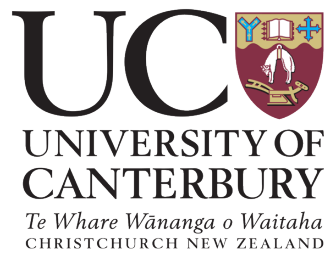


# The Making of Lawyers: Expectations and Experiences of Sixth Year Aotearoa/New Zealand Law Students and Recent Law Graduates

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# The making of lawyers: Expectations and experiences of sixth year Aotearoa/New Zealand law students and recent law graduates

## **Executive summary**

This report presents the findings of the seventh and final collection of data in a longitudinal and exploratory study of a self-selected cohort of law students who enrolled in 2014 in a first year law programme at the University of Auckland, the University of Canterbury, the University of Waikato and Victoria University of Wellington. The data was collected in September and October 2019. At that time, the majority of study participants had completed their law degree and had entered the workforce or were engaged in other post-law school endeavours. Where possible, the 2019 findings are compared with those of previous years, and trends in responses over time are reported.

## **Methodology**

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

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

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

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

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

The sixth and final phase of the study, and the subject of this report, was carried out in 2019. Participants were invited to complete an online survey in September and October of that year. Key questions asked in previous years and relating to participants' teaching and learning experiences were repeated. The questions asked of final year students in 2017 and 2018 were also repeated. The questions asked of graduates in 2018 were repeated, and new questions directed at graduates' experiences of the workforce were included.

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

## **Findings**

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

One hundred and forty six participants completed the 2019 survey. Sixty-four per cent were female and 36 per cent were male. A majority of participants (62.5 per cent) identified as New Zealand European/Pākehā. Just over six per cent identified as Māori and just over three per cent as Pasifika.

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

Participants still at university were in their sixth year of study for a Bachelor of Laws degree. Only a minority of participants (n = 44) were in this category. Most anticipated that 2019 would be their final year of study. They were largely engaged in completing optional Bachelor of Laws papers. Many were completing another degree concurrently with their law degree. They were more likely than in previous years to be studying part-time.

### **Career Plans**

Participants' reported career intentions were largely unchanged from previous years. A majority reported that they were interested or very in pursuing a legal career, with a majority indicating a preference for a career in private practice. Company/commercial law was the area of law in which participants expressed most interest. This area of law is one of the most frequently practiced areas by members of the New Zealand Law Society.

## **Teaching and learning experiences**

A majority of participants continued to reported high lecture attendance rates, although the size of this majority continued to decrease. At the same time, reported rates of accessing recorded lectures continued to increase. As in previous years, participants reported that they were more likely to have electronic, rather than face-to-face, contact with their teachers outside of scheduled classes. In another continuing trend, approximately one half of participants reported that they thought that between 0—20 per cent of their lecturers knew them.

A minority of participants (just under forty per cent) reported having frequent social and study-related contact with other students. This reported level of frequent social-related contact is a reduction on previous years.

In terms of time spent on self-study, participants most frequently reported that they spent 0—2 hours outside of class time on each of their law courses each week, a figure that is substantially less than the law schools at which they were enrolled would expect. Participants reported that the activities they most frequently engaged in during periods of self-study were reading cases and writing up and supplementing lecture notes. Participants undertook these activities most frequently for the purpose of completing assessment tasks.

As in previous years, over half of participants were engaged in a law-related extra-curricular activity, such as involvement with a law students' society or volunteering at a community law centre.

## **External Factors Adversely Affecting Participants' Studies**

A significant minority of participants reported having had their studies adversely affected by external factors such as home and family issues, health issues, and work and employment issues. However, these adverse effects largely did not prevent participants from continuing with, and succeeding in, their studies.

Participants most frequently reported that they had a student debt level of \$50,000 – \$60,000.

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

As in previous years, most participants reported receiving good grades (most frequently, grades in the B range). Most reported that they were “confident” or “very confident” of passing all of their law courses in 2019. However, just under 50 per cent reported their assessment work load was “high” or “too high”.

Just under 50 per cent of participants reported that they were “satisfied” or “very satisfied” with their law school experience in 2019.

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

Thirty seven participants reported that they anticipated completing their law degree by February 2020.

In a change from previous years, a majority of participants in the final year of their law degree reported that they had employment arranged for after they

completed their law degree. Of those who did have employment arranged, a majority reported that it was law-related employment, most frequently with a law firm. However, a significant minority of those who did not have employment arranged were not confident about finding work.

A majority of participants reported that their university had not been helpful, or had only been a bit helpful, in providing them with careers advice. However, participants most frequently reported that they felt “prepared” or “very prepared” to join the workforce. As in previous years, a majority rated themselves as “good”, “very good” or “excellent” in terms of their written skills, and their skills in critical thinking, problem solving and research. In a further continuing trend, participants rated themselves highly in terms of attributes relating to maturity, willingness to learn, ability to follow instructions, and professionalism. Participants rated themselves less in relation to being comfortable with ambiguity and commercial awareness.

As in previous years, many participants had engaged in a work-related activity whilst at law school, most frequently self-arranged work experience, self-arranged voluntary work, and working as a summer clerk.

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

As in previous years, many participants continued to receive scores on a screening measure of psychological distress (the Kessler-6 test) indicating that they had likely higher levels of psychological distress than those reported in the general New Zealand population. Participants Kessler-6 scores continue to be consistent with those reported in international studies focusing on law student and undergraduate university student wellbeing.

#### **E Graduates**

One hundred and one participants completed the graduate section of the 2019 survey. Seventy one per cent were new graduates in 2019 (2019 graduates). Twenty nine per cent were in their second year post-law school (2018 graduates).

Ninety per cent of 2019 graduates had completed, or were intending to complete, the Professional Legal Studies course (a pre-requisite for admission as a Barrister and Solicitor of the High Court of New Zealand).

Eighty-five per cent of the 2019 graduates reported they were employed. Of these, 93 per cent were working full-time. Just under half reported they were employed by a law firm. Eighty six per cent reported that they used their law degree in their work. Sixty nine per cent of the 2019 graduates reported that they still intended to be working in the law three years out from the time of the 2019 survey.

Ninety seven per cent of the 2018 graduates reported that they were employed. Ninety per cent reported that they were working full-time. Fifty per cent reported that they were employed by a law firm. Eighty one per cent reported that they used their law degree in their work. Sixty-eight per cent reported that they still intended to be working in the law three years out from the time of the 2019 survey.



Graduates most frequently reported that they found helping people the most fulfilling aspect of their work. On the other hand, they most frequently reported they found workload management to be the most stressful element of their work. A majority, however, were satisfied with their work/life balance.

In terms of self-reported and work-related skills, graduates rated themselves most highly for written communication skills. In terms of work-related attributes, they rated themselves most highly for work-ethic, ability to follow instructions, and professionalism. Graduates rated themselves comparatively lower for the attributes of being comfortable with ambiguity and commercial awareness.

When asked to look back and comment on law school culture (defined as how students interacted with each other and staff), graduates' negative descriptions outweighed their positive comments. When asked where law schools could improve the student experience, graduates identified three broad areas: better equipping students for life after law school, improving pedagogy, and improving law school culture.

Many graduates reported that law schools could better prepare students for the workforce by giving greater focus to the development of practical skills, and by providing more careers-based advice or assistance with finding work.

Notwithstanding the suggestions for improvement, a majority of graduates reported that they were satisfied with their law school experience. A majority also reported they would still choose to study law if they could go back in time.

Finally, graduates' reported levels of psychological wellbeing improved.

## **Summary of Findings**

Overall, and in a continuing trend from previous years, the reported experiences of participants who were still completing their law degree diverge from the "ideal" of student engagement insofar as this is affected by matters over which law schools have some control. Participants reported decreasing levels of social interaction with their peers and continued to report relatively low levels of study-related interaction with their peers. Many students reported that few of their teachers knew them. Although participants reported positive actual and anticipated academic outcomes, indications are that many do not engage frequently in active or deep learning activities. Participants reported lecture attendance rates continued to drop, as did the time that many reported spending on self-study. Having confirmed the existence of this divergence and the particular form it takes, law schools have a unique opportunity to respond.

In a more positive vein, a majority of final year law students in 2019 had employment arranged for after they finished their studies, and many felt prepared to join the workforce. However, many of those who did have employment arranged were not confident they would be able to find work. Most participants were positive about in their self-ratings in respect of a



series of work-related activities. Many, though, were less positive in their self-ratings of attributes associated with “real-world” legal practice.

Participants who were still enrolled at law school continued to report levels of likely psychological wellbeing that were lower than those reported in the general population.

The reported post-law school experiences of graduates was more positive. High employment rates were reported, as was the reported use of their law degree in their work. Graduates were most frequently employed in law-related work, and almost all had completed or were intending to complete the Professional Legal Studies course. Many graduates found helping people to be a fulfilling aspect of their employment, although many reported workload management as a source of stress. Most graduates were satisfied with their work-life balance. Looking back, many graduates described the culture of their law school and negative terms and reported that law schools could better improve students for the workforce by placing greater emphasis on the development of practical skills, and on providing careers based advice. Most graduates, looking back, were satisfied with their law school experience and would choose to study law again if they could go back in time.

### **Gender**

Some trends evident in responses of male and female participants still at law school continued in 2019. Male participants continued to express greater interest in the practice of company/commercial law (a male-dominated area of practice). Female participants were more likely to report that few of their teachers knew them. Final year female participants were slightly less likely to report having employment arranged for after law school. Female participants who did not have employment arranged were less likely to express confidence in being able to find employment.

Although there was no difference in the reported employment rates of male and female graduates, male graduates were more likely to report they were employed by a law firm. Male and female graduates reported similar levels of satisfaction with their law school experience and were equally likely to report they would choose to study law again if they could go back in time.

### **Where to from here for Aotearoa/New Zealand law schools?**

The reported experiences of the successful and persisting students (and now graduates) in this study reveal complex patterns across time and context. The data collected from graduates confirms the utility of the law degree as a pathway to employment that many find fulfilling and providing a satisfactory work-life balance. However, when participants reported experiences and reflections on their time at law school are compared in the light of themes from the student engagement and work-readiness literature, findings are mixed. Findings suggest there is room for improvement in the way students engage with their studies, particularly participation in deep and active learning activities. A need for greater emphasis on the development of positive and

constructive relationships between staff and students, and between students, is also evident. Many student and graduate participants identified some skills and attributes relevant to work-readiness as areas of relative weakness. Many graduates also indicated a wish for a greater practical focus by law schools and for careers-based advice.

Although individual teachers can change their practices in individual courses in response to the findings from this study, some identified areas of weakness (such as law school culture) justify an institutional response. We continue to recommend that law schools and their staff:

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

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

## I Introduction

This paper reports the seventh and final collection of data in a longitudinal and exploratory study of a self-selected cohort of law students who began their law studies in 2014 at the University of Auckland, the University of Canterbury, the University of Waikato and Victoria University of Wellington. The participating law schools make up two-thirds of all law schools in Aotearoa/New Zealand.

Because of the study's exploratory nature, the research team began with no pre-conceived expectations of what the findings might be or with a hypothesis to test. We sought instead to provide Aotearoa/New Zealand law schools and other stakeholders (law students, law teachers, the Council of Legal Education and the legal profession) with comprehensive data on the law student experience and how this prepares law graduates for joining the workforce. We anticipate that law schools and the Council of Legal Education will use the data (as has occurred at the University of Canterbury School of Law) to inform curriculum and policy development.

The project began in 2014 when all students enrolled in a first-year Bachelor of Laws paper at the Universities of Auckland, Canterbury and Waikato universities were invited to participate in the longitudinal study. Students who first enrolled in a law degree at Victoria University of Wellington in 2014 (that is to say those who were in the same year of university study as the original cohort) were invited to join the study cohort in 2017.

Most of those who have participated in the study enrolled in law school immediately after completing high school. Most intended to complete a Bachelor of Laws or Bachelor of Laws with Honours degree<sup>1</sup> concurrently with another degree, most often a Bachelor of Arts or a Bachelor of Commerce. At the time of the 2019 collection of data, most participants had completed their law degree and had entered the workforce or were engaged in other post-law school endeavours.

The study findings are unique. For the first time in Aotearoa/New Zealand, law schools and other stakeholders have a real-time and national record of students' perspective of teaching and assessment practices in the Bachelor of Laws degree. For the first time, law schools and other stakeholders have national data recording law students' reported levels of wellbeing, their assessment of the skills and attributes they have gained at law school, and their feelings of preparedness about joining the workforce. For the first time, law schools and other stakeholders have data recording the destinations of law graduates, and their reflections on their experiences at law school and how these have served them in the workforce. For the first time, law schools and other stakeholders have access to graduates' views on how law schools could have better prepared them for the workforce.

This report presents the collated responses of all participants (students and graduates) in the 2019 survey. The survey ran across September and October

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

2019. We have compared the 2019 findings with those of previous years and, where possible, have identified trends in responses over time. The 2019 participants are split into several categories (continuing students, final year students and graduates). This has meant that numbers from some law schools in some groups are now too small to generate statistically robust results and so we have not included an analysis of responses by law school. Readers interested in this detail may refer to a separately published longitudinal analysis of the responses of Auckland, Canterbury and Waikato students.<sup>2</sup> In any event, one of the key findings of this study is that law students' experiences at law school are generally consistent across the participating law schools.<sup>3</sup>

Analysis of the 2019 responses by ethnicity was also not undertaken because numbers of participants in most ethnic groups except New Zealand European/Pākehā were too small to present as a frequency and doing so might introduce risks of misinterpretation. For example, there were two Māori students and two Pasifika students still at law school in 2019, and seven Māori and three Pasifika graduates. We plan to report and share these students' full story across their law school experience in a project output still to be produced, a law student profile based on a longitudinal analysis.

We have continued to analyse and report responses by gender, where relevant.

As in previous years, we present and contextualise participants' experiences using the higher education literature on student engagement and work-readiness. Part III contains a brief literature review. Part III below deals with methodology. The teaching and learning context of participants who were still at law school in 2019 is the subject of Part IV. Findings are presented in Part V. Part VII summarises and discusses the findings. The report concludes with recommendations for stakeholders in Part VII.

We will circulate this report to all Aotearoa/New Zealand Law schools and the wider legal education community for use in the development of better law teaching and learning practice.

## II Literature Review

Throughout the course of the study, we have used the higher education literature relating to student engagement to provide context to participants' reported experiences at law school. Since 2017, the literature on work-

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<sup>2</sup> See Lynne Taylor and others *The Student Experience at New Zealand Law Schools* [2018] (4) New Zealand Law Review 693–722.

<sup>3</sup> See Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of First Year New Zealand Law Students* (Ako Aotearoa, 2015); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Second Year New Zealand Law Students* (Ako Aotearoa, 2016); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Third Year New Zealand Law Students* (Ako Aotearoa, 2017); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Fourth Year New Zealand Law Students* (Ako Aotearoa, 2018); Lynne Taylor and others *The Making of Lawyers: Expectations and Experiences of Fifth Year New Zealand Law Students* (Ako Aotearoa, 2020).

readiness has been used as a framework to assess participants' feelings of preparedness to join the workforce and their post-law school workplace experiences.

## **A Student Engagement**

Education researchers agree that student engagement is linked to retention and success,<sup>4</sup> but also describe it as a “complex and contested”<sup>5</sup> construct with “multiple understandings”<sup>6</sup> that is “not easily defined”.<sup>7</sup> Nevertheless, in perhaps its most broadly understood form as a “metaphor for quality learning and teaching”, it is useful for the purposes of this study.<sup>8</sup> We have not adopted or applied the framework underlying any single theoretical construct, but have focused instead on broad themes emerging across the different research approaches and the results of empirical studies of student engagement, both of which assist with contextualising the self-reported experiences of the participants in this study.

Reviews or syntheses of the literature on student engagement across a variety of different research approaches highlight a number of institutional (in this context, law school) factors having a bearing on the quality of students' learning and teaching experiences. These include students' relationships with their teachers and peers, the extent to which students engage and are encouraged to engage in deep or active learning as opposed to surface or passive learning, and institutional policies.<sup>9</sup> A further theme recognises that student engagement is affected by more than just what is occurring at the institution in which a student is enrolled. Other relevant factors are students' experiences prior to enrolling in tertiary study and external events in their lives occurring during the time that they are studying.<sup>10</sup> The wider socio-political context has also been identified as relevant.<sup>11</sup> Finally, the literature acknowledges that the engagement of different groups within a cohort may have been affected to a greater or lesser extent by the foregoing factors.<sup>12</sup> In the Aotearoa/New Zealand context, there is important and ongoing research into the experiences of Māori and Pasifika students.<sup>13</sup>

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<sup>4</sup> Ella Kahu and Karen Nelson “Student engagement in the educational interface: understanding the mechanisms of student success” (2018) 37(1) Higher Education Research & Development 58 at 59.

<sup>5</sup> Ibid, 61.

<sup>6</sup> Nick Zepke “Student engagement in neo-liberal times: what is missing?” (2018) 37(2) Higher Education Research & Development 433 at 434.

<sup>7</sup> Nick Zepke and Linda Leach “Improving Student Engagement in Post-compulsory Education: A Synthesis of Research Literature” (Teaching & Learning Research Initiative, 2010) at 1.

<sup>8</sup> Zepke, above n 7, 434.

<sup>9</sup> Nick Zepke and Linda Leach “Improving student engagement: Ten proposals for action” (2010) 11(3) Active Learning in Higher Education 167; Katherine Wimpenny and Maggi Savin-Baden “Alienation, agency and authenticity: a synthesis of the literature on student engagement” (2013) 18(3) Teaching in Higher Education 311.

<sup>10</sup> Zepke and Leach, above n 9, 12.

<sup>11</sup> Kahu and Nelson, above n 4, 61.

<sup>12</sup> Mantz Yorke “Outside Benchmark Expectations? Variation in non-completion rates in English higher education” (2001) 23(2) Journal of Higher Education Policy and Management 147 at 156; Zepke and Leach, above n 9, 172.

<sup>13</sup> See, for example, Reremoana Theodore and others “Equity in New Zealand university graduate outcomes: Māori and Pacific graduates” (2018) 37(1) Higher Education Research & Development 206;

There are very few published empirical studies of student engagement in Aotearoa/New Zealand universities.<sup>14</sup> The largest and most well-known of these was the Australasian Survey of Student Engagement (AUSSE), which was used in New Zealand until the early 2010s. AUSSE followed a behavioural approach focusing on what institutions may do to improve student engagement.<sup>15</sup> Its authors define student engagement as “students’ involvement with activities and conditions that are likely to generate high-quality learning”.<sup>16</sup> AUSSE collected data on six areas of student engagement across eight Aotearoa/New Zealand universities:<sup>17</sup> academic challenge (the extent to which students are challenged to learn); active learning (students’ efforts to actively construct knowledge); staff and student interactions; students’ participation in broadening education activities; the extent to which students experienced a supportive learning environment; and the integration of employment-focused work experiences into study.<sup>18</sup> AUSSE also measured a number of student learning outcomes including higher order thinking, general learning outcomes, general development outcomes (individual and social development), career readiness, overall grade average, departure intentions and overall satisfaction.<sup>19</sup>

AUSSE findings provide a useful context in which to view the responses of participants to questions focusing on their teaching and learning experiences at the participating law schools. General AUSSE findings were that Aotearoa/New Zealand students’ participation in active learning activities was low when compared with Australia and other jurisdictions, and that there was a relationship between length of time at university and reported outcomes and satisfaction (reported outcomes improved but satisfaction fell).<sup>20</sup> The AUSSE data also revealed that students enrolled in a society and culture focused bachelor degree (a subset including the bachelor of laws degree) reported lower engagement and outcomes on a number of key measures when compared to students enrolled in other fields of study.<sup>21</sup> Although society and

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Stephanie Milroy “Waikato Law School: An Experiment in Bicultural Legal Education” (2005) 8(2) *Yearbook of New Zealand Jurisprudence* 173; Leah Whiu “Waikato Law School: An Experiment in Bicultural Legal Education. Part 2: The Reality of being Māori at Waikato Law School” (2005) 8(2) *Yearbook of New Zealand Jurisprudence* 196; Jacinta Ruru “Toitū te Whenua, Toitū te Mana” (2016) (14) *Otago Law Review* 243.

