who had visited the library, most (80 percent, 160) had done so to study alone and 68 percent (137) had done so to access legal resources. Results were consistent across law schools and male and female students.

Analysis by gender revealed that female students were more likely than male students to report that they had consulted a librarian (female responses made up 71 percent of responses in this category).

Analysis by ethnicity revealed some interesting indicative trends. Thirty eight percent (48) of New Zealander/Pākehā students reported attending the law library on a fortnightly or weekly basis, compared to 62 percent of Chinese students (8), 60 percent of Pasifika students (9) and 56 percent of Māori students (9). Pasifika students were the most likely to report accessing legal resources (73 percent), compared with 54 percent of Chinese students, 59 percent of New Zealander/Pākehā students and 62 percent of Māori students. Pasifika students were also the most likely to report studying with others at the library (80 percent of Pasifika students, compared with 69 percent of Māori students, 31 percent of New Zealander/Pākehā students and 31 percent of Chinese students). Chinese students were the group most likely to report studying alone (92 percent, compared with 87 percent of Pasifika students, 65 percent of New Zealander/Pākehā students and 63 percent of Māori students).

Table 11. Survey 3 2015: If you have physically visited the law library, what did you do there?

Response	Chart	Percentage	Count
Accessed legal resources		68.2%	137
Consulted a librarian		19.4%	39
Studied alone		79.6%	160
Studied with other students		41.8%	84
Other, please explain...		4.0%	8
	Total Responses		201

ii. Use of online legal resources

Two hundred and twenty seven students responded to a question asking how often they accessed online legal resources available through their law library, with sixty one percent (138) indicating that they had done so on a weekly or fortnightly basis.²⁰ Overall, this is a significant increase from 2014. Notably, only two percent of students (four) in 2015 indicated that they had never accessed online legal resources.

Although there were no noticeable differences between male and female responses to this question, Auckland and Waikato students were more likely to report using resources on a weekly basis than Canterbury students.

Analysis by ethnicity showed, with one exception, a clear trend towards use of online resources over physical trips to the law library (64 percent of students used online resources on a weekly or fortnightly basis, but only 48 percent visited the law library with the same frequency). Although Pasifika students reported frequent visits to the law library on a weekly

²⁰ Students were given the following five options to select from: never; occasionally; monthly; fortnightly; weekly or more often.

or fortnightly basis (60 percent, (9)), only 33 percent (5) reported using online resources with the same degree of frequency.

iii. Use of online learning platforms

The source that students most frequently reported accessing was the online learning platform available at their university. Of the 226 who responded to this question, 67 percent (152) reported accessing this source weekly or more often.²¹ Eighteen percent (40) reported that they had never done so – a much higher percentage than those who reported never visiting the law library or accessing online legal resources available through the law library. Of these, most were Auckland students. Canterbury students were significantly more likely to report accessing this source weekly or more frequently: 89 percent of Canterbury students (56) selected this option, compared to 61 percent of Auckland students (77) and 54 percent of Waikato students (19).

Analysis by ethnicity revealed that New Zealander/Pākehā students were most likely to access an online learning platform weekly or more often (75 percent) compared to 63 percent of Māori students, 54 percent of Chinese students and 53 percent of Pasifika students.

Forty percent of students (92) reported that they studied with others on a regular basis, a result that is generally consistent with that reported in 2014. The second 2014 survey asked students whether they had studied with other students. Sixty eight percent of students (207) reported that they had, but only 44 percent (134) reported that they did so once a week or more often. A further 19 percent (58) reported that they had done so every two weeks or so.

e. Relationships with teachers

Students were also asked to describe the ways in which they had had contact with their law lecturers in 2015. This was a repeated question from the second 2014 survey, although one of the possible options from 2014 (“contact in lectures”) was replaced with a more specific new option, “asking questions after lectures”. This option was added to provide more detail about the type of contact students had with lecturers at this time. Students could select more than one option and could also add their own option. Two hundred and thirty four students answered this question. As Table 12 below shows, just over 50 percent of all students (124) indicated that they had contact with their lecturer by email, a slight decrease from 2014. It is not clear whether this contact was individualised or student-initiated, or whether it took the form of an “all-class” communication from the lecturer. The next most commonly occurring response (35 percent, 81) was that a student had had no contact except through attending lecturers.²² Just over one third of all students (34 percent, 80) selected the new option of asking questions after lectures. Small numbers, similar to those reported in 2014, reported contact with their lecturers by phone or during their lecturers’ office hours.

Analysis by university revealed some differences. By some margin, Canterbury students were less likely to report that they asked questions after class and more likely to report that they had no contact except through attending lectures. Waikato students were most likely to report email contact with their lecturers.

Analysis by gender showed that, again, male students were more confident when it came to initiating one-to-one contact with their lecturers. Although male students made up only 35 percent of the total student cohort, their responses totalled 51 percent of all those who had










²¹ Students were given the following five options to select from: never; occasionally; monthly; fortnightly; weekly or more often.

²² This was an increase from 2014 when 22 percent of students (99) selected this option.

asked questions of lecturers after class, 50 percent of those having contact with lecturers on social occasions and 41 percent of those who met with their lecturers during office hours.








Analysis by ethnicity revealed some interesting indicative trends. Māori students were most likely to report asking questions after class (50 percent of Māori students reported doing so, compared with 38 percent of New Zealander/Pākehā students, 31 percent of Chinese students and 27 percent of Pasifika students). Chinese students reported the most frequent contact through office hours or by email. Pasifika students were most likely to report having no contact except through attending lectures: (47 percent of Pasifika students selected this option, compared with 38 percent of Chinese students, 34 percent of New Zealander/Pākehā students and 25 percent of Māori students).

Table 12. Survey 3 2015: In what ways have you had contact with your law lecturers in 2015?

Response	Chart	Percentage	Count
Asking questions after lectures		34.2%	80
Communication via 'Learn' or other online learning platform		12.8%	30
Recorded lectures		16.7%	39
Office hours		15.0%	35
Email		53.0%	124
Phone		1.3%	3
Social occasions		8.5%	20
No contact except attending lectures		34.6%	81
Other, please specify...		3.0%	7
	Total Responses		234

Students were also asked about the ways in which they had contact with their law tutors in 2015. Two hundred and thirty one students answered this question. Students were given a range of options to select from and could also add their own response. As Table 13 shows, only three options were selected with any significant degree of frequency: contact in tutorials, email contact, and no contact except attending tutorials. These results were consistent across all law schools and male and female students.