<sup>14</sup> Nick Zepke, Linda Leach and Phillippa Butler *Student Engagement: What Is It and What Influences It?* (Teaching & Learning Research Initiative, 2010) at 1.

<sup>15</sup> Ella Kahu “Framing student engagement in higher education” (2013) 38(5) *Studies in Higher Education* 758 at 759. The AUSSE has not been used in New Zealand since around 2013 and New Zealand universities have generally not elected to use its successor, the University Experience Survey (UES), administered by the Australian Council for Educational Research. Both the AUSSE and its successor are accepted as benchmarking tools: see Kaylene Sampson and others “Developing evidence for action on the postgraduate experience: an effective local instrument to move beyond benchmarking” (2016) 35(2) *Higher Education Research & Development* 337.

<sup>16</sup> Ali Radloff and Hamish Coates ‘Introduction’ in Ali Radloff (ed) *Student Engagement in New Zealand Universities* (Ako Aotearoa National Centre for Tertiary Teaching Excellence, 2011) at vi.

<sup>17</sup> *Ibid.*, v and vii.

<sup>18</sup> *Ibid.*, vii.

<sup>19</sup> *Ibid.*, vii.

<sup>20</sup> *Ibid.*, x and xiii.

<sup>21</sup> Keith Comer and Erik Brogt “Student engagement in relation to their field of study” in Ali Radloff (ed) *Student Engagement in New Zealand Universities* at 17–18.



culture students were more likely to be engaged in academically challenging work, they were less likely to have participated in active learning activities.<sup>22</sup> They were more likely to report an improvement in their writing skills, but were less likely to report an improvement in their ability to solve complex real-world problems or that they had been required to give a presentation to their peers.<sup>23</sup> They were less likely to work with other students in or out of class and reported low involvement in work-integrated learning activities.<sup>24</sup>

## **B Wellbeing**

Overall, the AUSSE findings indicate a disconnect between the theory and reality of student engagement in Aotearoa/New Zealand universities. Divergence between theory and reality is also apparent in another research approach to student engagement that has been utilised in a number of overseas studies focusing on law student wellbeing. This “psychological approach” views student engagement as “an internal psycho-social process”.<sup>25</sup> One strand within this approach uses a theory of human motivation, self-determination theory (SDT), to explain students’ motivation to be engaged (or not) with their studies.<sup>26</sup> SDT posits that positive or intrinsic motivation is engendered by regular experiences of autonomy, competence and relatedness:<sup>27</sup>

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

A number of empirical studies focusing on law student wellbeing in Australia and the United States have used SDT to explain how students’ experiences at law school may have a detrimental effect on their reported levels of psychological wellbeing.<sup>28</sup> Studies across jurisdictions report consistently that many law students suffer elevated levels of psychological distress,<sup>29</sup> although

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<sup>22</sup> *Ibid*, 17.

<sup>23</sup> *Ibid*.

<sup>24</sup> *Ibid*.

<sup>25</sup> Kahu, above n 15, 761.

<sup>26</sup> Zepke, above n 6, 437; Zepke and Leach, above n 9, 170.

<sup>27</sup> Kennon Sheldon and Lawrence Krieger “Understanding the Negative Effects of Legal Education on Law Students: A Longitudinal Test of Self-Determination Theory” (2007) 33 *Personality and Social Psychology Bulletin* 883 at 885.

<sup>28</sup> Richard Ryan and Edward Deci “Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being” (2000) 55(1) *American Psychologist* 68.

<sup>29</sup> See Wendy Larcombe and others “Does an Improved Experience of Law School Protect Students against Depression, Anxiety and Stress? An Empirical Study of Wellbeing and the Law School Experience of LLB and JD Students” (2013) 35 *Sydney Law Review* 407; Molly Townes O’Brien, Stephen Tang and Kath Hall “Changing our Thinking: Empirical Research on Law Student Wellbeing, Thinking Styles and the Law Curriculum” (2011) 21 *Legal Educ Rev* 149; Catherine Leahy and others “Distress levels and self-reported treatment rates for medicine, law, psychology and mechanical engineering tertiary students: cross-sectional study” (2010) 44 *ANZJP* 608; Norm Kelk and others “Courting the Blues: Attitudes towards depression in Australian law students and legal practitioners” (Brain & Mind Research Institute, January 2009).



it is important to acknowledge that university students in Aotearoa/New Zealand and elsewhere also report levels of psychological distress higher than those reported in the general community.<sup>30</sup> Law students in Australia and the United States have been assessed on SDT measures as having low levels of positive motivation, frequently attributed to a lack of regular experiences of autonomy<sup>31</sup> and sometimes to a lack of relatedness.<sup>32</sup> Given the lack of empirical data on the experiences of Aotearoa/New Zealand law students, the Australian results in particular also provide some comparative context for the way in which the students in this study experienced law school. Australia's model of legal education is very similar to that of Aotearoa/New Zealand, whereas the US legal education system is substantially different.

### C Work readiness

The work readiness literature provides context to participants' feelings of preparedness to join the workforce and their experiences once in the workforce. Although there is an ongoing debate as to what the balance should be between academic and professional context in a law degree,<sup>33</sup> a majority of participants in this study have reported consistently across time that they are interested in pursuing some form of legal career.<sup>34</sup> The work readiness of their graduates has been a strategic priority for universities and law schools across the time of the study. Priority 1 of the Aotearoa/New Zealand Tertiary Education Strategy 2014–2019 provides that a key goal for tertiary education providers is “to ensure that the skills people develop in tertiary education are well matched to labour market needs”.<sup>35</sup> For example, “employable, innovative and enterprising” is one of four graduate attributes adopted by the University of Canterbury during the course of the study.<sup>36</sup>

“Work readiness” has been defined as “the extent to which graduates are perceived to possess the attitudes and attributes that make them prepared or

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<sup>30</sup> Chinthaka Samaranayake, Bruce Arroll and Antonio Fernando “Sleep disorders, depression, anxiety and satisfaction with life among young adults: a survey of university students in Auckland, New Zealand” (2014) 127 *New Zealand Medical Journal* 13; Stefan Cvetkovski, Nicola Reavley and Anthony Jorm “The prevalence and correlates of psychological distress in Australian tertiary students compared to their community peers” (2012) 46(5) *Australian and New Zealand Journal of Psychiatry* 457.

<sup>31</sup> Wendy Larcombe and Katherine Fethers “Schooling the Blues? An Investigation of Factors Associated with Psychological Distress among Law Students” (2013) 36(2) *University of New South Wales Law Journal* 390 at 423–424; Massimiliano Tani and Prue Vines “Law Students’ Attitudes to Education: Pointers to Depression in the Legal Academy and the Profession?” (2009) 19 *Legal Education Review* 3 at 29; Sheldon and Krieger, above n **Error! Bookmark not defined.**, 893–894.

<sup>32</sup> Tani and Vines, above n 31, 20. We note that law is studied at post-graduate level in the United States, which potentially limits the usefulness of comparisons between the student experience in the United States and in Australia or New Zealand.

<sup>33</sup> See, for example, Douglas Macfarland “Students and Practicing Lawyers Identify the Ideal Law Professor” (1986) 36 *Journal of Legal Education* 93; Bethany Henderson “Asking the Lost Question: What is the Purpose of Law School?” (2003) 53 *Journal of Legal Education* 48; and Linda Edwards “The Trouble with Categories: What Theory Can Teach Us about the Doctrine-Skills Divide” (2014) 64 *Journal of Legal Education* 181.

<sup>34</sup> Sixty-one per cent of participants still completing their university studies in 2018 reported that they were quite or very interested in pursuing a legal career.

<sup>35</sup> Ministry of Business, Innovation and Employment and Ministry of Education *Tertiary Education Strategy 2014–2019* (March 2014) at 10.

<sup>36</sup> See <https://www.canterbury.ac.nz/study/graduate-profile/students/what-are-the-graduate-attributes/>.

ready for the work environment.”<sup>37</sup> There is a range of studies which attempt to identify lists of these skills and attributes. For example, the Australian Council for Educational Research has developed the “Graduate Skills Assessment” which assesses graduates in the four areas of critical thinking, problem-solving, interpersonal understanding and interpersonal communication.<sup>38</sup> Again in Australia, a Bachelor of Laws Learning and Teaching Academic Standards Statement was released in 2010 that requires the LLB curriculum to convey not only knowledge, ethics, professional responsibility and research skills, but also thinking skills, communication and collaboration skills, and self-management.<sup>39</sup>

In Aotearoa/New Zealand, Kusmierczyk and Medford surveyed employers of graduates (across all fields) in order to identify the top 10 skills and attributes that employers look for in new graduates and students. Those ranked as the top 10 were (in order) work ethic, verbal communication skills, energy and enthusiasm, analytical and critical thinking, problem-solving, teamwork and interpersonal skills, written communication skills, self-management, and initiative and enterprise.<sup>40</sup>

Across 2015–2017 Natalie Baird and John Caldwell, members of the research team, conducted research seeking the views of law-firm and non-law firm employers on the work-readiness of law graduates engaged in legal work.<sup>41</sup> The initial part of the study involved face to face interviews with 15 employers to identify employers’ perceptions of the strengths and weaknesses of recent law graduates and whether graduates had the right knowledge, skills and attributes required by the employer respondents. These responses informed the development of an anonymous and online survey, completed by 105 employers. The online survey asked respondents to rate the knowledge base of graduates across three areas (subject matter knowledge, subject knowledge of the work being done and a practical understanding of the work being done). Employers perceived the knowledge base of graduates as reasonably strong, but identified the most significant weakness as a lack of practical understanding of the work being done.

Employers were also asked to rate graduates in terms of nine core skills on a five-point Likert-style scale ranging from “excellent” to “poor”. These skills were digital literacy, research skills, oral communication skills, written communication skills, legal reasoning skills, critical thinking and analytical skills, numeracy skills, problem-solving skills and skills in another language. Employers saw the greatest strengths of their graduates as research skills and digital literacy. Areas of comparative weakness were problem-solving skills and

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<sup>37</sup> Catherine Lissette Caballero, Arlene Walker and Mathew Fuller-Tsyzkiewicz “The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college graduates” (2011) 2 *Journal of Teaching and Learning for Graduate Employability* 41 at 42.

<sup>38</sup> See <[www.acer.org/gsa](http://www.acer.org/gsa)>.

<sup>39</sup> Australian Learning and Teaching Council *Learning and Teaching Academic Standards Project: Bachelor of Laws Learning and Academic Standards Statement* (2010). See also Council of Australian Law Deans *The CALD Standards for Australian Law Schools* (2013).

<sup>40</sup> Ewa Kusmierczyk and Liz Medford *2015 Survey of Graduate Employability Skills Survey* (Victoria University of Wellington, Wellington, 2015) at 1.

<sup>41</sup> Natalie Baird and others “Employer Perceptions of the Work Readiness of New Zealand Law Graduates: What More Can Law Schools Do?” (2018) 28 *New Zealand Universities Law Review* 54.

numeracy skills. It was also notable that critical thinking and analytical skills and written communication skills, all skills particularly prized in a legal enterprise, were rated as poor or fair by a quarter of respondents.

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

The categories of information sought from employers of law graduates informed the questions directed at work readiness asked of participants when in their final year at law school and the questions directed at graduates’ experiences in the workplace.

### **III Methodology**

In the first half of the 2014 academic year, all students enrolled in first-year law papers in 2014 at the Universities of Auckland, Canterbury and Waikato were invited to participate in the study and to complete the first online and anonymous survey. An independent consultant allocated a digital identifier to each individual who consented to participate in the study. Those with digital identifiers received email invitations from the consultant to complete the second survey later in 2014 and subsequent surveys in each of 2015 – 2019. In 2017, we invited students from Victoria University of Wellington who began their law studies in 2014 to join the study. In other words, the cohort of Victoria students joining the study in 2017 were in the same year of university study as the existing study participants from Auckland, Waikato and Canterbury. The Victoria students who consented to participate were assigned a digital identifier by the independent consultant and were sent email invitations to participate in the 2017 – 2019 surveys.

The first of the 2014 surveys collected demographic data and participants’ expectations of the study of law. The second asked questions allowing a comparison between participants’ initial expectations and actual experiences. In each of the surveys across 2015 – 2019, key questions directed at students’ teaching and learning experiences, future plans and general wellbeing were repeated in order to identify trends over time. In 2017, a new section was included to collect data from those who identified as being in their final year at law school. Participants in this category would be those who had enrolled

only in the four year LLB degree programme and who had succeeded in each of their previous years of study. The new section focused on participants' feelings of preparedness to join the workforce. These same questions were asked of participants identifying as being in their final year at law school in the 2018 and 2019 surveys. Final year participants in these years were likely to be those enrolled in a double degree programme, or those enrolled only in an LLB who were repeating some courses to fulfil graduation requirements. In 2018, a further section was added to collect information from the first of those in the study to have graduated. As noted above, participants in this category in 2018 were likely to have successfully completed a four-year LLB programme. Questions focused on graduates' work experience and plans for the future. Additionally, we asked graduates to look back and reflect on their time at law school. We also asked the questions in this section of the graduates who completed the 2019 survey. The 2019 completing graduates were likely to be those who had completed a five year double degree programme.

Across time, some participants have chosen to respond to every invitation to complete a survey they have received. Others have been more selective, choosing to complete surveys in some years, but not others.

For participants still at law school, the email invitation to complete each survey was tied to their university email addresses in 2014, so that invitations only reached those who were continuing their studies at the university in which they were enrolled at the beginning of 2014. Participants in 2017 and 2018 who identified as being in their final year at law school were invited to provide a non-university email address to the independent consultant, and those who did were sent an email invitation to participate in the 2018 and/or 2019 surveys.

Research team members do not have access to any identifying information and cannot identify any participant responses. This is to ensure there was no possibility that participation in the study could affect participants' academic progress. However, if survey responses indicated that a participant might be at risk in terms of well-being, provision was made for that participant to be identified by the independent consultant and offered appropriate assistance.

Participation in the study was voluntary. Participants have the right to withdraw at any stage with no penalty, in which case relevant information is removed from the data if requested, provided this is practically achievable. Only members of the 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 is completed.

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

## **IV The Immediate Context: Participants' 2019 Environment**

A minority of participants completing the 2019 survey were still at university and completing their sixth year of study for their law degree. Most of these participants anticipated that 2019 would be their final year of study. Thus, for the most part, they would have completed the compulsory courses that are taught across the first two—three years of study for the LLB degree. The compulsory courses are Criminal Law, the Law of Contract, the Law of Torts, Land Law, Public Law and Property Law (or both Land Law and Equity/Law of Succession in place of Property Law). The compulsory courses attract large enrolments<sup>42</sup> and are taught at the participating law schools through a combination of large and small face-to-face classes (lectures and tutorials). At each of the participating universities, the hours timetabled for large face-to-face classes far exceed those for small classes. The Council of Legal Education prescribes the broad content and assessment of the compulsory courses.<sup>43</sup> The assessment in these courses is subject to external moderation by Council-employed moderators.

The participants still at law school in 2019 were likely to have been enrolled in a double or conjoint degree, or studying part-time. They would have mostly been enrolled in a range of optional papers. Learning outcomes for these courses are determined largely by the academic staff responsible for teaching them. Some students may have enrolled in optional courses in which they have a particular interest, others in courses they feel may be helpful in assisting them to find employment. Across the participating law schools, enrolments are concentrated in domestic private law courses, such as company law, employment law, intellectual property and family law. Most participants still at law school are likely to have experienced some large class teaching in 2019, as they would have throughout their law studies.

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

For those participants who had finished their law degree, a majority had completed their university studies. A majority of these were completing, or had completed, the Legal Professional Course, a three-month skills course that is one of the pre-requisites for entry to the legal profession.<sup>44</sup>

## **V Findings**

The findings section is in five parts. Part A begins with demographic data and participation rates relating to all survey participants. Part B presents findings

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<sup>42</sup> For example, at the University of Canterbury, student enrolments in the each of the compulsory courses consistently exceed 200 in number.

<sup>43</sup> *Professional Examinations in Law Regulations 2008*, reg 3, sch 1.

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



in relation to the participants who were still at law school at the time of the 2019 survey. These are grouped according to factors associated in the student engagement literature with quality learning and teaching experiences. Factors include participants' motivation for studying law, their classroom and self-study experiences, their relationships with their teachers and other students, their participation in law-related extra-curricular activities, and external factors that adversely affected their studies. This part also identifies and comments on trends in participants' responses across their time at law school. Part C focuses on final-year law students (participants who expected to complete their law degree by February 2020) and their feelings of preparedness to enter the workforce. Findings from the 2019 survey participants are summarised and compared with those of final year students in 2017 and 2018. Trends across time are identified. Part D focuses on the wellbeing of participants still at law school. Part E focuses on the post-law school experiences of the participants who had completed their law degree at the time of the 2019 survey. This group includes those who had completed their law degree at the time of the 2018 survey (and so had two-years of post-law school experience) and those who had completed their law degree at the time of the 2019 survey (and so were one year out of law school). The respective experiences and reflections of the two groups are summarised and compared.

Readers should note that although the study has followed a cohort of participants who were enrolled in first year law papers in 2014, that cohort has not necessarily completed their law studies at the same pace. Students enrolled only in an LLB degree, and assuming they pass all of their papers, would be expected to complete earlier than students who were concurrently enrolled in another degree or were studying part-time. For the most part, we have reported results by year, rather than by year group (i.e. 200-level, 300 level) because not all participants were necessarily in the same year group in the same year. For example, the 2016 survey results (the third year of the study) contain the responses of students who were completing only the 200-level year papers within the degree, and students who were completing a mix of 200-level and 300-level papers.

## **A Participation rates and demographic data**

Overall participation rates are consistent with previous years. Trends apparent in terms of the gender and ethnicity of the study participants also continued.

### *1 Participation*

One hundred and forty-six participants completed the 2019 survey. Table 1 below shows participation rates over time. The greatest drop-off in terms of numbers of participants was in the second year that the study was running and there are a number of reasons for this. Some participants may have decided that the study of law was not for them. Others may have been prevented from continuing by the limitation schemes restricting entry into second-year law programmes at the Universities of Auckland and Canterbury. The increase in numbers in 2017 is due to students from Victoria University of Wellington joining the study.

**Table 1. Surveys 1-7: Completion rates**

Survey/year	Number
Survey 1, year 1, 2014	713
Survey 2, year 1, 2014	454
Survey 3, year 2, 2015	353
Survey 4, year 3, 2016	222
Survey 5, year 4, 2017	247
Survey 6, year 5, 2018	160
Survey 7, year 6, 2019	146

## 2. Gender

Sixty-four per cent of 2019 survey participants were female and 36 per cent were male, the same gender split as in 2018. Table 2 below shows that this gender split has been consistent since the time that the study began. The gender split is also consistent with actual enrolments at Aotearoa/New Zealand law schools. In 2019 the New Zealand Law Society reported that 62.4 per cent of all 2017 domestic LLB students (9260) were female.<sup>45</sup> Although the gender split in the study and actual enrolments indicates something of a “feminising” of the law student population (and so ultimately the legal profession), this trend is not unique to the LLB degree. The Law Society reports that 63 per cent of all domestic students completing a bachelor’s degree in 2017 were female.<sup>46</sup>

The study’s gender split is consistent with the proportion of female enrolments in the Professional Legal Studies course (a skills-based course completed after graduation that is required for admission as a barrister and solicitor in Aotearoa/New Zealand). The Law Society reported in 2019 that 63 per cent of enrolments in the professional legal studies course in 2017 were female.<sup>47</sup> The gender split is also consistent with the proportion of females joining the legal profession each year. The Law Society’s 2019 snapshot of data about the Aotearoa/New Zealand legal profession reports that females have made up “around” 61 per cent of those admitted as a barrister and solicitor each year since the turn of the century.<sup>48</sup> Female lawyers made up 51.3 per cent of the profession as of 1 February 2019.<sup>49</sup>

The reported experiences of the female students and graduates in this study represent those of the majority of the student cohort at Aotearoa/New Zealand law schools. If these female participants choose to practise law, they will form part of the majority of the profession. We suggest that readers keep this point in mind when reading the gender analysis sections in this report. Two other points are relevant to those female participants who join the legal

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<sup>45</sup> Geoff Adlam “Snapshot of the Profession 2019” [2019] 926 Lawtalk 27 at 30.

<sup>46</sup> *Ibid*, 31.

<sup>47</sup> *Ibid*, 31.

<sup>48</sup> *Ibid*, 32.

<sup>49</sup> *Ibid*, 34.



profession. The first is that male lawyers tend to remain in practice for longer periods than females.<sup>50</sup> The Law Society reports that males are more likely than females to remain in legal practice for 20 years.<sup>51</sup> The second, a likely consequence of the first, is that, as of February 2019, women held a minority of senior positions in law firms. At that date, just 32.7 per cent of the partners and directors of New Zealand law firms were women.

**Table 2. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018, Survey 7 2019: Participants by gender (percentage)**

	Survey 1 2014	Survey 3 2015	Survey 4 2016	Survey 5 2017	Survey 6 2018	Survey 7 2019
Female	64%	63%	60%	62%	64%	64%
Male	35%	35%	39%	38%	36%	36%
Other	1%	2%	1%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%

### 3 *Ethnicity*

As in previous years, a majority of the 2019 participants (62.5 per cent, 90) identified as New Zealand European/Pākehā. Participants identifying as Māori made up just over six per cent of participants. As Table 3 shows, a smaller proportion identified as Pasifika. Across time, the number of participants identifying as New Zealand European/Pākehā has increased. For example, 47 per cent of participants in the first of the year of the study (2014) identified as New Zealand European/Pākehā, as did 57 per cent of participants in the second year of the study (2015), data which suggests that participants of this ethnicity are more likely to persist and/or succeed with their law studies. As we reported in 2014, the ethnic groupings of the participants who responded to the first survey of this study were approximately representative of the total first year cohort at the participating law schools.

The proportion of participants identifying as Māori has remained relatively consistent over time (6.5 per cent in 2014 and 8.4 per cent in 2015). In contrast, the number of participants identifying as Pasifika dropped in year two of the study and has remained low (11.9 per cent of participants identified as Pasifika in 2014, compared with 2.3 per cent in 2015). Although we are unable to confirm whether the fall in Pasifika numbers is due to attrition from this study or the study of law, we suspect that in most cases it is the latter. As is detailed in the next paragraph, the proportion of Pasifika numbers in this study is consistent with the available data on national Bachelor of Laws enrolments and enrolments in the Professional Legal Studies course.

The ethnicity of the study participants is generally consistent with domestic Bachelor of Laws enrolments. The New Zealand Law Society reports that 71 per

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<sup>50</sup> Ibid, 32.

<sup>51</sup> Ibid.

cent of domestic students completing an LLB degree in 2017 were New Zealand European, ten per cent were Māori and six and a half per cent were Pacific Peoples.<sup>52</sup> It is also consistent with Law Society data on enrolments in the Professional Legal Studies course in 2017: 72 per cent New Zealand European/European/Pākehā, 12 per cent Asian, 9 per cent Māori, and 4 per cent Pacific Peoples.<sup>53</sup> The ethnic make-up of the 2019 participants also reflects the current make-up of the legal profession, as reported by the Law Society. In 2019, 78.2 per cent of the profession identified as New Zealand European, 6.3 per cent as Māori, 5.1 per cent as Asian (3.3 per cent as Chinese and 1.8 per cent as other Asian) and 1.4 per cent as Samoan (the only Pacific nationality referenced in Law Society data).<sup>54</sup>

Although the ethnicity of study participants is broadly representative of all Aotearoa/New Zealand law students and graduates, law schools have more to do to achieve completion rates that are consistent with other disciplines. In 2017, for example, the completion rate for Māori across all bachelor's degrees was 14 per cent, and for Pasifika, it was eight per cent.<sup>55</sup> Law schools, together with other disciplines, also have more to do to achieve enrolment and completion rates that are representative of the wider community. The 2018 census results show the Aotearoa/New Zealand population by ethnicity as 70.2 per cent European/Pākehā, 16.5 per cent Māori, 8.1 per cent Pacific Peoples and 15.1 per cent Asian.<sup>56</sup> However, Māori and Pasifika make up a proportionately larger percentage of the youth population. Figures released by the Children's Commissioner in 2018 show that 57 per cent of children aged 15–17 were New Zealand European/Pākehā, 20 per cent were Māori, 11 per cent were Asian and 10 per cent were Pacific Peoples.<sup>57</sup> Most first year law school enrollees are high school graduates.<sup>58</sup>

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<sup>52</sup> Ibid, 31.

<sup>53</sup> Ibid.

<sup>54</sup> Ibid, 34.

<sup>55</sup> Ibid, 31.

<sup>56</sup> Statistics NZ "2018 Census population and dwelling counts" available at [www.stats.govt.nz](http://www.stats.govt.nz).

<sup>57</sup> Office of the Children's Commission "Population, ages and ethnicities of children" available at [occ.org.nz](http://occ.org.nz).

<sup>58</sup> The majority of participants in this study enrolled in law school in the year after they had completed high school.

**Table 3. Survey 7 2019: Participants by ethnicity (number and percentage)**

Ethnic Group	Number	Percentage
NZ European/Pākehā	90	62.5
Māori	9	6.3
European	8	5.6
Chinese	8	5.6
Korean	7	4.9
Pasifika	5	3.5
Indian	4	2.8
Australian	2	1.4
Other	11	7.6
<b>Total</b>	<b>144</b>	

## **B The Law School experience**

This part reports the experiences of the survey participants who were still at law school in 2019. For the first time, those enrolled in a Bachelor of Laws programme made up a minority of participants (27 per cent,  $n = 44$ ). Twenty-six participants (59 per cent) were female and 18 (41 per cent) were male). Two were Māori and two were Pasifika.

The Bachelor of Laws degree is a four-year, full-time programme of study. A majority of participants were completing their law degree concurrently with another degree, most frequently a Bachelor of Arts. Concurrent completion of two degrees usually takes between five and five and a half years of full-time study. As expected, the majority of participants had completed their law degree at the time of the 2019 survey. Also as expected, a greater proportion of those still at law school in 2019 were studying part-time (23 per cent,  $n = 9$ ), compared to 2018 (12 per cent). It may also be, although we are unable to determine this from the 2019 survey results, that some of the participants were at law school for a sixth year because they were repeating papers that they had failed in earlier years.

The first group of findings focus on participants' anticipated future career plans. Their reported law school experiences follow. This part concludes with a summary of external events having an adverse impact on participants' studies in 2019.

Overall trends in the total of participants' responses are consistent with previous years. Although the number of participants still at law school is low, their responses were analysed by gender. However, in some instances, this analysis revealed results that were inconsistent with those of previous years. We ask readers to bear in mind that the reliability of the gender analysis in 2019 may be affected by the small sample size.

## 1 *Future career plans*

The questions focusing on participants' intended careers in the 2019 survey were repeated from previous surveys.

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

Participants were asked how interested they were at this stage of their studies (for most, their final year) in pursuing a legal career. This question has been asked of students in each year the study has run. Participants were asked to indicate their level of interest on a five-point Likert-style-type scale, ranging from "not interested" to "very interested". As Figure 1 shows,<sup>59</sup> a majority of the 42 students answering this question (69 per cent,  $n = 29$ ) indicated they were either quite or very interested in pursuing a legal career, a slight increase from the 61 per cent ( $n = 70$ ) who reported this level of interest in 2018. Participants' responses to this question have been consistent over time. Seventy five per cent of participants reported this level of interest in 2014, 2015 and 2016, with 67 per cent selecting these two options in 2017. We remind readers that the majority of participants completed a Bachelor of Laws and another degree whilst at university. Although these participants may potentially have a wider range of available career options, most still report strong interest in pursuing a legal career and have done so over their time at law school at each stage of their law studies.

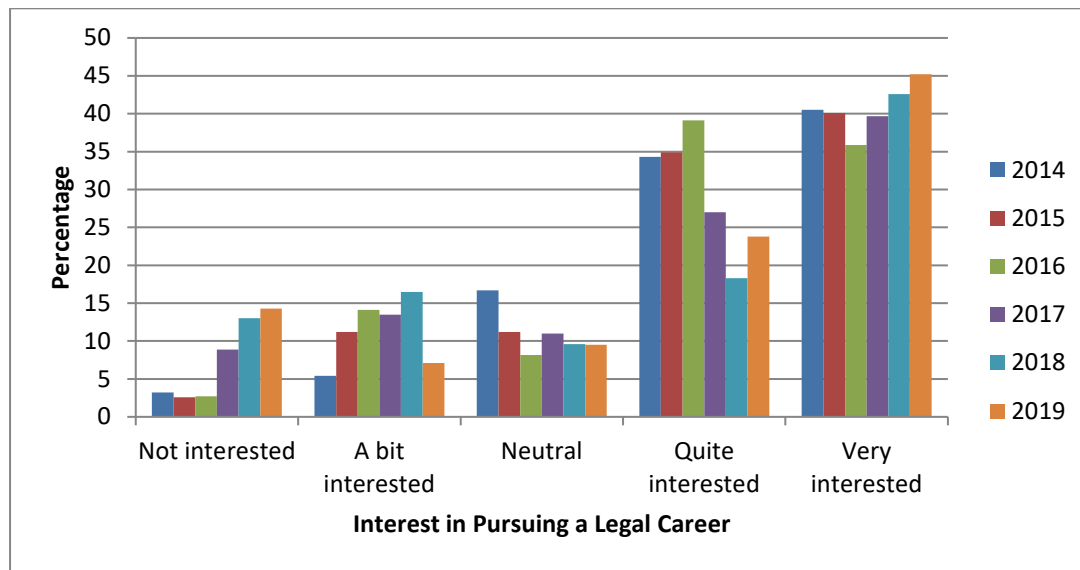
Unlike previous years, a gender analysis of the 2019 responses revealed no significant differences between male and female participants. Seventy one per cent of female participants selected the "quite interested" and "very interested" options, compared to 67 per cent of male participants. Twenty two per cent of male participants selected the two lowest options of "not interested" or "a bit interested" options, compared to 21 per cent of female participants. In previous years, a greater percentage of female students indicated strong interest in pursuing a legal career. However, data released by the Law Society reveals that males do not enter the legal profession at proportionately lower rates than females. In 2017 males made up 37.6 per cent of students enrolled in a Bachelor of Laws degree, 41.4 of those completing a Bachelor of Laws degree and around 39 per cent of those entering the legal profession.<sup>60</sup> In other words, although female students have indicated a greater interest in entering the legal profession in past years, the proportion of males who do enter the profession is consistent with numbers of male students enrolled Bachelor of Laws programmes. Nevertheless, approximately one in four students in their last stages of law school are not interested, or are weakly, interested in pursuing a law career. As discussed below, this is not inconsistent with data released by the Law Society indicating that a significant proportion of those who gain entry to the legal profession choose not to pursue the practice of law.

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<sup>59</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2019.

<sup>60</sup> Adlam, above n 45, 30–32.

**Figure 1. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: How interested are you at this stage of your studies in pursuing a legal career? (percentage).**



(b) Preferred careers

Participants were asked what type of legal career appealed to them at the time of the survey. This question has been asked of participants at law school in each year that the study has been running. Participants were able to choose from a range of options, including “I don’t intend to have a legal career”. Participants were able to select more than one option and add their own option.

Figure 2 below shows that participants’ responses to this question have been consistent over time and level of study.<sup>61</sup> A career in “private practice” remains the most frequently selected option, selected by 62 per cent ( $n = 26$ ) of the 42 participants answering this question. This option was closely followed by a government position (50 per cent,  $n = 21$ ). Other options attracted fewer selections: in-house lawyer (29 per cent,  $n = 12$ ), a non-governmental or community organisation (24 per cent,  $n = 10$ ), an in-house lawyer for an international organisation (22 per cent,  $n = 9$ ), and a legal academic (19 per cent,  $n = 8$ ). Seventeen per cent ( $n = 7$ ) indicated they did not intend to have a legal career and 10 per cent ( $n = 4$ ) reported that they were not sure yet. Just one participant selected the “other” option.

The Law Society reports annually on the types of legal careers of its members. In 2019, three-quarters of practising lawyers were engaged in private practice, either in a law firm as a barrister and solicitor or as a barrister sole. In-house lawyers make up the remainder of the profession. In-house lawyers worked across a variety of fields: 50 per cent in a government role, 37 per cent in

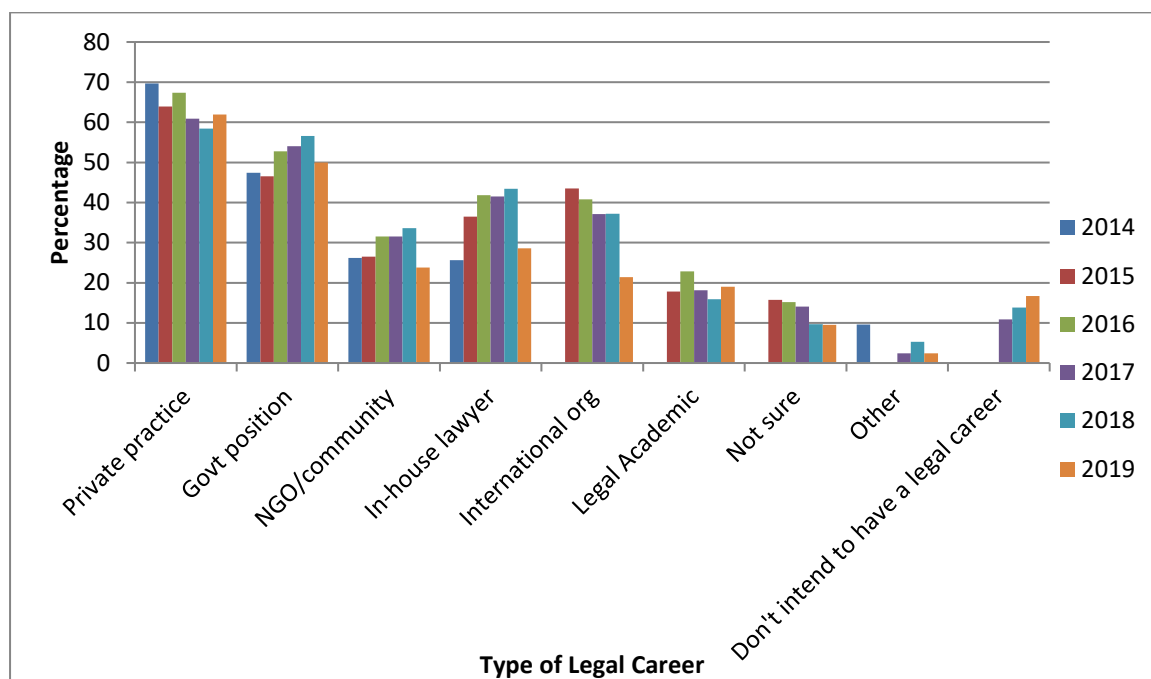
<sup>61</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2019. See Table 1 for participation rates in previous years.

commercial enterprise, five per cent in local government and three per cent in community law.<sup>62</sup>

The trends in the 2019 responses are not only consistent with previous years, but continue to suggest something of a mismatch between the types of legal careers available in Aotearoa/New Zealand and the expectations of the participants in this study who were still at law school. Based on the Law Society data, the relatively high proportion of participants reporting an interest in working in areas other than private practice may not be able locate work of this nature immediately on leaving law school. We repeat the suggestion made in previous years that law schools and/or university careers offices have more to do in terms of fostering accurate career aspirations for their students.

A gender analysis of 2019 responses revealed no significant differences, unlike previous years where greater percentages of female students reported interest in working for an NGO or community-based organisation, and a greater percentage of male students reported interest in working as an in-house lawyer.<sup>63</sup>

**Figure 2. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: What type of legal career appeals to you? (percentage)**



<sup>62</sup> Adlam, above n 45, 46–38.

<sup>63</sup> Taylor, above n 3.

(c) Preferred legal subject areas

The final question directed at participants' career aspirations was a repeated question asked in each previous year of the study. Participants were asked to select the areas of law they were interested in. Participants were able to choose from a range of options and could select more than one option. Participants were also able to add their own option.

Figure 3 below shows<sup>64</sup> that company and commercial law was the most frequently selected option by a growing margin (57 per cent,  $n = 24$ ), followed by employment law (38 per cent,  $n = 16$ ), intellectual property (29 per cent,  $n = 12$ ), criminal law or criminal justice (26 per cent,  $n = 11$ ), human rights (24 per cent,  $n = 10$ ), international law (24 per cent,  $n = 10$ ) and land law (24 per cent,  $n = 10$ ). Options receiving the fewest selections were law and sport, and law and medicine. "Other" options provided by participants included tax, competition and insurance.