Table 13. Survey 3 2015: In what ways have you had contact with your law tutors in 2015?

Response	Chart	Percentage	Count
In tutorials		83.1%	192
Communication via 'Learn' or other online learning platform		3.9%	9
Recorded tutorials		1.7%	4
Office hours		5.2%	12
Email		35.1%	81
Phone		0.0%	0
Social occasions		2.6%	6
No contact except attending tutorials		27.7%	64
Other, please specify...		0.9%	2
Total Responses			231








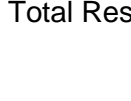
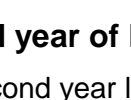
f. Skills and knowledge gained

In the 2015 survey students were asked what skills/knowledge they had gained during their second year law studies. Students were given a range of options to select from and could also add their own response. Students were able to select more than one option. The range of options included was selected from the most frequently occurring responses to a qualitative question asked of students in the first 2014 survey. As Table 14 below shows, students most frequently reported gaining substantive knowledge. A working knowledge of legal principles and concepts was reported by 86 percent of students (194), an understanding of the structure and operation of the New Zealand legal system by 80 percent (182) and a theoretical understanding of the law and the legal system by 66 percent (150). The percentages of students who reported gaining these forms of knowledge was slightly lower than in 2014 when 90 percent of students reporting gaining a working knowledge of both the operation and structure of the legal system and 70 percent reporting gaining a theoretical understanding of the law and the legal system.

Approximately two thirds of students in 2015 (155) reported gaining critical thinking/analytical skills and legal method skills (case analysis and statutory interpretation). Again these percentages were slightly lower than in 2014 when 80 percent of students reported gaining legal method skills and 70 percent reporting gaining critical thinking/analytical skills. Just under 50 percent of students in 2015 reported an improvement in writing skills and time management skills. The skill that students least frequently reported gaining in 2015 was oral communication skills. Results were consistent across law schools and male and female students.

Analysis by ethnicity revealed that high proportions of Chinese students reported having gained all of the skills/knowledge options available, with the exception of oral communication skills. On the other hand, a far higher proportion of Pasifika students reported gaining oral communication skills (80 percent, compared with 62 percent of Chinese students, 29 percent of New Zealander/Pākehā students and 25 percent of Māori students).


Table 14. Survey 3 2015: Which of the following skills/knowledge have you gained during your second year law studies?

Response	Chart	Percentage	Count
An understanding of the structure and operation of the New Zealand legal system		80.2%	182
A working knowledge of legal principles and concepts		85.5%	194
A theoretical understanding of the law and the legal system		66.1%	150
Critical/analytical thinking skills		68.3%	155
Writing skills		48.0%	109
Legal method skills (case analysis and statutory interpretation)		62.6%	142
Oral communication skills		35.2%	80
Time management skills		48.0%	109
Other, please specify...		2.2%	5
	Total Responses		227

4. Students' overall views of their second year of law studies

Students were asked how they were finding their second year law study. Two hundred and thirty four students answered this question. As Table 15 shows, students were given a range of five responses on a Likert type scale to select from. The neutral response, "I am finding it OK", was the most popular response by a significant margin. Results were generally consistent across law schools, but analysis by gender revealed two differences of note. Male students were more likely to report that they were experiencing few problems. Even though male students are in the minority by number (being 35 percent of all respondents); their responses totalled 53 percent of all responses in this category. Of the small number of students (13) who reported that they found their legal studies overwhelming, 87 percent were female. Although indicative only, Chinese students were the group most likely to indicate they were experiencing few problems or that they were finding their studies easy (31 percent), compared to 27 percent of Pasifika students, 21 percent of New Zealander/Pākehā students and 19 percent of Māori students. Fifteen percent of Chinese students indicated they were finding their studies difficult or overwhelming, compared to 23 percent of New Zealander/Pākehā students, 25 percent of Māori students and 29 percent of Pasifika students.


Table 15: Survey 3 2015: How are you finding second year law study?

Response	Chart	Percentage	Count
It is easy		2.6%	6
Few problems so far		18.8%	44
I am finding it OK		55.1%	129
Difficult, I'm struggling		17.1%	40
Overwhelming		6.4%	15
	Total Responses		234

One factor which might have had an impact on student answers to this question was assessment results. Students were asked to what extent, on average, the assessment results they had received in their second year law classes had reflected their expectations. Students were given a five point Likert type scale to select from. Two hundred and twenty seven students answered this question. Although 48 percent of students overall (110) reported that they had received results in line with their expectations, this figure was higher for Waikato students (61 percent) than for Canterbury (48 percent) or Auckland (46 percent). Greater numbers of students reported receiving results that were lower than expected than reported receiving results higher than expected. Analysis by gender showed that female students were slightly more likely than male students to report receiving results that were higher than they expected (female responses made up 68 percent of all responses in this category). Male students were slightly more likely to report receiving results that were lower than they had expected. Although indicative only, Māori students (43 percent (7)) and Chinese students (42 percent (5)) were more likely to report receiving lower than expected results compared to 33 percent (5) of Pasifika students and 30 percent (37) of New Zealander/Pākehā students).

Overall, as Table 16 below illustrates, 63 percent (142) students (out of a total of 227) reported that they were confident of passing all of their second year law courses. Although results were generally consistent across the law schools, analysis by gender revealed again that female students were less confident in their abilities. Female students made up 88 percent of all students reporting they felt “not confident at all”, 70 percent students feeling only “a bit confident” and 71 percent of students in the “neutral” category. Male students made up 41 percent of all students who were “confident” of passing and 53 percent of all students who felt “very confident” of passing. Analysis by ethnicity, although indicative only, showed that New Zealander/Pākehā students reported the highest confidence levels (64 percent were confident or very confident of passing), compared to 62 percent of Chinese students, 56 percent of Māori students and 40 percent of Pasifika students).

Table 16. Survey 3 2015: How confident are you of passing all your second law courses?

Response	Chart	Percentage	Count
Not confident at all		7.0%	16
A bit confident		13.2%	30
Neutral		17.2%	39
Confident		41.4%	94
Very confident		21.1%	48
	Total Responses		227

Students were also asked two qualitative questions about their law studies, the first focusing on what had gone well for them and the second on what could have gone better. Students' responses to both questions were generally consistent across all law schools.

Responses to the question asking what had gone well most frequently related to assessment. One of the more detailed responses follows:

After a modestly above average grade in legal method, and a great deal of insecurity over my skills in that area, I have been really pleased that I have managed to get steady grades in my semester tests, and actually receive positive feedback specifically about my exam style from lecturers. Overall, studying law has significantly exceeded my expectations, and I am so glad that I continued.