The 2019 results continue a trend over time where participants' interest in common areas of practice for lawyers engaged in private practice (such as company/commercial and employment) has continued to grow. The reported areas of interest reflect patterns of student enrolment. Student enrolments in the optional courses completed in the later years of their degree are concentrated in areas of domestic, private law (company/commercial, employment, intellectual property and the like). Reported areas of interest also reflect the reality of Aotearoa/New Zealand legal practice. The Law Society reports that company and commercial law is one of the most practised areas of law.<sup>65</sup>

Analysis by gender showed that a greater percentage of male participants selected company/commercial law as an area of interest (67 per cent, compared to 50 per cent of female participants). This trend was also apparent in 2018. However, in a change from previous years, and possibly explained by the relatively small numbers of participants still at law school, male and female participants reported roughly equal interest in the female-dominated area of practice of family law.<sup>66</sup>

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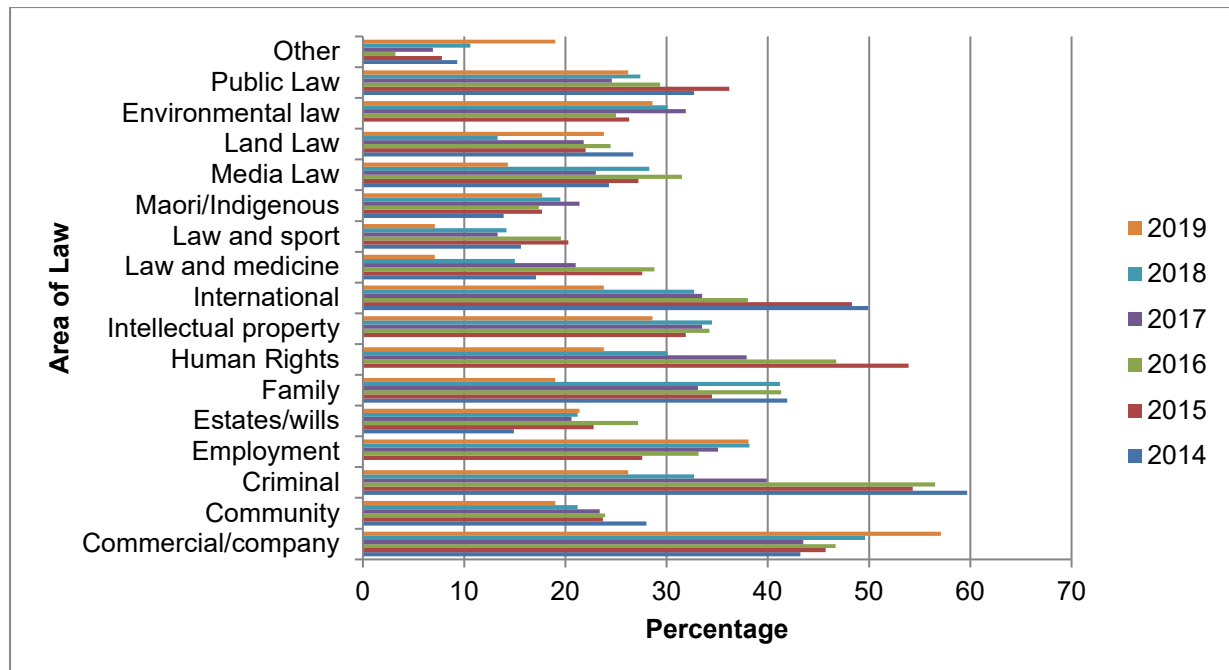
<sup>64</sup> Note: The summary of data from previous surveys is of the responses of all participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2019.

<sup>65</sup> Adlam, above n 45, 39.

<sup>66</sup> *Ibid.*



**Figure 3. Survey 1 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: What areas of law are you interested in?\* (percentage)**



\*Participants were able to select from a greater range of options in 2015, 2016, 2017, 2018 and 2019. The increased options were drawn from the most frequent “other” responses in the first 2014 survey.

## 2 Law school experiences

Findings in this section are grouped in categories relating to participants’ learning experiences (their attendance at lectures and their relationships with their teachers), their self-study experiences, their relationships with their peers, and their reported participation in extra-curricular activities. Participants’ self-assessment of external factors affecting their studies are also included, as are participants’ self-assessment of the academic outcomes of their studies in 2019. Many questions in this section are repeated questions, and identifiable trends in participants’ responses over time are reported.

### (a) Lecture attendance

The most likely way participants experience face-to-face teaching at law school is by attending a scheduled class. A positive relationship between lecture attendance and academic achievement is reported consistently in higher education literature,<sup>67</sup> although there is also some debate as to the extent of a causal link between the two given the potential for unaccounted

<sup>67</sup> See Lilian Corbin, Kylie Burns and April Chrzanowski “If You Teach It, Will They Come? Law Students, Class Attendance and Student Engagemen” (2010) 20 Legal Education Review 13; Marcus Crede and others “Class attendance in college: a meta-analytic review of the relationship of class attendance with grades and student characteristics” (2010) 80(2) Review of Education Research 272; Loretta Newman - Ford and others “A large - scale investigation into the relationship between attendance and attainment: a study using an innovative, electronic attendance monitoring syste” (2008) 33 Studies in Higher Education 699.

links between lecture attendance and personal factors such as students' academic ability, motivation and/or effort.<sup>68</sup>

Lecture attendance is not compulsory at any of the participating law schools, although some courses may include marks for attendance and/or participation.

Participants were asked a question repeated from 2015—2018: “What proportion of law lectures have you attended in 2019?” Participants were able to select from five responses on a Likert-style scale. As in previous years, a majority in 2019 reported high-class attendance rates. However, in another continuing trend, the size of that majority continued to fall. Figure 4 below shows that 49 per cent of participants ( $n = 18$ ) reported that they had attended between 81—100 per cent of lectures, down from the 56 per cent who selected this option in 2018. Sixteen per cent ( $n = 6$ ) reported that they had attended 61 – 80 per cent of lectures (nearly the same percentage as in 2018). Eight per cent ( $n = 3$ ) reported that they had attended between 41 – 60 per cent of lectures (compared with 9 per cent in 2018) and 24 per cent ( $n = 9$ ) reported they had attended 0 – 20 per cent of lectures (compared with 12 per cent in 2018).

The continued drop in reported class attendance may not necessarily be indicative of a reduction in students' overall engagement with law school, but of a change in the way that they engage. The fall in attendance rates has occurred at a time when lecture recording has become more frequent. The use of lecture recording technology was in its infancy in law schools in 2014, but is now mandated for all courses at one of the participating law schools. We did not collect data on the extent to which participants had access to recorded lectures and whether, if they did, counted watching those as attending class. We note the developing research on the impact of lecture recording on class attendance and student performance.<sup>69</sup> However, even if the increase in the availability of recorded lectures is a partial explanation (at least) for falling class attendance rates, it indicates that participants are electing to reduce the amount of formal, face-to-face contact they have with their teachers and peers.

There were no significant gender differences in reported class attendance rates in 2019. This is different from previous years where a greater proportion of female participants reported they attended between 81-100 per cent of lectures (64 per cent in 2018, compared to 48 per cent of male participants).

As in previous years, we were unable to assess the accuracy of participants' reported attendance rates. Several studies of university students have found that students commonly self-report higher rates of attendance than those captured by objective collection methods.<sup>70</sup>

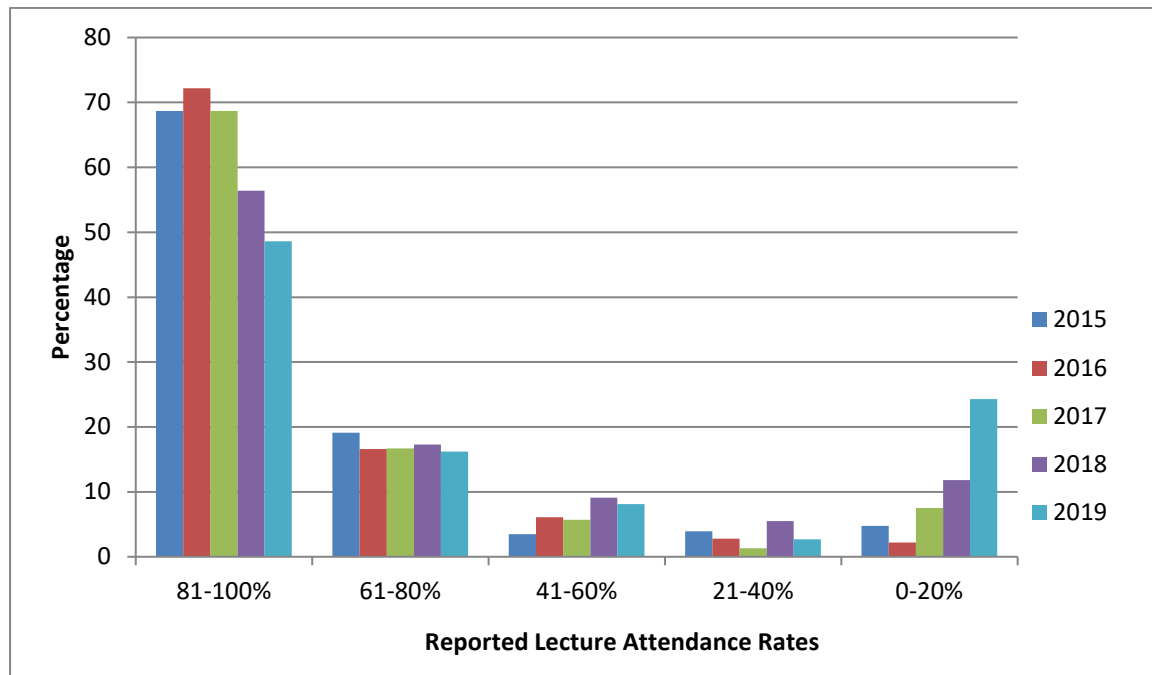
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<sup>68</sup> See e.g. Wiji Arulampalam, Robin Naylor and Jeremy Smith “Am I missing something? The effects of absence from class on student performance” (2012) 31 *Economics of Education Review* 363 at 364.

<sup>69</sup> See e.g. Emily Nordmann and others, “Turn up, tune in, don't drop out: the relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study” (2019) 77(6) *Higher Education* 1065; Nynke Bos and others “The use of recorded lecture in education and the impact on lecture attendance and exam performance” (2015) 57(5) *British Journal of Educational Technology* 906.

<sup>70</sup> Arulampalam, above n 68, 364.

**Figure 4. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 and Survey 7 2019: Reported lecture attendance rates (percentage)**



In earlier years of the study, participants reported consistently that the teaching method they most frequently experienced was a traditional lecture (where the teacher delivers prepared material to students who take notes of what the teacher is saying).<sup>71</sup> We did not collect data on the teaching methods experienced by students in 2019. However, even if participants did experience a wider range of teaching methods, this did not result in identified changes to their reported self-study practices in 2019,<sup>72</sup> or the forms of interaction that they reported having with their teachers.<sup>73</sup>

(b) Relationships with teachers

Experiencing constructive and supportive interactions with teachers inside and outside the classroom is a factor associated with positive student outcomes.<sup>74</sup> As in 2015–2018, we asked participants about the types of contact they had with their lecturers outside or after class. Participants were able to select from the same range of options as in 2017 and 2018, and were able to select more than one option. Most participants selected one or two options.

For the first time, the most frequently reported contact with lecturers was via recorded lectures, a likely indicator of the increased frequency of lecture

<sup>71</sup> Participants reported that they frequently used electronic devices to take notes. We note the developing literature on the impact of taking notes using electronic devices on students' learning: see Pam Mueller and Daniel Oppenheimer "The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking" (2014) 25(6) *Psychological Science* 1159.

<sup>72</sup> Participants' self-study experiences are reported below.

<sup>73</sup> Participants' relationships with their teachers are reported below.

<sup>74</sup> Wimpenny and Savin-Baden, above n 9, 317; Zepke and Leach, above n 9, 170; Law School Survey of Student Engagement *Lessons from Law Students on Legal Education* (Indiana University Centre for Postsecondary Research, 2012) at 10; Susan Apel "Principle 1: Good Practice Encourages Student-Faculty Contact" (1999) 49 *Journal of Legal Education* 371 at 373-375.

recording in law schools. Sixty one per cent of participants (23) selected this option, compared with 42 per cent in 2018. The next most frequently selected option was an individual email (55 per cent,  $n = 21$ ), with the same percentage selecting this option in 2018. Other frequently selected options included all class emails (40 per cent,  $n = 15$ ), all class communications via an online learning system (40 per cent,  $n = 14$ ), and attendances at office hours (34 per cent,  $n = 13$ ).

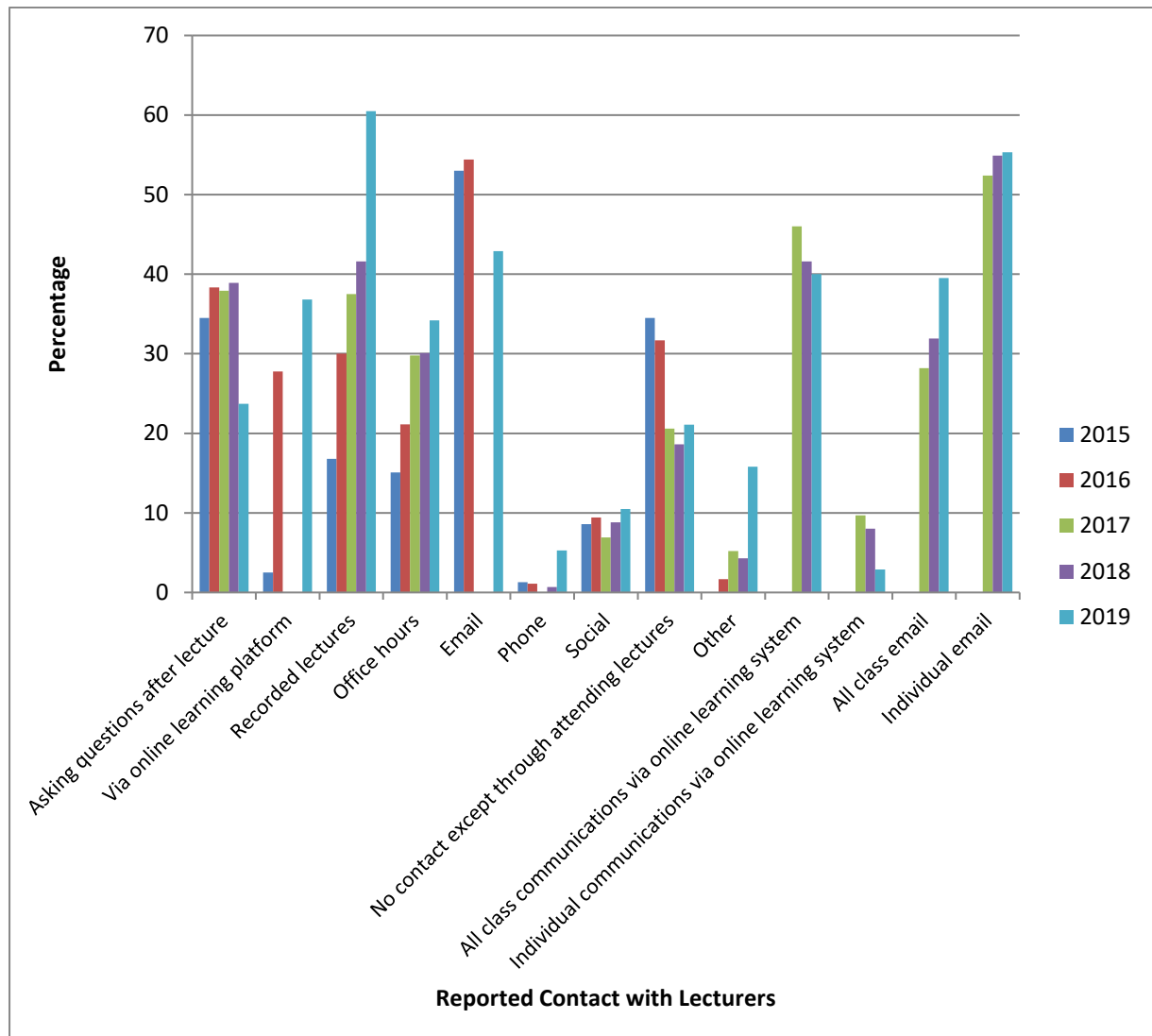
In a trend that is consistent with the reported reduction in the frequency of class attendance (see Figure 4 above) and likely increased contact via recorded lectures (see Figure 5), the percentage of participants reporting asking questions after class dropped. Twenty four per cent of participants selected this option, compared with 40 per cent in 2018. In another continuing trend, 23 per cent of participants ( $n = 8$ ) reported that they had no contact with their lecturers apart from attending lectures. Nineteen per cent selected this option in 2018, and 21 per cent in 2017. Figure 5 below summarises trends in responses to this question over time.<sup>75</sup>

There were no significant differences in how male and female participants reported having had contact with their lecturers outside of class in 2019. This was also the case in 2018.

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<sup>75</sup> Note: The summary of data from previous surveys is of the responses of all participants who answered this question in previous years. These participants may or may not form part of the cohort answering this question in 2019.

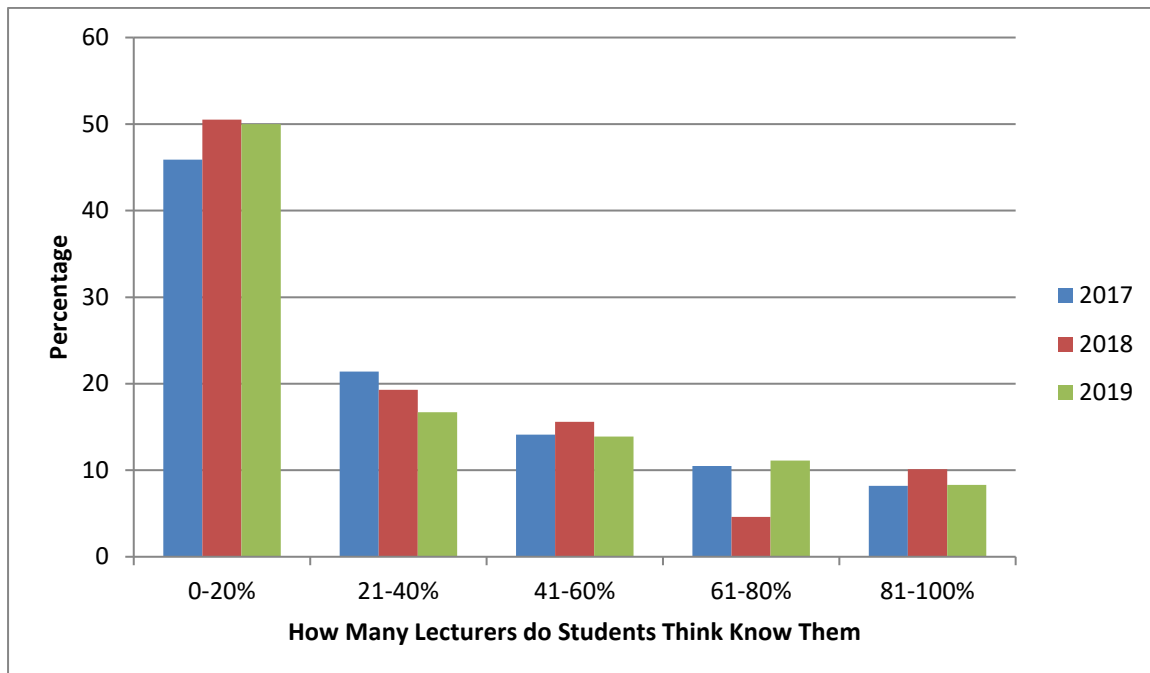
**Figure 5. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Participants' reported contact with lecturers (percentage)**



An additional question, repeated from 2017 and 2018, asked participants to report the percentage of their lecturers that they thought knew them. Participants selected one option on a five-point Likert-style scale ranging from 0–20 per cent to 81–100 per cent. Figure 6 below illustrates that of the 36 participants who answered this question, 50 per cent ( $n = 18$ ) selected the 0–20 per cent option. Similar proportions of participants selected this option in 2018 (51 per cent) and 2017 (46 per cent).