Students also frequently noted that they had enjoyed their law studies:

I have discovered a very keen interest in certain subjects, allowing me to delve into them eagerly.

My lecturers have been helpful when approached for questions, and the content has been fascinating – I have really enjoyed studying the law.

A number of students also commented on the knowledge and understanding they had gained:

I am confident with my understanding from lectures, and am reasonably happy with my assessment results so far.

Actually understanding (and enjoying) public law, and finding criminal law interesting, albeit a bit challenging.

Whilst comments relating to understanding of the law were reasonably frequent; comments relating to skills gained occurred far less frequently. A small number of students commented on the quality of teaching they had experienced. Other types of comments attracting a small number of responses included participating in mooting and other competitions, having a supportive study group, improved assessment techniques, and achieving a study/life balance.

In relation to the second question, (what could have gone better for the student), a significant number of comments related to assessment. Of these, many noted a desire for better

grades. Others referred to the fact that their preparation for assessments could have gone better. Some simply referred to tests, exams or assignments with no further explanation.

Other comments about areas for improvement related to personal study habits. Some students noted that they should have spent more time on their law studies. Responses in this category included:

Could have done a lot more out of class work and study.

Keeping up to date with everything.

Starting the “hard learning” earlier before midsessionals i.e. the cases, the concrete information that you’ve got to be able to rattle off without thinking (it got to a point where it was scarily close to the midsessional in question and I realised I didn’t know the basics by heart).

Closely related to this last category was time management. Some students indicated their attendance at lectures and tutorials could have been better, with a small number indicating that they needed to improve their concentration in class. Others referred to the teaching they had experienced as a factor which could have been improved. A small number of students specifically referred to improvements in their understanding of material. Examples of comments in this last category include:

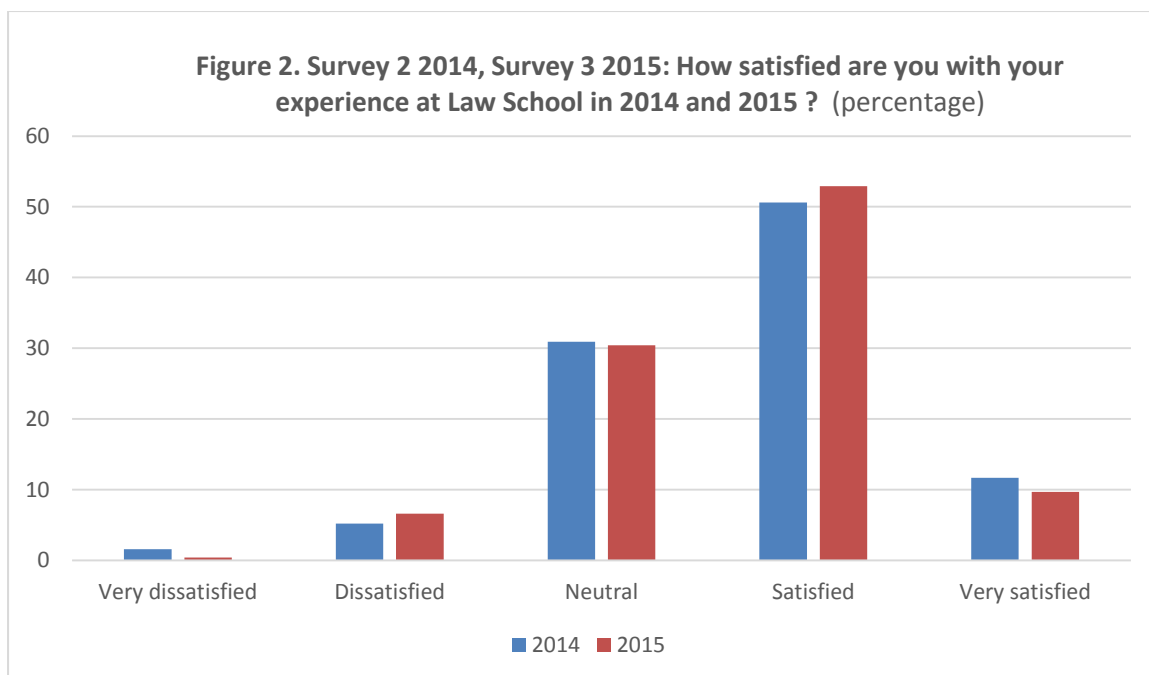
Understanding the difficult concepts more.

Utilising resources and understanding them better

I want to be able to make my study more effective, [I] tend to take a wide approach to topics and try to understand all of it and more when I feel like sometimes focusing on particular points for writing an exam answer would be a better use of time.

Very few students referred to development of skills such as writing, listening or oral skills. Other categories attracting small numbers of comments were better communication of teachers’ expectations, more tutorials, and study groups. Only small numbers of students mentioned non-study matters – examples in this category including a wish to meet more people and employment concerns.

A final repeated question asked students how satisfied they were with their law school experience in 2015. Two hundred and twenty seven students answered this question and responses were generally consistent with those given at the end of the students first year of study. As Figure 2 below shows, approximately 60 percent of students reported feeling “satisfied” or “very satisfied”, with a further 30 percent selecting the “neutral” option. Few students (7 percent (16)) reported feeling “dissatisfied” or “very dissatisfied”. Although results were consistent across universities and gender, analysis by ethnicity revealed one indicative trend of note. New Zealander/Pākehā students were most likely to report that they were satisfied or very satisfied (70 percent (87), followed by Māori students (63 percent (10), Chinese students (54 percent (7) and Pasifika students (53 percent (8)).



5. Biculturalism

Two questions (new to the 2015 survey) directed at students' perceptions of their bicultural competence were included in 2015.²³

Students were asked to rank, on a 100 point scale, their assessment of the extent to which they were developing confidence in applying bi-cultural competence in their studies. What is meant by "bi-cultural competence" was not defined for the students. One hundred and sixty two students answered this question. The largest category of students (34 percent, 55) selected a point between 41 – 60. A further 20 percent (47) selected a point between 81 – 100. Auckland students selected a point between 81 – 100 on the scale more frequently than Canterbury or Waikato students. Analysis by gender revealed that male students answering this question were more likely to select a lower ranking (between 0 – 20 or 21 – 40) than female students. Overall results are summarised in Table 17.

Table 17. Survey 3 2015: I am developing confidence in applying bicultural competence in my studies

I am developing confidence in applying bicultural competence in my studies	0-20%	21-40%	41-60%	61-80%	81-100%
Female	21	14	38	37	31
Male	11	12	17	25	15
Total	32	26	55	2	46

²³ The decision to include these questions was mainly because of the increased focus on this issue at the University of Canterbury. The University of Canterbury's Graduate Profile now specifies that students who graduate from 2018 will be biculturally competent and confident.

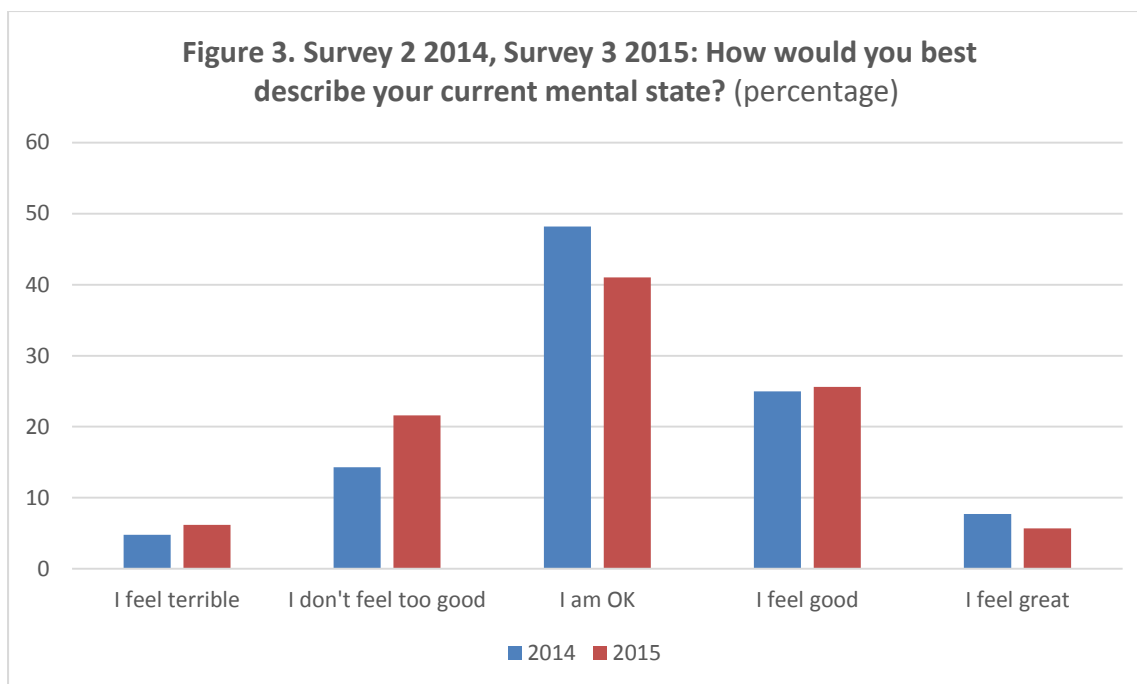
A second question asked students to indicate their level of agreement with the statement “Te Tiriti O Waitangi (the Treaty of Waitangi) benefits my daily life”. Two hundred and twenty one students answered this question. Students were asked to indicate their level of agreement with this statement on a 100 point sliding scale. Interestingly, students’ responses to this question were not entirely consistent to their responses to the bi-cultural competence question. The largest number of responses (33 percent, 73) indicated low levels of agreement with this statement by selecting a point between 0 – 20. Fifteen percent of students (33) selected a ranking between 21 – 40, 24 percent (52) between 41 – 60, 19 percent (42) between 61 – 80 and 10 percent (21) between 81 – 100. Results were generally consistent across law schools, although greater percentages of Auckland students (12 percent) selected the 81 – 100 percent category, compared to Canterbury students (four percent) and Waikato students (three percent). Analysis by gender revealed that male students were proportionately more likely than female students to select a point on the scale falling between 0 – 20 or 61 – 80.

6. Mental Wellness

Students’ reported levels of mental wellness were given a greater focus in the 2015 survey. A general mental wellness question included in the second 2014 survey was repeated, and an additional screening measure of psychological distress, the Kessler-6 scale, was included in order to provide a basis for the comparison of the situation of the students in this study with a number of recent overseas studies focusing on the mental wellbeing of law students and lawyers.

In the repeated question from the 2014 survey, students were given a range of options to select from and asked to choose the option that best described their current mental state. Two hundred and twenty seven students answered this question. As Table 20 illustrates, 31 percent of the students answering this question (73) reported feeling “good” or “great”. Forty one percent (93) reported feeling “OK” and 28 percent (63) reported “I don’t feel too good” or feeling “terrible”.

As Figure 3 below also shows, a greater percentage of students reported they felt terrible or not too good in 2015 (28 percent of all students in 2015 (63) compared with 19 percent (84) in 2014). Overall percentages reporting a positive mental state in 2015 remained consistent with 2014 results.



As stated above, the 2015 survey included a stronger focus on mental wellness. The Kessler-6 scale (the additional screening test included in the 2015 survey) is a set of questions used internationally to screen for levels of reported non-specific psychological stress in large populations.²⁴ “Psychological distress” in this context encompasses a range of symptoms including anxiety, depression or rage.²⁵

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

For each option, students 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

²⁴ R Kessler, G Andrews, L Colpe, E Hiripi, D Mroczek, S Normand “Short screening scales to monitor population prevalences and trends in non-specific psychological distress” (2002) 32 *Psychological Medicine* 959; Ariana Krynen, Danny Osborne, Isabelle Duck, Carla Houkamau, Chris Sibley “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.

²⁵ 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.

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.²⁶ As Table 18 below shows, only 32 percent of students scored in the “likely to be mentally well” category, 49 percent scored in the “likely to have a mild/moderate mental disorder” category and 19 percent scored in the “likely to have a severe disorder” category. There was a reasonable correlation between students’ Kessler scores and the earlier question asking students how they felt on a five-point scale: students reporting they felt not too good or terrible were also likely to score highly on the Kessler scale.

Male students were slightly more likely than female students to score in the “likely to be well” category and slightly less likely to score in the “likely to have a severe mental health disorder” category. Male and female students were equally likely to score in the “likely to have a mild/moderate disorder” category.