A gender analysis revealed a continuing trend: female participants were more likely to select the 0–20 per cent option. Sixty five per cent of female participants selected this option (as did 59 per cent in 2018), compared with 31 per cent of male participants (43 per cent in 2018). Overall, 75 per cent of female participants thought that 40 per cent or fewer of their teachers knew them, compared to 56 per cent of male participants.

**Figure 6. Survey 5 2017, Survey 6 2018 & Survey 7 2019: How many of your lecturers do you think know you? (percentage)**



In summary, a majority of participants continue to report that a majority of their lecturers do not know them. At the same time, greater proportions of students report listening to recorded lectures, a trend that is consistent with a reduction in the proportion of participants reporting high-class attendance rates. Participants continue to report more frequent electronic contact, rather than face-to-face contact with their lecturers outside of class. If, as earlier findings indicate, participants most frequently experience a traditional lecture as a teaching method, this leaves them with limited opportunities to build positive and constructive personal relationships with their lecturers and other students during class time.

(c) Self-study

Participants' account of what occurred during their periods of self-study in 2019 was consistent with reports in previous surveys. Although several higher education studies have identified a significant positive relationship and causal link between time spent on study outside of class and academic performance,<sup>76</sup> participants' responses to previous surveys have revealed that a significant proportion spend less time on self-study than the law schools at which they are enrolled would expect. Although participants were enrolled in courses of varying credit point value across the participating law schools, one credit point equates to approximately ten hours of study across all Aotearoa/New Zealand universities. For example, a 15-point optional course equates to 150 hours of study, across a half-year semester. A half-year

<sup>76</sup> See e.g. Ralph Stinebrickner and Todd Stinebrickner "Time-use and college outcomes" (2004) 121(1) *Journal of Econometrics* 243; Ralph Stinebrickner and Todd Stinebrickner "The causal effect of studying on academic performance" (2008) 8(1) *B.E. Journal of Economic Analysis & Policy* 8; Vincenzo Andrietti and Carlos Velasco "Lecture Attendance, Study Time and Academic Performance: A Panel Data Study" (2015) 46(3) *Journal of Economic Education* 239.

semester course usually involves twelve weeks of term time, a mid-semester teaching break of 2–3 weeks, and a study week before final examinations.<sup>77</sup> Thus the 150 hours of study may be spread across a 16–17 week period. If students spend two–three hours per week in lectures for such a course (as is the norm at the University of Canterbury, for example), they should be spending, on average, between seven to eight hours each week on self-study for each course in which they are enrolled. A full-time load for a semester is 60 points (four 15-point courses).

Participants were asked a question previously asked in 2015 – 2018: “How many hours outside of lectures and tutorials do you typically devote to each of your 2019 law courses each week?” Participants were able to select one option on a five-point Likert-style scale ranging from 0–2 hours to more than 10 hours. Although we note that results may be affected by the small number of participants (36) who answered this question, for the first time the most frequently selected option was 0–2 hours (31 per cent,  $n = 11$ ). This was followed by 6–8 hours (28 per cent,  $n = 10$ ), 3–5 hours (19 per cent,  $n = 7$ ) and more than 10 hours (17 per cent = 6). In previous years, the most frequently selected option across time was 3–5 hours (selected by 33 per cent of participants in 2018). However, in a continuation of a trend apparent in other years and levels of study, half of the total cohort (50 per cent,  $n = 18$ ) reported spending between 0–5 hours on self-study per course each week (compared to 52 per cent in 2018). Thus, half of the participants continue to spend less time on periods of self-study than the law schools at which they were enrolled would expect. We remind readers the increase in the proportion of participants reporting spending 0–2 hours on study for each of the law courses each week occurred at the same time as a continued decrease in the majority reporting very high-class attendance rates.<sup>78</sup> We repeat our comment from previous years that the time that the persisting students in this study report spending on self-study likely reflects not only the reality of the time that is needed to succeed at law school but the types of activities that students must undertake to succeed.

Gender analysis showed that a greater proportion of male participants was spending five hours or less on each of their law courses each week (approximately 56 per cent, compared with 45 per cent of female participants). A higher percentage of female participants reported spending nine hours or more each week on each of their law courses (30 per cent, compared to 13 per cent of male participants). These trends were also apparent in 2018.

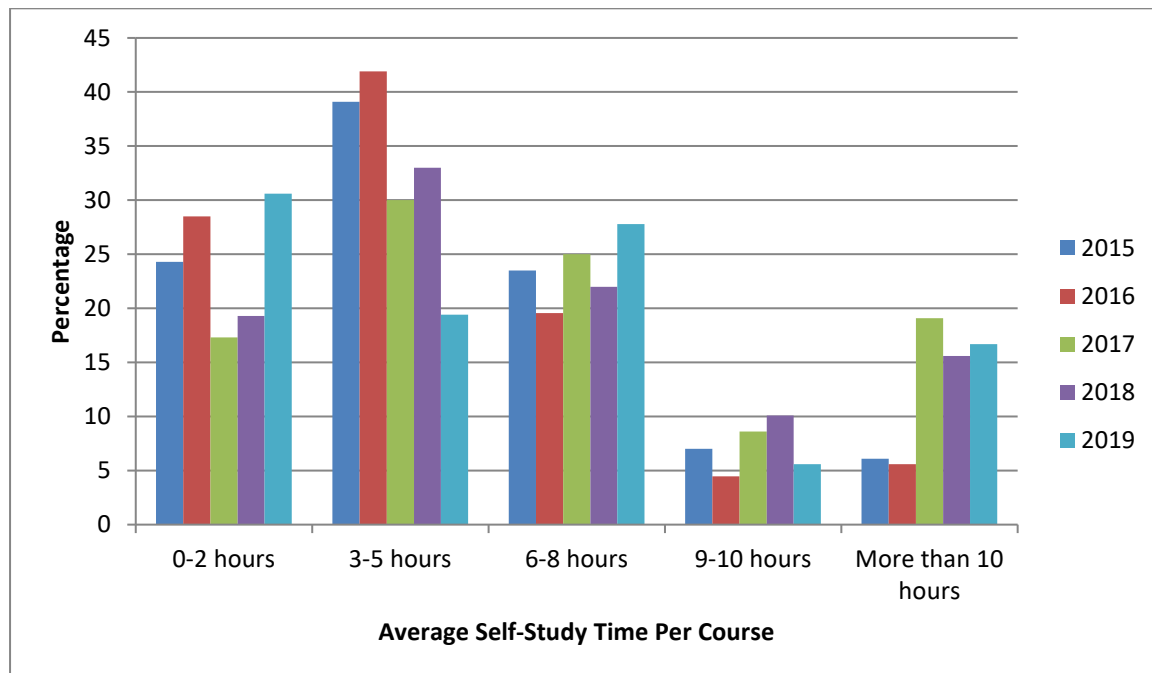
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<sup>77</sup> Not all optional law courses will have optional examinations. If this is the case for a particular course, the 150 hours of study will be spread over a shorter time period.

<sup>78</sup> See Figure 4 above.



**Figure 7: Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Average hours spent on each enrolled course each week (percentage)**

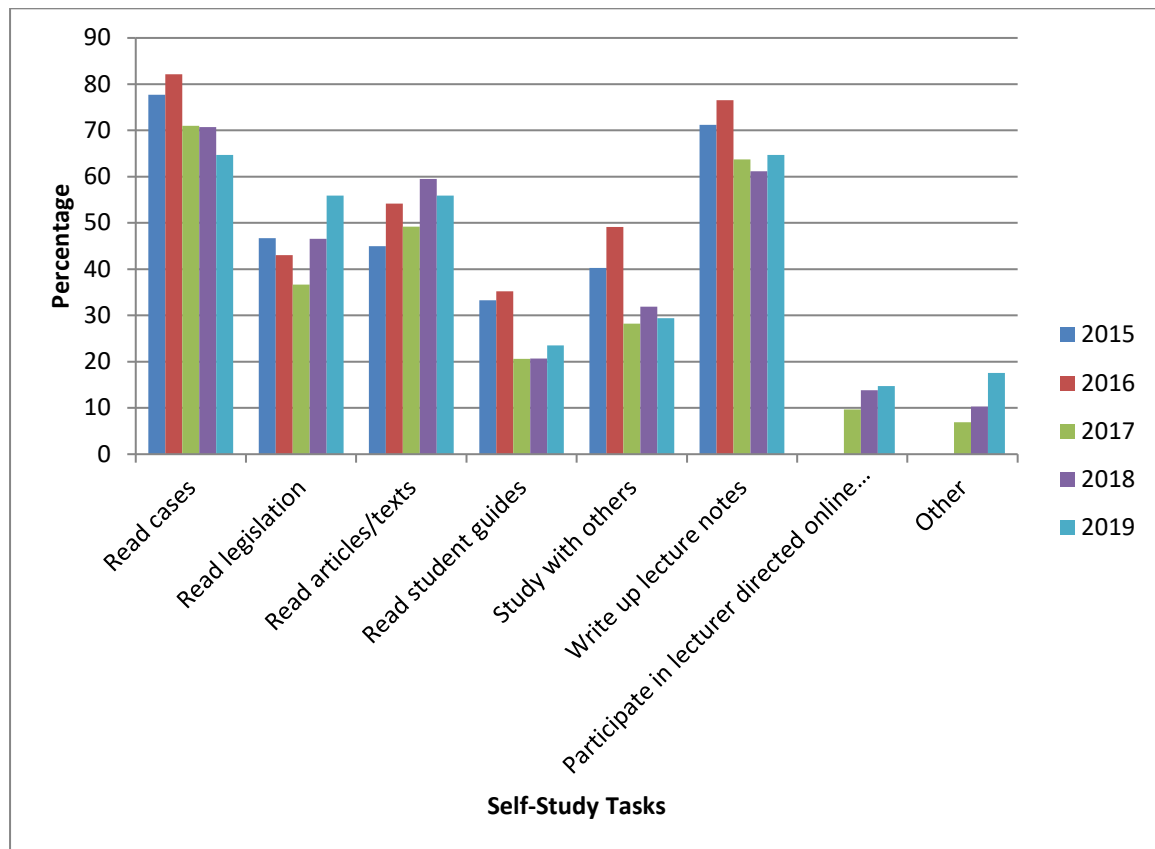


Another repeated question from 2015 – 2018 asked participants what things they regularly did when focusing on their law studies outside of lectures and tutorials. As Figure 8 below shows, participants could select from a range of responses and most selected more than one option. Participants were also offered an “other, please specify” option. Participants’ reported activities have remained largely the same over time and level of study.<sup>79</sup> As in previous years, the most frequently reported activity was reading cases, although this achieved an equal ranking in 2019 with writing up and supplementing lecture notes (each was selected by 61 per cent of participants,  $n = 22$ ). These activities were followed by reading articles and texts, and reading legislation (each selected by 53 per cent,  $n = 19$ ). Twenty nine per cent of participants reported that they studied with others (compared to 32 per cent in 2018 and 28 per cent in 2017). A small number of participants ( $n = 6$ ) selected the “other, please explain” option. Their responses included:

- I don’t have time outside of class for law studies alongside my two jobs.
- Assignments
- Research for assignments
- Work in a legal office

<sup>79</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These students may or may not have formed part of the cohort answering this question in 2019.

**Figure 8. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Things students regularly do when focusing on their law studies outside of lectures and tutorials (percentage)**



A gender analysis revealed the continuation of a trend where male participants were more likely to report studying with others (43 per cent, compared to 20 per cent of female participants). In 2018, 40 per cent of male participants reported studying with others, compared to 28 per cent of female participants.

In another repeated question from 2015—2018, participants were asked for what purposes they carried out the activities identified in the previous question. Participants were given a range of options to select from and were able to select more than one option or add their own “other” response. The most frequently selected option was “to complete assessment tasks” (88 per cent,  $n = 30$ ), followed by “to gain a better understanding of material covered in lectures and tutorials” (71 per cent,  $n = 24$ ). The “for general interest” option was selected by 21 per cent ( $n = 7$ ). This was the same rank order of selections as in 2018. In comparison, 72 per cent selected the gaining a better understanding option in 2017, with only 48 per cent selecting the assessment tasks option. Participants thus appear to have a greater assessment focus in the latter stages of their law studies.

As in previous years, participants were asked how frequently they accessed online legal resources available through their law library and the online learning platform (such as Moodle or Blackboard) available at their university. Both questions required participants to select one option on a five-point Likert-style scale ranging from “never” to “weekly or more often”. As in 2017 and 2018,

the most frequently selected option relating to accessing legal resources through the law library was “weekly or more often” (41 per cent,  $n = 15$ ). Just 16 per cent ( $n = 6$ ) selected the “never” option, with 24 per cent ( $n = 9$ ) selecting “occasionally”, 5 per cent ( $n = 2$ ) selecting “monthly” and 14 per cent ( $n = 5$ ) selecting “fortnightly”. In a change from previous years, a gender analysis showed that a greater proportion of male participants selected the “weekly or more frequently” option (44 per cent, compared to 38 per cent of female participants). In 2018 the results were reversed (59 per cent of female participants selected the “weekly” option, compared with 49 per cent of males).

The most frequently selected option for the use of online learning platforms was “weekly or more often” (62 per cent,  $n = 23$ ), a slight reduction from the 78 per cent who selected this option in 2018. Female participants were slightly more likely to select this option (67 per cent of female participants, compared to 56 per cent of male participants).

Although participants continue to report engaging in a variety of activities and accessing a range of legal or supporting resources, we note that class attendance rates are falling and many participants are spending less time than law schools would expect on periods of self-study. As noted above, participants in 2019 most frequently reported spending 0–2 hours of self-study each week for each law course in which they were enrolled. Participants reporting low hours of self-study are unlikely to be allowing themselves enough time to engage in active or deep learning activities on a regular basis. On the other hand, and as we reported in 2018, given these are the reported activities of successful and persisting participants, they are likely to have engaged in the types of activities that are required to pass their courses with good grades. As noted below, very few participants reported receiving mainly C grades in their law courses.

#### (d) Relationships with peers

Experiencing constructive and supportive interactions with other students both inside and outside the classroom is a factor associated with creating a sense of belonging (a factor associated with positive engagement)<sup>80</sup> and positive student outcomes.<sup>81</sup>

Two questions directed at participants’ interactions with their peers, first asked in 2017, were repeated in 2019. A considerable portion of participants would have been enrolled in 300-level optional courses during these years. The first asked participants how frequently they interacted with other law students outside of class for study-related purposes. The second asked how frequently participants interacted with other law students outside of class for social purposes. For each question, participants were asked to select one option on a Likert-style scale ranging from “never” to “very often”.

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<sup>80</sup> Kahu, above n 15.

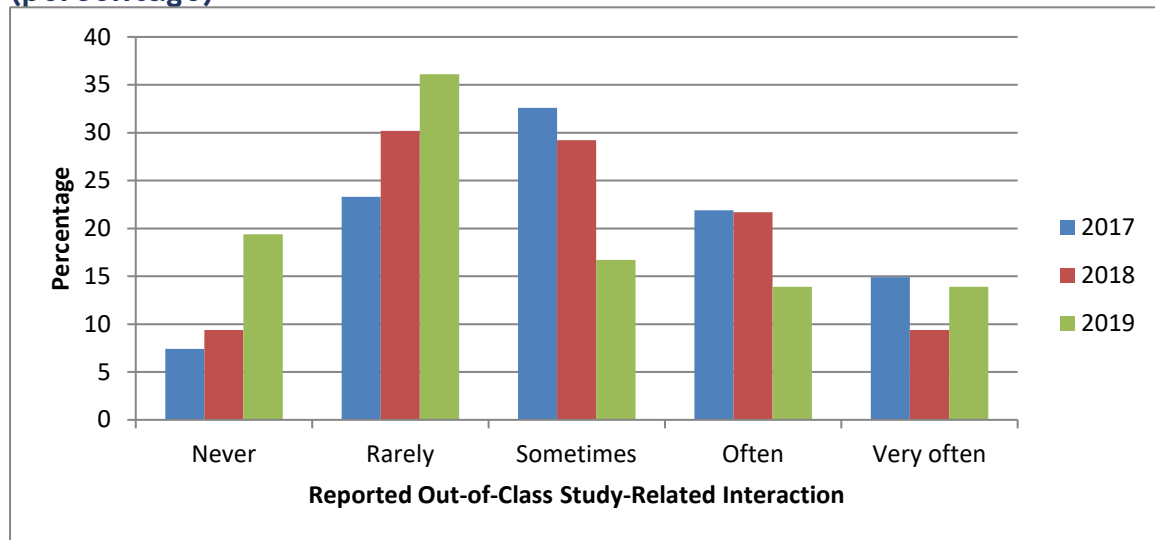
<sup>81</sup> Wimpenny and Savin-Baden, above n 9, 317; Zepke and Leach, above n 9, 171; Law School Survey of Student Engagement, above n 74, 12–13.

In both 2017 and 2018, participants reported more frequent social contact than study-related contact. A minority in 2018 reported they interacted with their peers for study-related purposes either “very often” or “often” (31 per cent), whilst a majority (51 per cent) reported interacting with their peers outside of class for social purposes either “often” or “very often”. In 2019, the proportions of participants reporting frequent social and study-related interactions were almost the same (37 per cent reported frequent study-related contact and 36 per cent reported frequent social contact). Fifty six per cent reported never or rarely having study-related contact with their peers in 2019, compared with 40 per cent in 2018 and 30 per cent in 2017. Forty two per cent reported never or rarely having social contact with their peers in 2019, compared to 30 per cent in 2018 and 26 per cent in 2017. These results are shown in Figures 9 and 10 below.

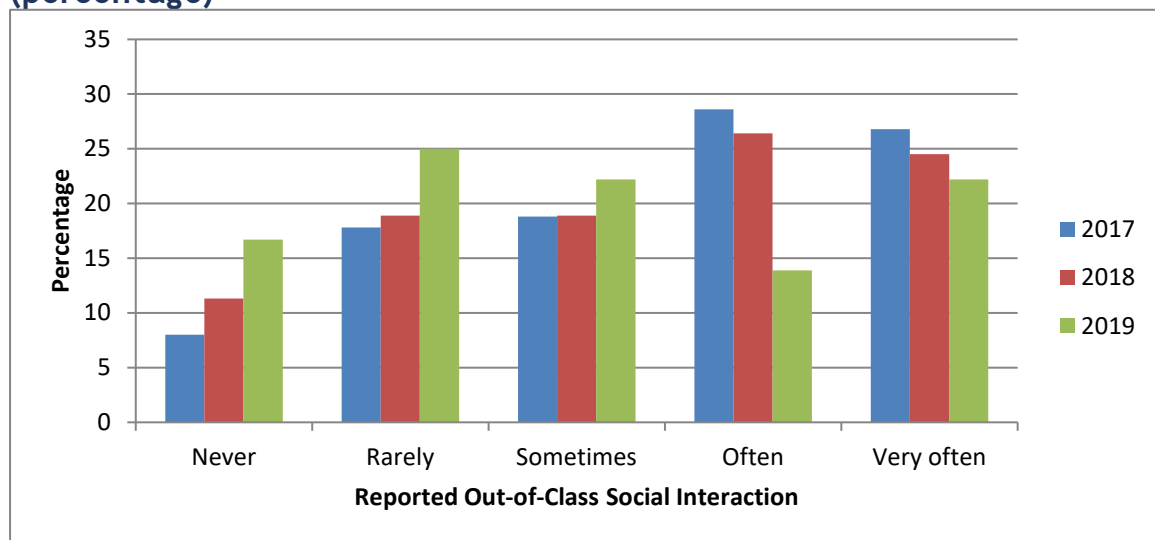
Overall, the 2019 results indicate a reduction in the frequency of social-related interaction. Rates of frequent study-related interaction continued to be low, with a majority reporting infrequent or no study-related contact with their peers. As noted above, many participants report limited face-to-face contact with their teachers outside of class and are unlikely to experience this kind of contact during class in a traditional lecture. A traditional lecture also affords limited opportunity for participants to interact with their peers. Data collected in 2018 (when participants were mostly enrolled in 300-level optional papers) showed that participants most frequently experience forms of individual assessment (tests and individual written assignments) whilst at law school. Many participants have likely had limited formal opportunities to interact with their peers in or outside of the classroom. The study of law, for many, appears to be a solitary experience.

Male and female participants reported similar rates of study-related contact. However, as in 2018, a slightly greater percentage of male participants reported having social contact with their peers “very often” (25 per cent, compared with 20 per cent of female participants).

**Figure 9. Survey 5 2017, Survey 6 2018 & Survey 7 2019: Frequency of interaction with other students outside of class for study-related purposes (percentage)**



**Figure 10. Survey 5 2017, Survey 6 2018 & Survey 7 2019: Frequency of interaction with other students outside of class for social purposes (percentage)**



(e) Extra-curricular activities

We measured participants’ reported participation in law-related extracurricular activities for the fourth time in 2019. Participants were asked what law-related extra-curricular activities they were involved with and given five options from which to select. Participants were able to select all options that applied to them. The most frequently selected option was involvement with a law students’ society (25 per cent,  $n = 9$ ), compared with 21 per cent in 2018. Volunteering with a community law centre was selected by 28 per cent ( $n = 10$ ), compared with 20 per cent in 2018. Volunteering with an “other” organisation was selected by 11 per cent ( $n = 4$ ), compared with 10 per cent in 2018. Reported “other” organisations included:

- I volunteer with local and national campaigns to legalise cannabis

- Auckland University Law Review
- Charity and church work
- Law for Change

The “other, please specify category” was selected by 28 per cent ( $n = 10$ ) “Other” listed extra-curricular activities included:

- Worked on projects that started as course work, attend legal conferences and *huis*.
- I work (part-time 20hrs/w) in a law-related environment.
- Law students group – EJP, Running Club.
- Don’t want anything to do with the law society.

As in 2018, the most frequently selected option was “I am not involved in any law-related extra-curricular activities (36 per cent,  $n = 13$ ), compared with 42 per cent in 2018.

In a reversal of a trend apparent in previous years, a greater percentage of male participants reported involvement in some form of extra-curricular activity. Thirty one per cent of male participants reported volunteering with a community law centre, compared with 25 per cent of female participants. Thirty one per cent of male participants reported involvement with a law students’ society, compared to 20 per cent of female participants.

In another trend reversal, a greater percentage of female participants reported that they were not involved in any law-related extra-curricular activity (31 per cent of females, compared with 40 per cent of males).

### 3 External factors

The findings reported to this point focus on institutional factors influencing student engagement. As in previous years, participants were asked to identify other factors that had had an adverse impact on their studies in 2019. The options from which participants could select were drawn from the most commonly occurring responses to this question when it was asked in an open-ended form in the second 2014 survey (the first year of the study).<sup>82</sup> For this reason, the options given include one institutional impact, studying at university. Most participants selected more than one option. Participants were also able to choose and complete an “other, please explain” option.

The option most frequently selected was “home/family issues” (53 per cent,  $n = 18$ ). This was also the most frequently selected option in 2018. The second most frequently selected options were “work and employment issues” and personal issues (both selected by 44 per cent,  $n = 15$ ). These were followed by “health issues” (41 per cent,  $n = 14$ ), “things to do with studying at university” (35 per cent,  $n = 12$ ), financial issues (35 per cent,  $n = 12$ ), “relationship issues” (27 per cent,  $n = 9$ ), and “accommodation issues” (9 per cent,  $n = 3$ ).

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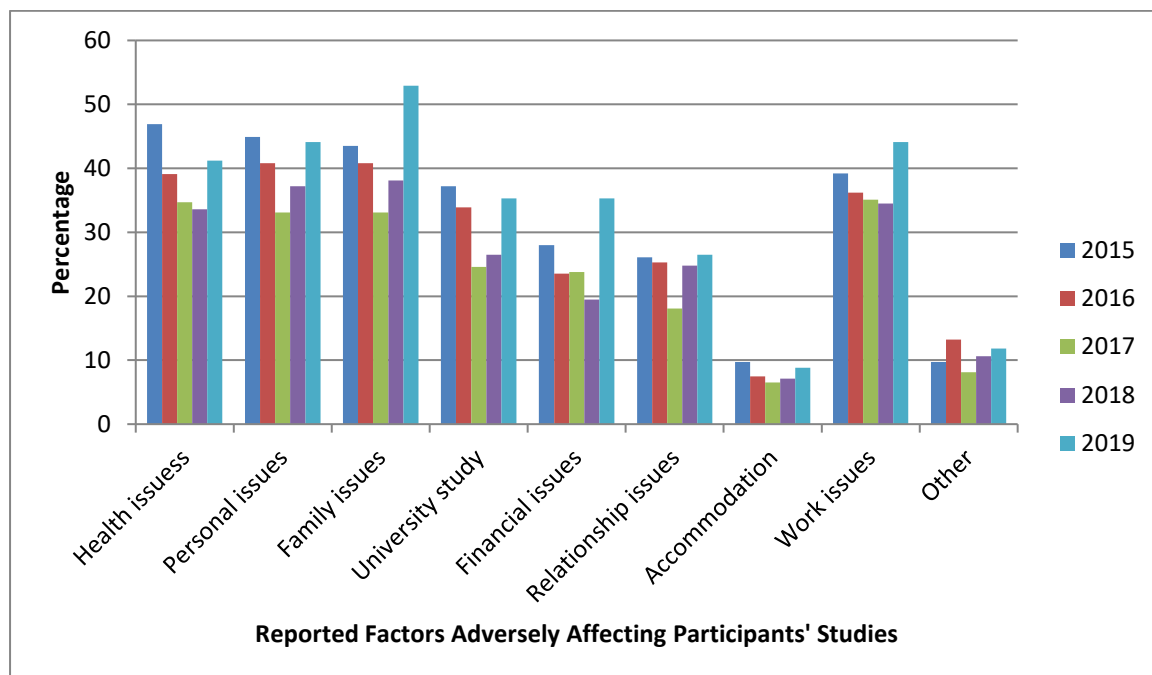
<sup>82</sup> Taylor *The Making of Lawyers: Expectations and Experiences of First Year New Zealand Law Students*, above n 3.



Figure 11 below shows a comparison of the responses to this question over time.<sup>83</sup> The range of options attracting high selection rates in 2019 is similar to previous years. Consistent with the overall trend in previous years, a significant minority reported having had their studies affected by home and family issues, personal issues, health issues, or work and employment issues. However, given the identification of this cohort as successful and persisting students, these adverse effects have not prevented participants from continuing with and, as the next section demonstrates, succeeding with their studies.

Gender analysis showed some differences in the frequency with which male and female participants selected the given options. Again these trends differed from those identified in previous years. In a reversal from 2018, a greater percentage of males selected the “health” option (50 per cent, compared to 33 per cent of females), and “financial issues” option (38 per cent, compared to 33 per cent of females). Similar proportions of male and female participants selected the “relationship issues” option (28 per cent of female participants and 25 per cent of males).

**Figure 11. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018, & Survey 7 2019: Factors impacting adversely on students’ studies (percentage)**



“Accommodation issues” was the least frequently selected factor having an adverse impact on participants’ studies. In a repeated question asking about levels of student debt, the most frequently selected debt level (20 per cent of participants) was \$50,001 – \$60,000, up from \$40,001 – \$50,000 in 2018.

<sup>83</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of cohort answering this question in 2019.

Overall, reported debt levels are presented in Table 4 below. As anticipated, these have increased over time.

**Table 4. Survey 7 2019: Student debt levels**

Debt	Percentage 2018	Percentage 2019
Up to \$5000	8.4	10.9
\$5,001 – \$10,000	0.0	0.0
\$10,001 – \$20,000	4.2	3.1
\$20,001 – \$30,000	7.4	9.4
\$30,001 – \$40,000	14.7	12.5
\$40,001 – \$50,000	23.2	11.7
\$50,001 – \$60,000	16.8	19.5
\$60,001 – \$70,000	10.5	10.2
\$70,001 – \$80,000	6.3	8.6
\$80,001 – \$90,000	5.3	6.3
\$90,001 – \$100,000	2.1	6.3
More than \$100,000	1.1	1.6
Total		100

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

This section reports participants’ perceptions of the outcomes of their engagement with their studies. Participants’ reported actual and anticipated assessment outcomes are included, as are their views on assessment manageability and timing, and their overall reported satisfaction levels with their law school experience. Overall, the majority of participants continued to report positive, likely and actual assessment outcomes. This trend was also apparent in previous years. However, we note (as we have done in previous reports) that positive academic outcomes are not necessarily a proxy for positive learning, teaching experiences, engagement, and wellbeing.

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

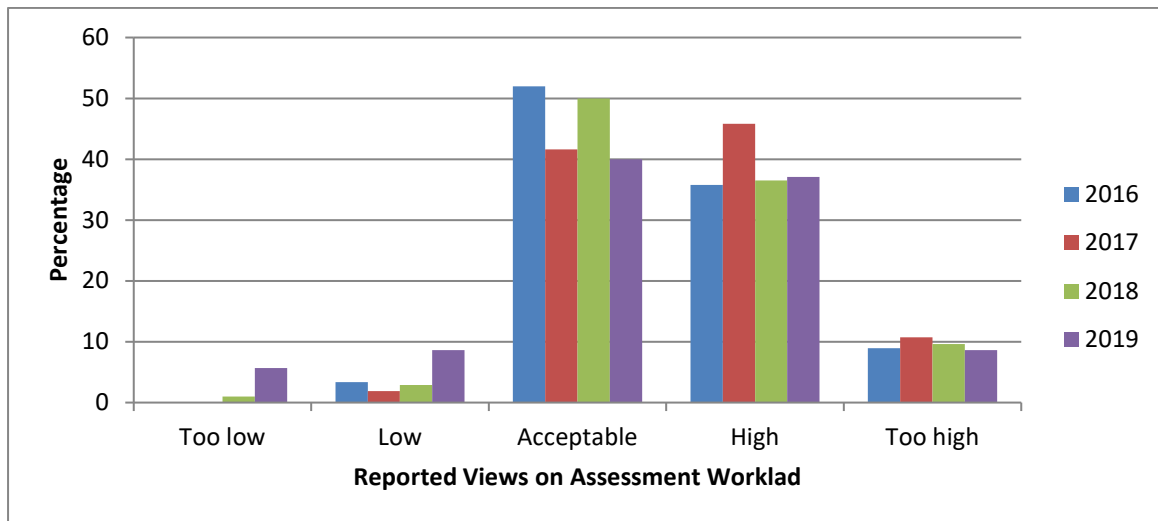
The first of the questions in this section, repeated from 2016–2018, asked participants to describe their assessment workload in 2019. Participants were able to select one of five options on a Likert type scale ranging from “too low” to “too high”. As in 2016 and 2018, the most frequently selected option was the mid-point option, “acceptable” (40 per cent,  $n = 14$ ). However, again as in previous years, a significant proportion of participants continued to rate their assessment load as “high” or “too high”, (46 per cent,  $n = 16$ ), the same proportion as in 2018, compared with 57 per cent in 2017 and 45 per cent in 2016. Figure 12 below shows participants’ responses to this question over time.<sup>84</sup> We note, however, that the reported perception of high assessment

<sup>84</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of cohort answering this question in 2019.

loads does not appear to have prompted changes in the way in which participants engage with their studies and/or the time they devote to their studies. For example, identifiable trends across time and level of study, as explained above, are of reducing high class attendance rates and time spent on self-study.

On a gender analysis, although the overall percentages of male and female participants selecting the “high” or “too high,” options were approximately equal, a slightly greater percentage of females selected the “too high” option (11 per cent, compared to six per cent of male participants). This trend was also apparent in 2018 results.

**Figure 12. Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Views on assessment workload (percentage)**



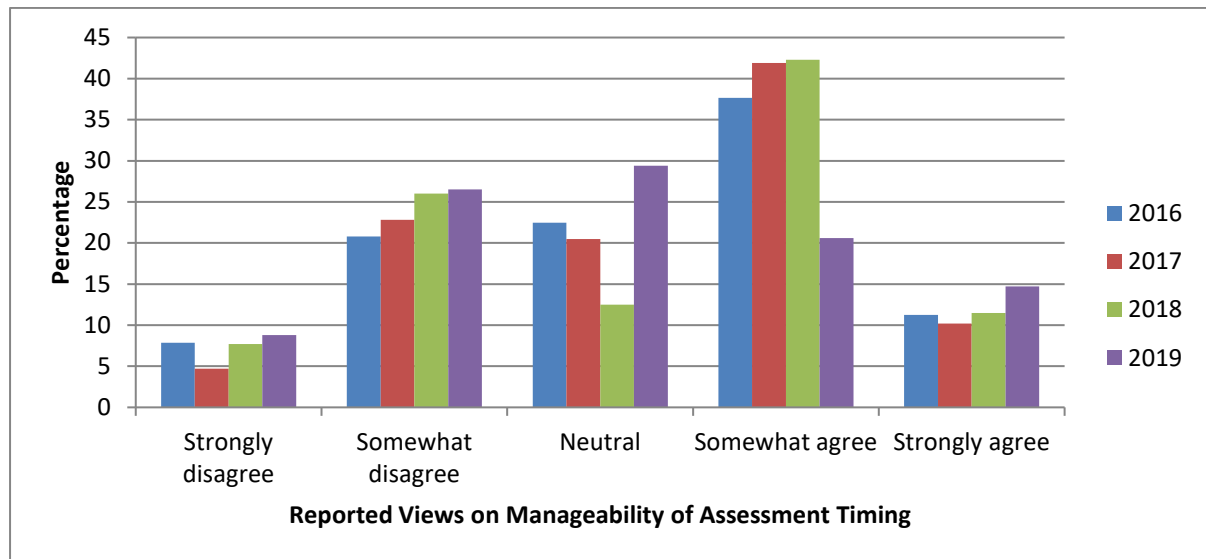
(b) Views on assessment timing

Participants' views about assessment timing were also collected, as they were in 2016 – 2018. Participants were asked to indicate their agreement with the following statement on a five-point Likert-style scale: “The timing of my assessments in 2019 has been manageable”. Options from which participants could select ranged from “strongly disagree” to “strongly agree”. A greater spread of results was apparent in 2019, with the option most frequently selected being the mid-point “neutral” option. In a change from previous years, roughly the same proportion “agreed” or “strongly agreed” with the statement (35 per cent,  $n=12$ ) as “disagreed” or “strongly disagreed” (35 per cent,  $n=12$ ). In previous years, in contrast, participants were more likely to indicated that they “agreed” or “strongly agreed” with this statement: 54 per cent in 2018, 52 per cent in 2017 and 49 per cent in 2016. Responses over time and level of study are shown in Figure 13 below.<sup>85</sup>

As in 2018, a gender analysis revealed no significant differences in male and female responses to this question.

<sup>85</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of cohort answering this question in 2019.

**Figure 13. Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Views on the manageability of assessment timing (percentage)**



(c) Grades received

Participants were also asked what grade they had most frequently achieved in 2019, as they were in 2016 – 2018. As was the case in 2017 and 2018, when they were mostly likely to be enrolled in 300-level optional papers, participants most frequently reported receiving “B” grades (52 per cent (17)), with 42 per cent (14) most frequently receiving “A” grades. Six per cent ( $n = 2$ ) reported receiving “C” grades most frequently. No participants reported receiving grades lower than “C” in 2019. However, we note that we have not carried out an analysis to determine the frequency with which the 2019 participants reported receiving grades lower than “C” in previous years.

In a reversal of results from previous years, a greater percentage of male participants reported receiving “A” grades most frequently (43 per cent, compared to 41 per cent of female participants).

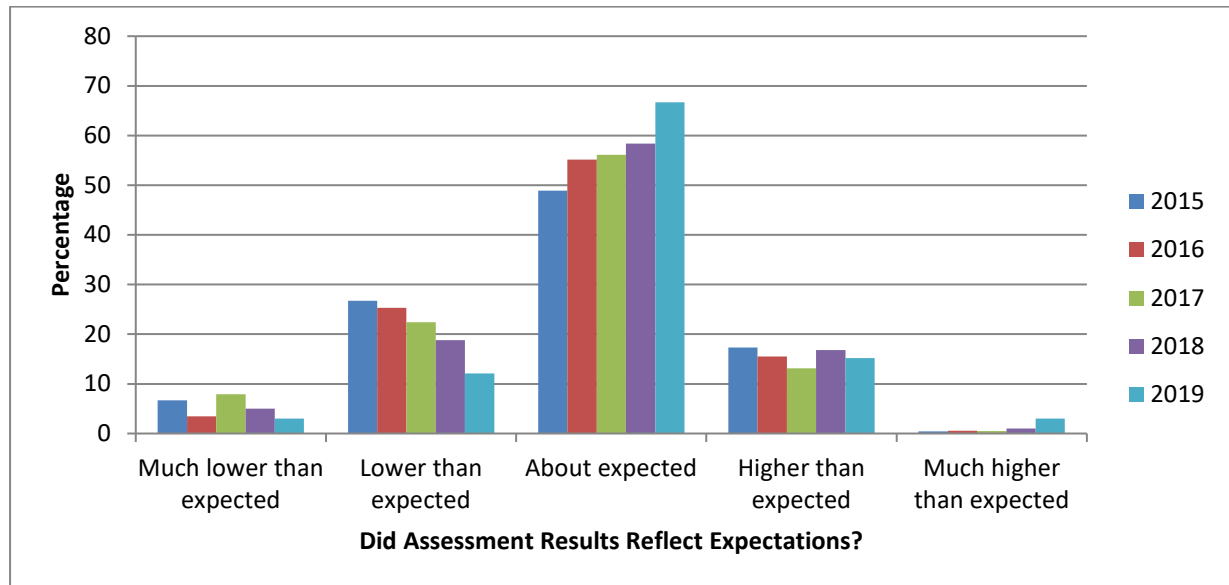
(d) Did grades received reflect expectations?

In answer to a question repeated from 2015 – 2018, participants were asked, to what extent, on average, the results they had received in their law courses in 2019 reflected their expectations. Participants were asked to select where they sat on a five-point Likert-style scale ranging from “they were much lower than I expected” to “they were much higher than I expected”. The option most frequently selected by a large margin (67 per cent,  $n = 22$ ) was “They were about what I expected”. A smaller percentage (15 per cent,  $n = 5$ ) reported receiving results that were lower or much lower than they expected than in 2018 (24 per cent).