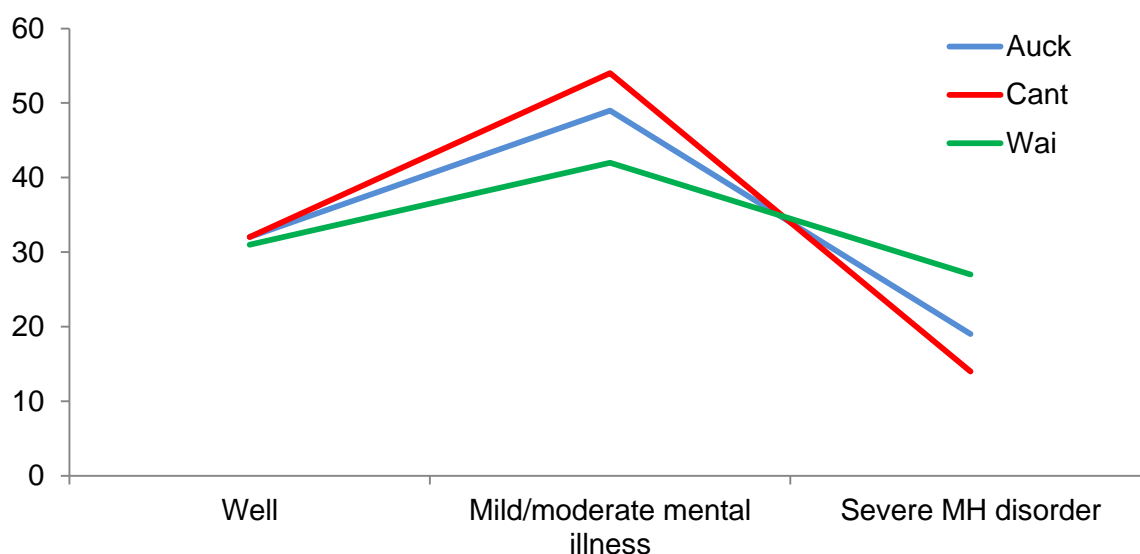
Table 18. Survey 3 2015 Overall Kessler 6 scores

Score	Description	Number
6-11	Likely to be well	72 (32.0%)
12-19	Likely to have mild/moderate mental health disorder	111 (49.3%)
20-30	Likely to have a severe mental health disorder	42 (18.7%)
Total		225

Overall, as Figure 4 shows, the pattern across all law schools was very similar.

²⁶ See <http://www.mindhealthconnect.org.au/guide-to-kessler-6>.

Figure 4. Survey 3 2015: Kessler-6 scores by law school



The similarity of scores between universities supports the conclusion that, overall, the students participating in the 2015 survey report high rates of likely psychological distress. Interestingly, it is apparent that there is little evidence supporting a “Canterbury earthquake” effect in these results.

Analysis by ethnicity revealed a number of indicative trends: 38 percent of Chinese students and 33 percent of Pasifika students scored in the “likely to have a severe mental health disorder” category. Māori students were the most likely to score in the “well” category, followed by Chinese students (38 percent), New Zealand/Pākehā students (29 percent) and Pasifika students (seven percent). Less than 20 percent of Pasifika students scored in the “likely to be well” category.

A comparison²⁷ 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 does suggest that the cohort of students completing the 2015 survey are likely to be experiencing higher rates of both mild/moderate and severe psychological distress. For example, an analysis of 4,442 Kessler-6 responses from the general population in 2010 reported 77.5 percent of respondents in the well category, 17 percent in the mild/moderate category and just over five percent in the severe category.²⁸ This study also reported differences across ethnicities, with 12.3 percent of Pacific peoples and 9.9 percent Asian peoples scoring in the severe category, compared to 4.7 percent of NZ European/Pākehā and 7.2 percent of Māori.²⁹

The Kessler-10 scale was used in national surveys conducted by the Ministry of Health in 2006/2007 and 2011/2012. 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 psychological distress (that is, high or very high scores on the Kessler-10 scale). Again the reported rates of psychological distress are far lower than

²⁷ 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.

²⁸ Ariana Krynen, Danny Osborne, Isabelle Duck, Carla Houkamau, Chris Sibley “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 101.

²⁹ Ibid.

reported in the 2015 law student cohort. For example, the 2011/2012 Health survey reports that overall rates of psychological distress dropped from 6.6 percent in 2006/2007 to 5.6 percent in 2011/2012.³⁰ The 2011/2012 Health survey also reports on levels of psychological distress by age and sex. Overall, women were more likely to suffer psychological distress (6.6 percent of women compared to 4.5 percent of men).³¹ The age group most likely to experience psychological distress were young women in the 15 – 24 age group, but the reported rate of distress in this group (eight percent) is still significantly lower than overall rates in the 2015 cohort (19 percent).³² This study also reported higher rates of psychological distress amongst Māori and Pacific adults. Six percent of Māori men and 11 percent of Māori women were likely to experience psychological distress, as did nine percent of Pacific men and 11 percent of Pacific women.³³

The students' 2015 Kessler-6 scores appear to be consistent with overseas studies that have shown 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.³⁴ Thirty five percent of law students reported high or very high levels of psychological distress on the Kessler-10 scale, compared with 12 percent of young people in the general Australian population.³⁵

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.³⁶ Another recent Australian study, using a different screening test, reports that non-law students report severe levels of distress in similar proportions to non-law students.³⁷

Clearly there is scope for further New Zealand specific research to be done to identify the reasons behind the reported rates of both the mild/moderate and severe levels of psychological distress experienced by law students and to consider whether such rates are unique to law students or experienced more generally by university students. What is also clear is that there is a role for universities and law schools in educating both students and staff to recognise the signs of psychological distress and in how to access both self-help and formal treatment options. Such skills and knowledge are likely to be of future use for law students, given the number of overseas studies which report that members of the legal profession are likely to experience psychological distress at greater rates than the general population.³⁸

³⁰ 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.

³¹ Ibid.

³² Ibid at 62.

³³ Ibid.

³⁴ Norm Kelk, Georgina Luscombe, Sharon Medlow and Ian Hickie "Courting the Blues: Attitudes to Depression in Australian Law Students and Lawyers (2009) Brain and Mind Research Institute, Camperdown, NSW.

³⁵ Ibid at 12.

³⁶ See e.g. Catherine Leahy, Ray Peterson, Ian Wilson, Jonathan Newbury, Anne Tonkin, Deborah Turnbull "Distress levels and self-reported treatment rates for medicine, law, psychology and mechanical engineering tertiary students: cross-sectional study" (2010) 44 Australian and New Zealand Journal of Psychiatry 608 at 611, 613.

³⁷ Wendy Larcombe, Sue French, Rachel Sore "Who's Distressed? Not only Law Students: Psychological Distress Levels in University Studies Across Diverse Fields of Study" (2015) 37 Syd LR 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 UNSW Law Jnl 1103.