On a gender analysis, a slightly greater proportion of females (71 per cent, compared to 63 per cent of males) reported receiving results that were about what they expected. In a continuing trend, a greater proportion of female participants reported receiving results that were higher than they expected

(12 per cent in 2019, compared to 18 per cent in 2018). These trends are illustrated in Figure 13 below.<sup>86</sup>

**Figure 14. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Did results received reflect, on average, participants' expectations? (percentage)**



(e) Confidence in passing

In a repeated question from 2016 – 2018, participants were asked how confident they were in passing all their 2019 law courses. Participants were asked to select one of five responses on a Likert-style scale ranging from “not confident at all” to “very confident”. As in 2018, most reported they were “confident” or “very confident” (94 per cent,  $n = 31$ , compared to 78 per cent in 2018). Six per cent ( $n = 2$ ) selected the “not confident at all” or “a bit confident” options.

In yet another reversal of past gender analyses, a larger percentage of female (100 per cent) selected the “confident” and “very confident” options than male participants (88 per cent). For example, in 2018, 58 per cent of male participants selected the “very confident” option, compared to 34 per cent of females.

(f) Overall satisfaction with law school experience

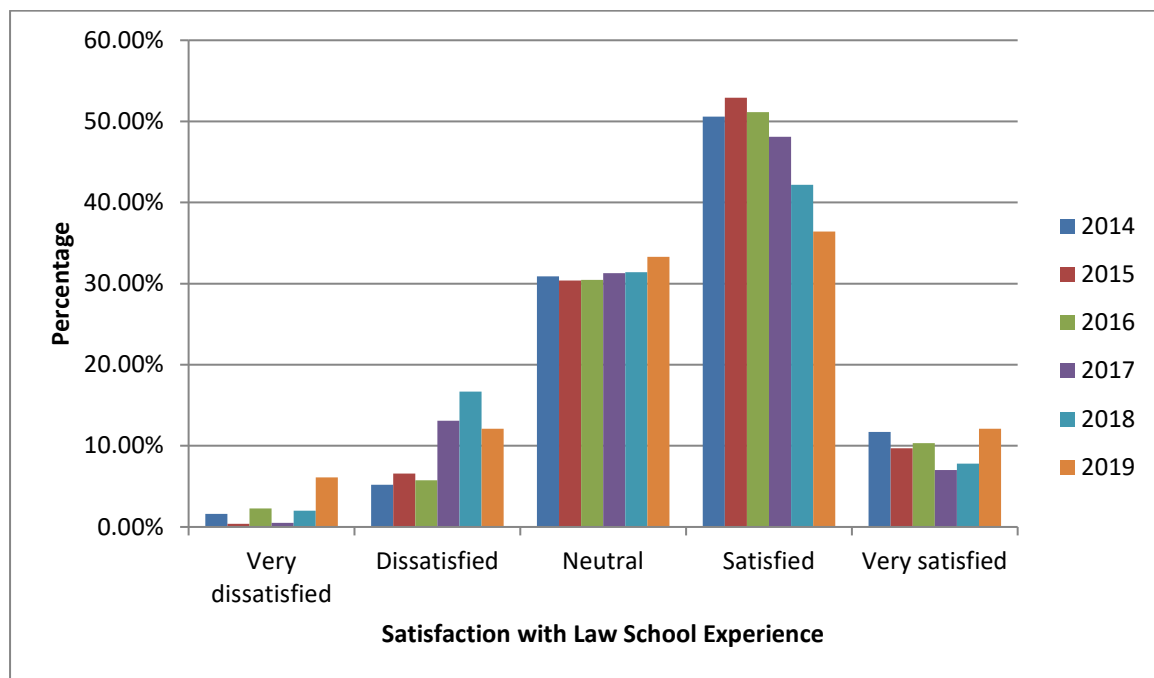
The final question in this section, repeated from 2014 – 2019, asked participants to rank their overall satisfaction with their law school experience in 2019 on a five-point Likert-style scale ranging from “very dissatisfied” to “very satisfied”. The most frequently selected option was “satisfied” (36 per cent,  $n = 12$ ), as has been the case in each year the survey has been running. Again as in previous years, the next most frequently selected option was the mid-point “neutral” option (33 per cent,  $n = 11$ ). Over-time as participants progress

<sup>86</sup> Note: the data from previous years relates to the participants who answered this question in previous years. These participants may or may not form part of cohort answering this question in 2019.



through their law studies, and as Figure 15 below shows, there is a general trend of a decreasing proportion of participants indicating that they are “satisfied” or “very satisfied”: 62 per in 2014, 62 per cent in 2015, 61 per cent in 2016, 55 per cent in 2017, 50 per cent in 2018 and 49 per cent in 2019. An increasing proportion over time have reported that they are “dissatisfied” or “very dissatisfied”: 7 per cent in 2014, 7 per cent in 2015, 8 per cent in 2016, 14 per cent in 2017, 19 per cent in 2018 and 18 per cent in 2019.

**Figure 15. Survey 2 2014, Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Satisfaction with law school experience (percentage)**



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

As in 2017 and 2018, we included a set of questions directed at participants who were in their final year of their law studies. The participants who answered these questions were those who indicated that they intended to complete their law degree by the end of February 2020. Thirty seven participants were in this category, a majority of the 44 participants who reported that they were still at law school in 2019. There were 16 males and 21 females, and one Māori and one Pasifika. The 37 participants were asked a series of questions, also asked of final year students in 2017 and 2018, about their future work plans, their feelings of work readiness and how they rated themselves in terms of a list of work-related skills and attributes. Their responses are summarised and compared with those of the 105 participants who answered the same questions in 2017 and 2018.

#### *1 Future employment plans*

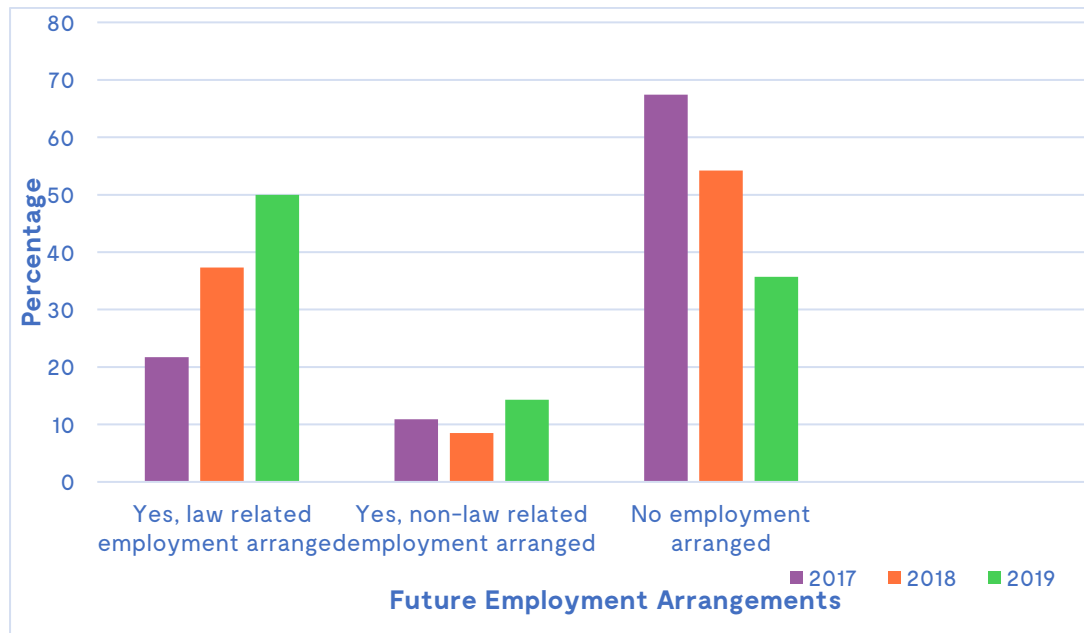
Participants were first asked whether they had employment arranged for after they completed their law degree and given three options from which to select (yes, law-related; yes, non-law related; and no). Twenty eight participants

answered this question. In a change from 2017 and 2018 when just over 50 per cent did have employment arranged, a majority (64 per cent,  $n = 18$ ) did have employment arranged. Of those who did have employment arranged, 50 per cent ( $n = 14$ ) reported that this was law-related employment (compared to 37 per cent in 2018 and 22 per cent in 2017). As was also the case in 2017 and 2018, most law-related employment was with a law firm ( $n = 11$ ). Two participants had employment arranged with a government department, and one had secured an in-house legal position with an employer that was an accounting firm. Three of the four participants who had arranged non-law related employment indicated they would be working in the field of tax and accounting with a professional services firm, one was already working in an insurance firm, and one had employment with a company (no job specification was provided by this participant).

Figure 16 illustrates participants' responses to this question over time and shows that participants who were on track to finish their Bachelor of Laws degree the earliest (that is those that were final year students in 2017) were least likely to report they had employment arranged for after they had finished law school. Final year participants in 2017, if they did have employment arranged, were also less likely to report that it as law related. As the 2017 final-year participants were in their fourth year at law school at this time, they were likely to have been enrolled only in Bachelor of Laws degree, rather than a double or concurrent degree. Given the "law focus" of these students, their reported lack of arrangement of law-related employment is unexpected. Despite the more positive reported employment prospects of the 2019 final year participants, a majority of final year participants across 2017–2019 did not have employment arranged at the time they were surveyed. In each of these years, participants were surveyed in the third or fourth term of the academic year.

As was the case in 2017, a gender analysis of the 2019 responses to this question revealed no significant difference: 54 per cent of female participants reported that they did have employment arranged, compared with 46 per cent of male participants. In 2018, in contrast, a greater proportion of female participants reported that they did not have employment arranged. (63 per cent, compared to 36 per cent of males).

**Figure 16. Survey 5 2017, Survey 6 2018 & Survey 7 2019: Future employment arrangements (percentage)**

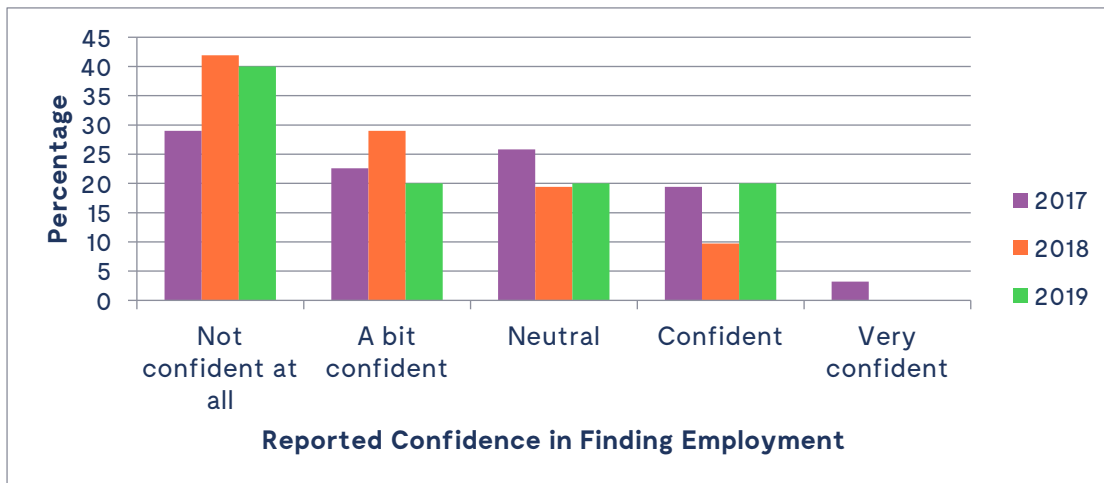


## 2 Confidence in finding employment

The participants who reported that they did not have employment arranged were asked how confident they felt about finding employment. Participants were given five choices from which to select on a Likert-style scale ranging from “very confident” to “not confident at all”. Ten participants answered this question. As was the case in 2017 and 2018 and shown in Figure 17 below, the most frequently selected option was “not confident at all” (40 per cent,  $n = 4$ ). The other options were each selected by 20 per cent of participants. When the responses of participants who answered this question across 2017 – 2019 are combined, 36 per cent of participants ( $n = 26$ ) reported that they were not at all confident at all of finding employment.

As was also the case in 2018, a gender analysis revealed that a smaller proportion of females selected the “confident” and “a bit confident” options. Forty per cent of females selected these options, compared to 20 per cent of male participants.

**Figure 17. Survey 5 2017, Survey 6 2018 & Survey 7 2019: How confident do you feel about obtaining employment? (percentage)**



### 3 *Careers Advice*

Final year participants, as in 2017 and 2018, were asked how helpful their university had been in providing them with careers advice. Twenty-eight participants answered this question. Participants were able to select from five choices on a Likert-style scale ranging from “not helpful at all” to “very helpful”. The option attracting the greatest number of selections was the mid-point “neutral” option (39 per cent,  $n = 11$ ). Overall, as in previous years, a greater proportion selected the “not helpful at all” and “a bit helpful” options (39 per cent), than the “helpful” and “very helpful” options (21 per cent).

In a continuing trend from 2017 and 2018, a gender analysis revealed no significant differences in male and female responses to this question.

### 4 *Preparedness to join the workforce*

Final year participants were also asked how prepared they felt for the workforce and 28 answered this question. Participants were able to select one of five options on a Likert type scale ranging from “not prepared at all” to “very prepared”. As in previous years, overall the options most frequently selected (42 per cent, compared to 44 per cent in 2018) were the “very prepared” or “prepared” options. Twenty-five per cent ( $n = 7$ ) selected the neutral option, and 32 per cent ( $n = 9$ ) selected the “not prepared at all” or “a bit prepared” options.

On a gender analysis, no significant difference was identified in male and female responses. In 2018, in contrast, a greater percentage of female participants selected the “not prepared at all” or “a bit prepared” options (46 per cent, compared to 23 per cent of males).

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

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

Caldwell in early 2017 where employers rated the skills and attributes of law graduates.<sup>87</sup>

In the first question in this section, participants were asked to rate themselves on a five-point Likert-style scale ranging from “poor”, “fair” “good”, “very good” and “excellent” in terms of the following skills: research skills, written communication skills, oral communication skills, legal reasoning skills, critical thinking and analytical skills, problem-solving skills, numeracy skills, digital literacy and skills in another language. As was the case in 2017 and 2018, and except for two skills (numeracy and skills in another language), a large majority rated themselves as “good”, “very good” or “excellent”.

As in 2017 and 2018, the exceptions attracting the highest percentages of “poor” or “fair” responses were numeracy and skills in another language. These results that are not surprising given that these skills receive little or no focus in the law degree. The skills attracting the highest number of “very good” and “excellent” self-ratings were the same as in 2018: written communication” (80 per cent, compared to 76 per cent in 2017), “problem solving” (74 per cent, compared to 75 per cent in 2018) and “critical thinking and analysis” (72 per cent, compared to 73 per cent in 2018). Given the frequency with which these attributes have been assessed and the very good grades that participants most frequently reported receiving in 2019, these results are not unexpected. However, as was also the case in 2018, a smaller proportion rated their legal reasoning skills, another core legal skill, as “very good” or “excellent” (57 per cent, compared to 49 per cent in 2018).

Overall results were consistent with those reported in earlier years, as Table 5 below illustrates. However, readers may recall that in the companion study conducted by Natalie Baird and John Caldwell, employers of law graduates identified graduates’ written skills as an area of concern, and ranked graduates’ digital literacy skills most highly.

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

**Table 5. Survey 5 2017, Survey 6 2018 & Survey 7 2019: Participants’ self-rating of skills (percentage)**

Skill	Poor	Fair	Good	Very good	Excellent	Total
<b>Research</b>						
2017	0%	11%	32%	39%	18%	100%
2018	2%	11%	22%	38%	27%	100%
2019	2%	11%	19%	43%	26%	100%

<sup>87</sup> See Baird, above n 41.

<b>Written communication</b>						
2017	4%	7%	18%	43%	29%	100%
2018	0%	6%	18%	47%	29%	100%
2019	0%	3%	17%	48%	32%	100%
<b>Oral communication</b>						
2017	4%	4%	29%	32%	32%	100%
2018	0%	13%	31%	35%	22%	100%
2019	0%	10%	30%	38%	22%	100%
<b>Legal reasoning</b>						
2017	0%	7%	46%	39%	7%	100%
2018	0%	4%	47%	40%	9%	100%
2019	1%	6%	36%	42%	15%	100%
<b>Critical thinking/analysis</b>						
2017	0%	7%	43%	36%	14%	100%
2018	0%	6%	22%	46%	27%	100%
2019	1%	5%	22%	45%	27%	100%
<b>Problem-solving</b>						
2017	0%	4%	25%	50%	21%	100%
2018	0%	4%	22%	58%	16%	100%
2019	1%	4%	20%	52%	22%	100%
<b>Numeracy skills</b>						
2017	11%	36%	25%	14%	14%	100%
2018	9%	28%	36%	15%	11%	100%
2019	8%	32%	31%	17%	12%	100%
<b>Digital literacy</b>						
2017	4%	15%	19%	26%	37%	100%
2018	4%	13%	32%	36%	15%	100%
2019	2%	12%	30%	34%	22%	100%
<b>Skills in another language</b>						
2017	39%	19%	12%	19%	12%	100%
2018	50%	8%	20%	15%	8%	100%
2019	40%	15%	15%	17%	15%	100%



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

As in previous years, participants generally ranked themselves as “good” or better for most attributes. As in 2018, attributes attracting the largest number of self-assessments as “very good” or “excellent” were a willingness to learn (89 per cent, compared to 88 per cent in 2018), ability to follow instructions (89 per cent, compared to 88 per cent in 2018), professionalism (85 per cent, compared to 79 per cent in 2018) and maturity (84 per cent, compared to 83 per cent in 2018). Attributes attracting the largest number of self-ratings as “poor” or “fair” were the same as in 2018 commercial awareness (26 per cent, compared with 31 per cent in 2018), being comfortable with ambiguity (27 per cent, compared to 28 per cent in 2018) and motivation (17 per cent, compared to 25 per cent in 2018). Reported confidence levels also attracted high “poor” or “fair” ratings (17 per cent). There continues to be a degree of overlap between participants’ self-assessment and the views of employers of Aotearoa/New Zealand law graduates. Employers ranked graduates’ willingness to learn highly but identified “being comfortable with ambiguity” and “commercial awareness” as areas of relative weakness.<sup>88</sup> Table 6 below contains a summary of participants’ responses across 2017 – 2019 to this question.

**Table 6. Survey 5 2017, Survey 6 2018 & Survey 7 2019: Participants’ self-rating of attributes (percentage)**

Attribute	Poor	Fair	Good	Very Good	Excellent	Total
<b>Resilience and adaptability</b>						
2017	0%	8%	19%	31%	42%	100%
2018	0%	4%	19%	38%	40%	100%
2019	0%	5%	22%	39%	34%	100%
<b>Energy and enthusiasm</b>						
2017	4%	15%	39%	27%	15%	100%
2018	8%	11%	38%	25%	19%	100%

<sup>88</sup> Baird, above n 41, 68-69.