³⁸ See e.g. Norm Kelk, Georgina Luscombe, Sharon Medlow and Ian Hickie "Courting the Blues: Attitudes to Depression in Australian Law Students and Lawyers (2009) Brain and

These findings are, we think, of significant interest to (a) law schools, (b) universities, (c) the law profession and (d) health and mental health analysts. We have prepared a paper for submission to a relevant journal on these results.

7. Debt levels

The final question asked students about their level of student debt. Of the 227 students who answered this question, the most frequently reported level of debt (33 percent of all students, 75) was \$10,001 – \$20,000, a pattern that was consistent across the three law schools. This is an expected increase from 2014 when the most frequently reported level of debt was \$5001 – \$10,000. Overall responses to this question are summarised in Table 19

Table 19. Survey 2 2014, Survey 3 2015: What is the total level of your student debt?

Response	2014	2015
None	90 (20.4%)	33 (14.5%)
Up to \$5,000	61 (13.8%)	8 (3.5%)
\$5,001 - \$10,000	208 (47.2%)	46 (20.3%)
\$10,001 - \$20,000	57 (12.9%)	75 (33.0%)
More than \$20,000	25 (5.7%)	38 (16.7%)
Don't know		27 (11.9%)
Total	441	227

NON-CONTINUING STUDENTS

As noted above, the invitation to participate in the 2015 survey was sent to the 713 students who responded to the first 2014 survey. Three hundred and fifty three students responded to the 2015 survey and 119 stated they were not studying second year law. Useable responses were received from 117 of these 119 students and these responses are reported and analysed below. It is important to note that these responses are from a select group of students: those who were not studying law in 2015, but who were continuing their studies at

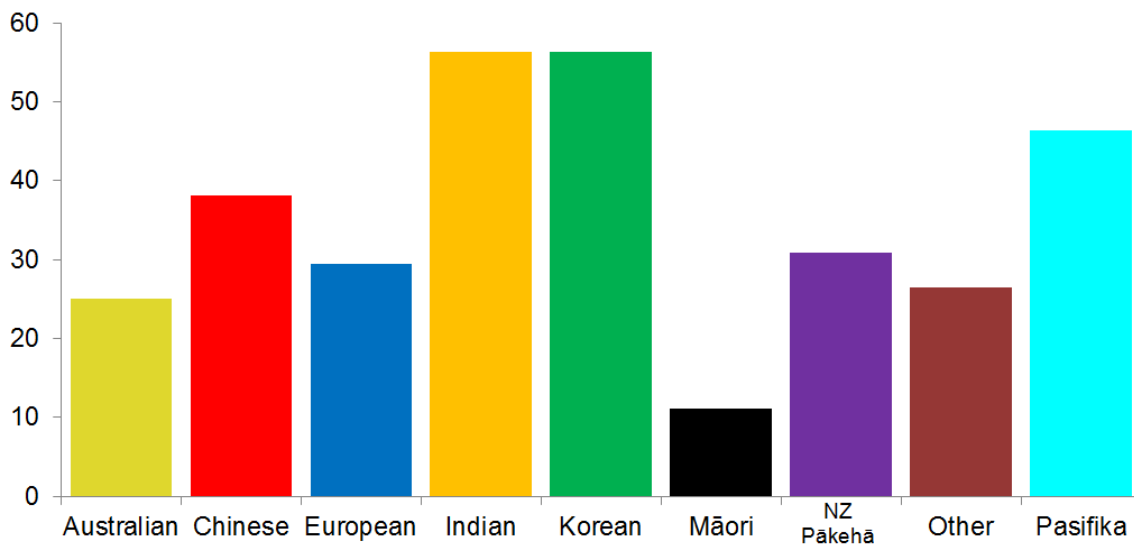
Mind Research Institute, Camperdown, NSW; Ian Hickie, Norm Kelk, Sharon Medlow “Depression and the Law: Experiences of Australian Barristers and Solicitors” (2011) 33 Syd LR 771; Christopher Kendall “Report on Psychological Distress and Depression in the Legal Profession” (2011); Doita Datta, Jill Howieson, Natalie Mei-Chuen Drew “The Holy Grail: Work Life Balance in the Legal Profession” (2015) 38 UNSWLJ 288; R Michalak *Causes and Consequences of Work-Related Psychosocial Risk Exposure: A Comparative Investigation of Organisational Context, Employee Attitudes, Job Performance and Wellbeing in Lawyers and Non-Lawyer Professionals*. (2015, PsychSafe Pty Ltd).

the same university. Because invitations were sent to each student's university email address, non-continuing students who had ceased university study or who had transferred to another tertiary institution did not receive an invitation to participate in the 2015 survey.

Of the 117 students who did not progress, 67 percent (78) were female, 30 percent (35) were male and one was of "other" gender. Of the total responses to the 2015 survey, 35 percent of females and 29 percent of males did not progress. Analysis by gender did not reveal any differences in reasons for not progressing.





There was a wide variation in the proportion of students progressing to second year by ethnicity. Figure 5 below shows the proportion of each participant ethnic group in the not progressing category. Although the results are indicative only, the patterns that are shown – of high levels of Indian, Korean, Chinese and Pasifika students not progressing – do require further investigation. On the other hand, the high percentage progression rate of Māori students is a very positive result. As already noted, Māori students at the Universities of Auckland and Canterbury (the law schools who limit entry into advancing programmes) do have access to targeted admission or discretionary entry schemes to gain entry to advancing law programmes and it is not known how many Māori students responding to this survey took advantage of these schemes. Students enrolled at the University of Waikato needed only to pass the first year programme in order to be able to enrol in advancing programmes.

Figure 5. Survey 3 2015: Proportion (%) of each ethnic group not progressing to second year law



Non-continuing students were then asked why they were not studying law in 2015 and 115 students answered this question. Students were given a range of responses to select from and could also add their own "other" reason. As Table 20 below illustrates, just under 50 percent indicated that they had not gained entry into second year law.

Table 20: Survey 3 2015: Why are you not studying second year law in 2015?

Response	Chart	Percentage	Count
I didn't gain entry to second year law and am repeating first year law paper(s).		20.0%	23
I didn't gain entry to second year law and have chosen not to re-enrol in first year law papers.		29.6%	34
I gained entry to second year law, but declined to take up my place (please explain)		11.3%	13
Other, please explain...		39.1%	45
Total Responses			115

Forty five students gave “other” reasons for not studying second year law, with the most common of these being not having enjoyed studying law (33 percent, 15). Examples of responses in this category include the following:

I didn't enjoy it. I wanted something more personal and relatable.

Decided to change my degree. Did not like law.

More interested in Arts papers. Hated the culture of law students. Thought the course was too restricted on personal views.

A decision to study for another qualification or having taken first year law papers for “general education” purposes each accounted for 18 percent of responses (eight).

Table 21 below shows the reasons given by students grouped by gender and shows that proportionately more male students than female students had not gained entry to second year law and had chosen not to re-enrol, or had gained entry to second year law and declined to take up their place.

Table 21. Survey 3 2015: Why are you not studying second year law in 2015? (analysis by gender)

	Female	Male	Other	Total
I didn't gain entry to second year law and am repeating first year law paper(s).	18	5		23
I didn't gain entry to second year law and have chosen not to re-enrol in first year law papers.	21	11		33
I gained entry to second year law, but declined to take up my place	8	5		13
Other	31	11	1	44
Total	78	32	1	113

Table 22 below shows the same data grouped by ethnicity and again highlights the high representation of Pasifika, Korean, Indian and Chinese students in those who failed to gain entry to advancing law programmes.

Table 22. Survey 3 2015: Why are you not studying second year law in 2015? (analysis by ethnicity)?

	Repeating first year	Not re-enrolling	Passed but not studying	Other	Total
Australian		1			1
Chinese	1	3		4	8
European		1	1	3	5
Indian	2	5		2	9
Korean	4	2		1	7
Māori	1			1	2
NZ	9	12	10	26	57
Other	1	4	2	2	9
Pasifika	5	4		3	12
Total	23	33	13	44	113

Of the 23 students who were repeating first year law in 2015, 17 were from Auckland and six were from Canterbury. There were no Waikato students in this category. Three students had tried for two consecutive years to progress to second year law. One noted:

I didn't get in last year, retook some papers and then still did not get in this year. I then decided to no longer waste time and money pursuing it.

Thirty three students had not gained entry into second year law and were not repeating first year to get a better grade. Of the 33, three had reported that they were very confident of progressing to second year law at the time of the second 2014 survey, 11 had been very worried about whether they would progress, four stated their intention of not studying law in 2015, five noted they did not know whether they would pass and one thought all she had to do was pass the course to gain entry to second year law.

Of the thirteen students who reported they were offered a place in second year law but chose not to progress, most had decided to change to another major, four stated they did not like law, one had accepted a job, one had never intended to continue with law and one stated an intention to do a law degree at a later time.

DISCUSSION

1. Overall Trends

The decrease in numbers completing the 2015 survey decreased was, to a large degree, an anticipated consequence of the schemes of limiting entry into advancing law programmes at Auckland and Canterbury. Overall, the composition of the 2015 student cohort in terms of both gender and ethnicity remained largely unchanged from 2014.

a. Continuing students

A notable trend in the case of continuing students was the large proportion studying full-time and enrolled in a double degree.

It was also apparent that continuing students' future intentions remained largely unchanged from 2014. A clear majority were still quite interested or very interested in pursuing a legal career. Of those who were interested in pursuing a legal career, private practice was the career that appealed to the greatest numbers of students. Criminal justice and international law continued to be the areas of law of most interest to students.

From a pedagogical perspective, questions directed at students' experiences of teaching and learning in the second year of their law studies revealed positive and negative experiences. The students' reports of what was occurring in their most commonly timetabled face-to-face class, the "lecture", were generally indicative of largely passive learning – students most frequently reported they spent their time listening to the teacher and taking notes. Significant numbers also reported being disengaged for at least a part of the class. Despite this, it was also apparent that students had a general expectation that teachers would deliver a traditional "lecture" for at least a part of the class. A significant number of students, however, also expressed a desire for lecturing to be alternated with active learning activities, particularly class or group discussions. Nonetheless, overall, students reported high attendance rates at lectures and, generally, reported only missing lectures for legitimate reasons.

Participation in active learning activities in small face-to-face teaching sessions, the "tutorial", was reported by a far larger proportion of students. A majority of students also indicated that such activities were an integral part of an "ideal tutorial". However, a majority also reported a desire to "get the right answer" to a set problem in their "ideal tutorial", preferably a problem that was similar to one they could expect to face in a test situation, indicating a desire for the tutor to take on a lecturing role for at least part of the tutorial. Overall, students reported attending tutorials slightly less frequently than they did lectures.

Reading cases was the activity students most frequently reported doing in their self-directed study time, closely followed by writing up and supplementing lecture notes. Students reported undertaking these activities to improve their understanding of material covered in class and/or to complete assessment tasks. Students also reported visiting the law library and accessing online legal resources far more frequently than in their first year of study in 2014. On the other hand, more students in 2015 reported having no contact with their teachers except when attending class.

Although a high proportion of students reported that they had gained "knowledge" in 2015, a smaller proportion reported gaining "skills", a trend which was also apparent when students were asked what had/had not gone well for them in 2015. An "assessment/examination focus" was also apparent from students' views what had/had not gone well for them in 2015. Overall, it seems that students are more likely to perceive the gaining of knowledge and

skills as a means of improving their performance in assessments, rather than as a desirable end in itself.

Although a majority of students were confident of passing their second year law courses, a significant number also indicated that they were finding second year study just “OK” in terms of difficulty. Overall satisfaction rates were largely unchanged from 2014, with a majority reporting themselves to be satisfied or very satisfied.

A disturbing trend is emerging in terms of students’ reported levels of mental wellness. First, when compared to students’ 2014 responses, the 2015 study revealed a reduction in the proportion of students reporting feeling “OK” and an increase in those feeling “not too good” and “terrible”. In addition, students’ responses to the Kessler-6 question suggested that, overall, the 2015 cohort were reporting likely levels of psychological distress in far higher proportions than those reported by the general New Zealand population.

b. Non-continuing students

Although survey responses from students not continuing with their law studies in 2015 were necessarily limited (as contact could only be made with those still continuing their studies at the university in which they were enrolled in 2014), a majority reported not continuing because they had not gained entry into second year law at either Auckland or Canterbury.

2. Gender

a. Continuing students

Consistent with results from the 2014 surveys, clear gender differences emerged from an analysis of the 2015 survey results. More female students than male students reported being “very interested” in pursuing a legal career (a continuing trend from 2014), but their views of what that future career might entail were somewhat less realistic than male students (another continuing trend). Female students tended to report a higher level of interest in favour of working for an international organisation, such as the United Nations (a very limited career option), whereas male students tended to indicate slightly more interest in “core” areas of legal practice. Areas of practice that have been traditionally dominated by females, for example family law, continued to be of high interest to female students.

The reported lower confidence of female students was another 2014 trend that continued in 2015. In terms of their teaching and learning experiences, female students were less likely to ask and answer questions during lecture time. They were also less likely to ask questions of their teachers after class. Female students were also less likely to lead a tutorial session and to initiate contact with their teachers after class. Despite the fact that female students showed greater diligence in terms of hours spent in study outside class, they were less likely to report they were finding their studies manageable and more likely to report that they found their studies overwhelming. Female students were also less likely to feel confident of passing their second year courses.

Despite consistently reporting activities and feelings that are suggestive overall of a more negative experience, female students reported overall satisfaction rates that were near identical to male students – a trend also apparent in 2014.

There were small gender differences in reported feelings of mental wellness: male students were only slightly more likely to score in the “likely to be well” category in the Kessler-6 test and only slightly less likely to score in the “likely to have a severe disorder” category.

Although it appears that male and female students do have a different law school experience, the fact that female students’ lower confidence rates have been apparent right from the beginning of their law school experience does suggest that many began their

studies with this trait. These lower confidence levels do not appear to have a significant effect on female students' overall satisfaction levels or reported levels of mental wellness.

b. Non-continuing students

There no reported differences of note in the responses of male and female non-continuing students.

3. Ethnicity

a. Māori students

As was the case in 2014, Māori students' responses were largely positive. Māori students had the highest progression rate into second year law. They were the group most interested in Māori and Indigenous People's law. Although they reported attending lectures less frequently than many other groups, they did report frequent attendance at tutorials. They were the group most likely to report asking questions after class and the group least likely to report only having contact with their teachers only during class.

Māori students were more likely to spend more hours each week on self-directed study than Pasifika and New Zealander/Pākehā students. They were the group most likely to report that they read cases and also the group most likely to visit library on a weekly or fortnightly basis.

However, in a more negative trend, they were more likely than many other groups to report receiving lower than expected results. Their confidence levels about passing their second year law courses were lower than New Zealander/Pākehā students and Chinese students.

Māori students ranked second only to New Zealander/Pākehā students in feeling quite satisfied or very satisfied about their experience at law school in 2015.

Māori students were the group least likely to report feelings of psychological distress.

b. Pasifika students

The reported position of Pasifika students was comparatively more negative, another continuing trend from 2014. Pasifika students were less likely to have progressed to second year law than other ethnic groups. Continuing Pasifika students were the group least interested in pursuing a legal career. Those Pasifika students who were interested in pursuing a legal career reported high levels of interest in community law.

Pasifika students were less likely to report a high attendance rate at lectures, although they did report high rates of frequent attendance at tutorials. Pasifika students were the group most likely to report visiting the library on a weekly or fortnightly basis for the purposes of accessing legal resources or working with others. They were less likely to using online legal resources or to access the online learning platform available at their university. Pasifika students were the group most likely to report having no contact with their teachers except during class time.

Pasifika students were the group most likely to report finding their second year law studies difficult and the group least likely to amongst those feeling confident or very confident about passing their second year law studies. They were also less likely to report feeling quite satisfied or very satisfied about their 2015 law school experience.

In terms of reported levels of psychological distress using the Kessler-6 test, Pasifika students were the group most likely to score in the "likely to have a severe disorder" category and group least likely to score in the "likely to be well" category.

c. Chinese students

Chinese students were not as likely to have progressed into second year law as Māori or New Zealander/Pākehā students.

Chinese students were the group with the highest proportion reporting attending lectures and tutorials between 81 – 100 percent of the time. They were more likely to be spending greater numbers of hours on self-directed study than many other groups. They were the group most likely to report reading cases during their self-directed study time. They were more likely to visit the law library on a weekly or fortnightly basis, but less likely to access online learning platform available at their university. They were the group most likely to report contacting teachers by email or during office hours.

Chinese students were the group most likely to report gaining a wide range of knowledge and skills, as well as being the group most likely to report experiencing few or no problems with their second year law studies. However, they were more likely to report receiving results lower than expected, although they also reported high levels of confidence about passing their courses. They were also the group most likely to study alone and were less likely to report feeling quite satisfied or very satisfied about their law school experience in 2015.

In terms of reported levels of psychological distress using the Kessler-6 test, Chinese students were less likely to score in the “likely to have a mild/moderate disorder” category. Chinese students were more likely to score in the “likely to be well” category or in the “likely to have a severe disorder” category.

CONCLUSION

Three areas stand out as requiring more detailed investigation in subsequent surveys and student focus groups. The first is the continued trend of disparities when students’ responses are analysed by gender and ethnicity. We intend to conduct focus groups with a view to determining why and when the differences occurred. We also intend to continue to report on the extent to which these disparities continue over the students’ subsequent years of study and when they enter the workforce.

The second area of focus will be students’ reported teaching and learning experiences. Students’ experiences reported in this phase of the study are of somewhat mixed quality, although, overall, students do not appear to be unhappy about their experiences. We are interested in the extent to which students’ experiences change as they start to enrol in optional advancing courses, particularly the extent to which students engage in active and passive learning in both face to face teaching and self-directed study. We are also interested in seeing whether there is a change in the students’ perceptions of the importance of assessment. A final intended focus in this area is investigating how best to use technology to enhance students’ teaching and learning experiences.

The third and final area of future focus is on students’ reported levels of psychological wellbeing to determine whether this continues to worsen over students’ future years of study and also to isolate the factors, both positive and negative, that have a bearing on this. Such data will usefully inform the development of student support programmes at New Zealand law schools.

Further phases of the project will enhance these results and enrich the comprehensive database being built up by this ongoing study. Independently of the longitudinal study, interviews of a representative sample of employers of law graduates (local bodies, the private sector, government, NGOs and others) were carried out in 2015. Analysis of this data

is intended to identify skills and knowledge considered important by employers of graduates. This information will be cross-checked against the skills and knowledge that current students consider to be important skills for graduates, and the actual skills delivered by the three participating law schools. A further cross-check will be made against institutional graduate profiles.

We are excited at the comprehensive data we have gathered from the first and second phases of this longitudinal study. We believe this data, together with the data to be elicited in later phases of the project, will provide an invaluable resource for all the New Zealand law schools; and it is our hope that the information derived from our project will lead to positive outcomes for the staff and students involved in the teaching and learning of law in New Zealand.

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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.

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?

I 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