2019	5%	6%	43%	28%	18%	100%
<b>Motivation</b>						
2017	8%	19%	23%	35%	15%	100%
2018	6%	19%	28%	32%	15%	100%
2019	5%	14%	31%	33%	18%	100%
<b>Maturity</b>						
2017	0%	4%	15%	31%	50%	100%
2018	0%	4%	13%	45 %	38%	100%
2019	0%	2%	14%	40%	44%	100%
<b>Professionalism</b>						
2017	4%	4%	19%	39%	35%	100%
2018	2%	4%	15%	34%	45%	100%
2019	1%	2%	12%	34%	51%	100%
<b>Personal presentation</b>						
2017	0%	8%	27%	31%	35%	100%
2018	0%	6%	21%	42%	32%	100%
2019	0%	4%	16%	45%	34%	100%
<b>Initiative and enterprise</b>						
2017	0%	8%	46%	30%	15%	100%
2018	0%	11%	39%	30%	23%	100%
2019	0%	7%	40%	28%	25%	100%
<b>Independence and autonomy</b>						
2017	0%	0%	16%	36%	48%	100%
2018	0%	2%	23%	32%	43%	100%
2019	0%	2%	22%	37%	40%	100%
<b>Confidence</b>						
2017	0%	15%	35%	31%	19%	100%
2018	2%	13%	28%	38%	19%	100%
2019	1%	16%	28%	38%	18%	100%
<b>Self-awareness</b>						
2017	0%	4%	39%	27%	31%	100%
2018	0%	8%	19%	52%	21%	100%

2019	0%	4%	23%	51%	22%	100%
<b>Self-management</b>						
2017	0%	15%	26.9%	31%	27%	100%
2018	0%	6%	24.5%	51%	19%	100%
2019	1%	6%	21%	50%	21%	100%
<b>Time management</b>						
2017	4%	23%	27%	15%	30%	100%
2018	0%	15%	32%	40%	13%	100%
2019	0%	11%	24%	50%	15%	100%
<b>Work ethic</b>						
2017	0%	8%	27%	31%	35%	100%
2018	2%	2%	26%	32%	38%	100%
2019	1%	1%	21%	39%	38%	100%
<b>Ability to follow instructions</b>						
2017	0%	0%	12%	65%	23%	100%
2018	0%	4%	15.9%	43%	38%	100%
2019	0%	3%	13%	38%	46%	100%
<b>Willingness to learn</b>						
2017	0%	4%	8%	50%	39%	100%
2018	2%	2%	8%	42%	47%	100%
2019	1%	2%	8%	35%	54%	100%
<b>Team work and collaboration</b>						
2017	0%	8%	27%	50%	15%	100%
2018	2%	4%	21%	42%	32%	100%
2019	1%	3%	21%	40%	35%	100%
<b>Being comfortable with ambiguity</b>						
2017						
2018	12%	27%	42%	15%	4%	100%

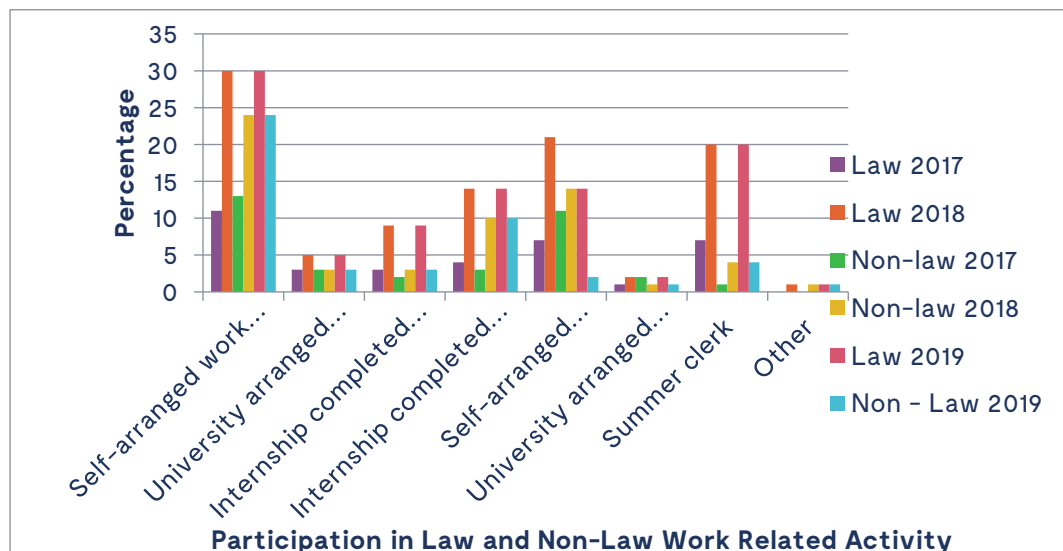
2019	6%	23%	28%	30%	13%	100%
	5%	22%	33%	27%	13%	100%
<b>Commercial awareness</b>						
2017	8%	15%	50%	15%	12%	100%
2018	8%	23%	40%	17%	12%	100%
2019	6%	20%	37%	22%	15%	100%
<b>Cultural competence and confidence</b>						
2017	0%	15%	31%	39%	15%	100%
2018	2%	15%	26%	43%	15%	100%
2019	1%	12%	27%	39%	21%	100%
<b>Global awareness</b>						
2017	4%	15%	50%	23%	8%	100%
2018	2%	15%	40%	26%	17%	100%
2019	1%	15%	37%	26%	21%	100%
<b>Community awareness</b>						
2017	0%	12%	35%	50%	4%	100%
2018	2%	11%	38%	40%	9%	100%
2019	1%	9%	32%	41%	17%	100%
<b>Organisational acumen</b>						
2017	0%	16%	36%	24%	24%	100%
2018	2%	10%	29%	47%	12%	100%
2019	1%	7%	34%	42%	15%	100%
<b>Ethical awareness</b>						
2017	0%	4%	27%	42%	27%	100%
2018	0%	8%	19%	39%	35%	100%
2019	0%	5%	17%	40%	38%	100%

## 6 Engagement in work-related activities

The extent to which participants had engaged in work-related activities during their time at university was explored, as was also the case in 2017 and 2018. Results across time and level of study are shown in Figure 18 below. Consistent with trends in previous years, participants were most likely to have completed a law-related, work-related activity, with the most frequently reported being self-arranged work experience, self-arranged voluntary work and working as a summer clerk. Few participants reported completing work experience or voluntary work arranged by the university at which they were enrolled. Few also reported gaining university credit for the work-related activities they had completed.

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

**Figure 18. Survey 5 2017, Survey 6 2018 & survey 7 2019: Participation in a law or non-law work-related activity (number)**



## 7 Advice for prospective law students

The final question in this category was open-ended: participants were asked what advice they would give a year 13 high school student about studying law. Twenty-five participants answered this question, and many provided more than one piece of advice.

The most frequently given responses emphasised the importance of developing good support and coping mechanisms. Examples included:

Do not approach law as a competition, both in university and in the workplace. Focus on working together with people such as a study group ... and law school and later life will be a lot easier.

Try to find friends. Find some way of coping and finding enjoyment and comfort in the law school environment – something I've completely failed at doing.

Maintain a healthy balance between life outside law school and life at law school – taking time to remove yourself from the occasionally very stressful law school environment (where the focus constantly seems to be on assessment, competition and comparison to your peers) helps you maintain a sense of perspective.

Participants who were enthusiastic about recommending studying for a law degree, even if they themselves did not intend to pursue a legal career, were balanced by those who recommended caution and being certain that enrolling in a law degree was what the year 13 student wanted to do. As in previous years, year 13 students were advised that the study of law is not as it appears in TV or the movies.

Two participants emphasised the importance of engaging in part-time and or voluntary work whilst at law school. One stated:

Don't neglect working at least part time out of studying [sic]. That's where you'll get all your practical skills. Not in a classroom. I beat out nearly 100 people who were interview[ed] for my dream grad role not based on my B grade average but my work and volunteering experience outside of uni.

The remaining advice focused on the need to work hard, do the readings, and keep up. As one participant put it:

Do the mahi get the rewards ...

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

All participants still at university were asked to complete a screening measure of psychological distress, the Kessler-6 scale, as they were in 2015, 2016, 2017 and 2018. The Kessler-6 scale is a set of questions used internationally to screen for levels of reported non-specific psychological stress in large populations.<sup>89</sup> "Psychological distress" in this context encompasses a range of symptoms including anxiety, depression or rage.<sup>90</sup>

Each student was asked how often, in the previous four weeks, they felt:

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

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<sup>89</sup> R Kessler and others "Short screening scales to monitor population prevalences and trends in non-specific psychological distress" (2002) 32 *Psychological Medicine* 959; Ariana Krynen and others "Measuring psychological distress in New Zealand: Item response properties and demographic differences in the Kessler-6 screening measure" (2013) 42 *New Zealand Journal of Psychology* 95 at 95.

<sup>90</sup> Ministry of Health *The Health of New Zealand Adults 2011/12: Key findings of the New Zealand Health Survey* (Wellington, Ministry of Health, 2012) at 61.

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

None of the time – scores 1

A little of the time – scores 2

Some of the time – scores 3

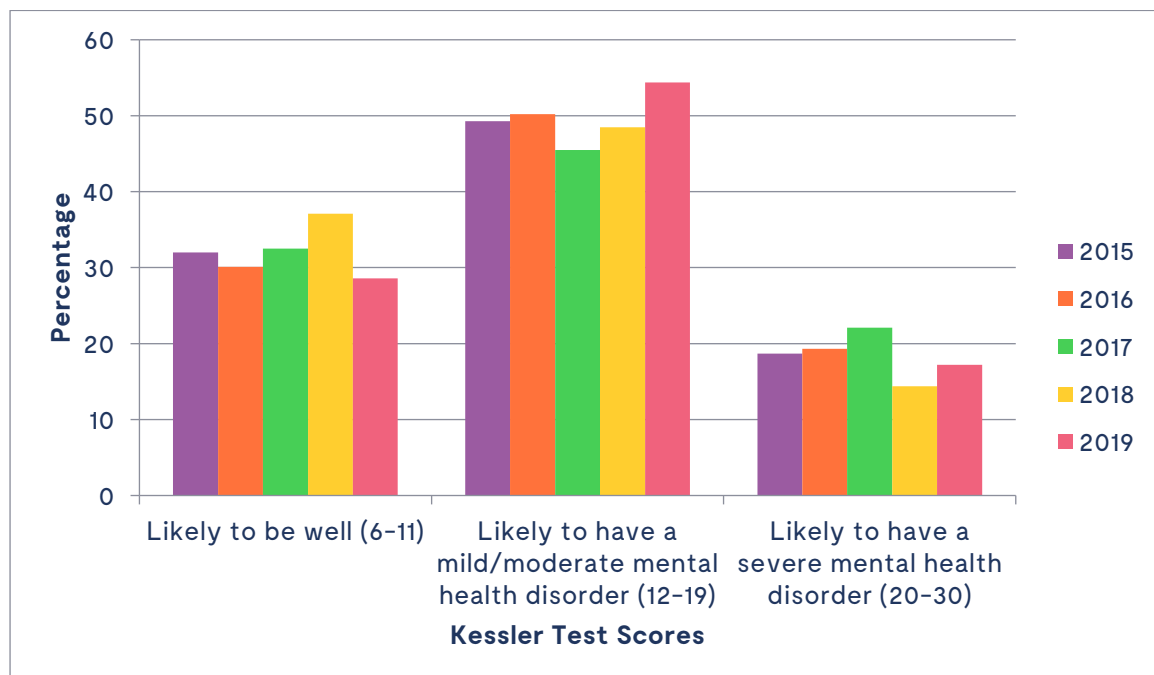
Most of the time – scores 4

Almost all of the time – scores 5

Those whose total score was in the range 6-11 are categorised as likely to be mentally well, those who score 12-19 as likely have a mild/moderate mental disorder and those who score 20-30 as likely to have a severe mental disorder.<sup>91</sup> Figure 19 below shows that 29 per cent scored in the likely to be the mentally well category, 54 per cent in the likely to have a mild/moderate disorder category and 17 per cent in the likely to have a severe disorder category. These results are generally consistent with past years and thus across levels of study.

Gender-based trends in previous years were not apparent in 2019, but this is likely to be due to the small sample size.

**Figure 19. Survey 3 2015, Survey 4 2016, Survey 5 2017, Survey 6 2018 & Survey 7 2019: Overall Kessler 6 student scores (percentage)**



We note, as we have in previous years, that when compared with other analyses using the Kessler-6 scale (or the longer Kessler-10 test) to measure levels of psychological distress within the general Aotearoa/New Zealand population, the cohort of participants still at university continue to report

<sup>91</sup> See <http://www.mindhealthconnect.org.au/guide-to-kessler-6>.



experiencing higher rates of both likely mild/moderate and severe psychological distress.<sup>92</sup> For example, an analysis of 4,442 Kessler-6 responses from the general population in 2010, reported 77.5 per cent of respondents in the “well” category, 17 per cent in the mild/moderate category and just over five per cent in the severe category.<sup>93</sup>

The Kessler-10 scale was used in national surveys conducted by the Ministry of Health in 2006/2007, 2011/2012 and 2016/2017. This scale, with 10 questions rather than six, identifies four likely levels of psychological distress: low; moderate, high and very high. The Health surveys report on the prevalence of likely high or very high levels of psychological distress. The reported rates of this degree of likely psychological distress are lower than reported by the law student cohort participating in this study. For example, the 2016/2017 national survey results show that overall rate of likely high or very high psychological distress in the adult Aotearoa/New Zealand population was 7.6 per cent,<sup>94</sup> up from 6.6 per cent in 2006/2007 and 5.6 per cent in 2011/2012.<sup>95</sup>

Participants’ 2019 Kessler-6 scores continue to be in line with overseas studies that report that law students are likely to be affected to a greater degree by depression and other forms of psychological distress than the general population. One of the first Australian studies on this issue surveyed 741 law students across 13 Australian law schools.<sup>96</sup> Thirty-five per cent of law students reported high or very high levels of psychological distress on the Kessler-10 scale, compared with 12 per cent of young people in the general Australian population.<sup>97</sup>

A subsequent Australian study reported that law students are likely to experience higher rates of psychological distress than other university students, but also reports that distress levels of all university students are higher than those reported by young people in the general population.<sup>98</sup> The latter finding is consistent with a 2014 study of Auckland university students.<sup>99</sup> Another Australian study, using a different screening test, reports that non-law students report severe levels of distress in similar proportions to law students,<sup>100</sup> but another comparing medical and law students responses to the

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<sup>92</sup> We acknowledge that we may not necessarily be comparing like with like in terms of the manner in which the Kessler tests were administered across different studies.

<sup>93</sup> Krynen, above n 89, at 101.

<sup>94</sup> Ministry of Health *Tier 1 Statistics: New Zealand Health Survey 2016/17* available at <https://minhealthnz.shinyapps.io/nz-health-survey-2016-17-tier-1/> (last accessed 24 January 2017).

<sup>95</sup> Ministry of Health, above n 90, 61.

<sup>96</sup> Kelk, above n 29.

<sup>97</sup> *Ibid.*, 12.

<sup>98</sup> See e.g. Leahy, above n 29, 611, 613.

<sup>99</sup> Samaranayake, above n 30.

<sup>100</sup> Wendy Larcombe, Sue French and Rachel Sore “Who’s Distressed? Not only Law Students: Psychological Distress Levels in University Studies Across Diverse Fields of Study” (2015) 37 *Sydney Law Review* 243 at 262. See also Christine Parker “The ‘Moral Panic’ over Psychological Wellbeing in the Legal Profession: A Personal or Political Ethical Response” (2014) 37 *University of New South Wales Law Journal* 1103; Christine Carroll “Alert but not Alarmed: A Response to Parker’s Critique of Wellbeing Scholarship” (2019) 29 *Legal Education Review* 1.

Kessler-10 test reports that law students have significantly higher distress levels.<sup>101</sup>

As noted in the literature review, several studies link students' law school experience with elevated levels of psychological distress. The findings of this study are that participants frequently experience a traditional lecture as a teaching method, which likely leaves them little opportunity to build positive and constructive relationships with their teachers and peers during class time. Almost half of all participants have reported over time that very few of their teachers know them. Many also do not report frequent interactions with their peers outside of class time for study-related purposes. Many report devoting time to self-study that is unlikely to leave them with sufficient time to engage in higher-level learning activities on a regular basis. These reported experiences, when viewed through the lens of the student engagement literature, are less likely associated with positive student engagement. These experiences also equate to likely low scores on at least one SDT (self-determination theory) measure:<sup>102</sup> relatedness (relating meaningfully to others). High scores on SDT measures are associated with wellbeing,<sup>103</sup> yet as the reported Kessler-6 test scores over time illustrate, just over half of the participants in this study have reported likely low levels of wellbeing over their time at law school.

### *E Law Graduates*

One hundred and one participants completed the part of the 2019 survey directed at those who had completed their law degree. Sixty four per cent ( $n = 65$ ) were female, 35 per cent ( $n = 35$ ) were male, and one participant (one per cent) elected not to identify as male or female. There were seven Māori graduates and three Pasifika graduates. Seventy one per cent ( $n = 72$ ) participants were new graduates in 2019 (2019 graduates). Twenty nine per cent ( $n = 29$ ) had completed the graduate portion of the 2018 survey, that is to say, that at the time of the 2019 survey they were in their second post-law school year (2018 graduates). Seventy-two per cent of the 2018 graduates were female, and 28 per cent were male. Sixty per cent of the 2019 graduates were female and 40 per cent were male. When both graduate cohorts were combined, 61 per cent were female and 38 per cent were male. This gender split is consistent with the split across the total cohort of participants across time.<sup>104</sup>

Findings are reported in categories relating to participants' reported post-law school experiences in 2019, their future work-plans, their self-assessment of a range of work-related skills and attributes, their reported wellbeing, and their reflections on their time at law school. The findings in this section are novel. For this reason, detailed findings are presented.

#### *1 Post-law school experiences*

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<sup>101</sup> Nerissa Soh and others "Law Student Mental Health Literacy and Distress: Finances, Accommodation and Travel Time"(2015) 25 *Legal Education Review* 29 at 62.

<sup>102</sup> Sheldon and Krieger, above n 27, 885.

<sup>103</sup> *Ibid*, 884, 893.

<sup>104</sup> See Table 2 above.

As in 2018, the 2019 graduates were asked whether they had completed, or were intending to complete, the Professional Legal Studies (Professionals) course in 2019 or 2020. The Professionals course is practical and skills-based and is intended to prepare law graduates for the practice of law. Completion of the course is a requirement for admission as a barrister and solicitor. Intended completion rates stand as a something of a proxy for whether participants intend (or are at least preserving the option of) legal practice as a career.

Of the 68 2019 graduates who answered this question, 90 per cent ( $n = 61$ ) indicated that they had, or were intending to, complete the Professionals course. The same proportion selected this option in the 2018 survey. Of the 112 participants who answered this question across the 2018 and 2019 surveys, 101 were intending to complete, or had completed, the Professionals course. The Law Society reported in 2019 that about 40 per cent of those admitted as a barrister and solicitor do not practice law, or do not enter practice soon after admission.<sup>105</sup> The following sections explore the extent that this is likely to be so for the study participants.

(a) Work experiences

Eighty five per cent of the 2019 graduates ( $n = 61$ ) reported that they were currently employed at the time of the 2019 survey. This is a higher percentage than reported by graduates in the 2018 survey (69 per cent,  $n = 34$ ). Of those who were employed, 93 per cent ( $n = 55$ ) were working full time and seven per cent ( $n = 4$ ) were working part-time. Combined reported employment rates across 2018 and 2019 for graduates in their first year post-law school are shown in Table 7 below.

A gender analysis revealed no difference in reported employment rates: 84 per cent of 2018 female graduates reported that they were currently employed, compared to 85 per cent of male graduates.

**Table 7: Survey 6 2018 and Survey 7 2019: Combined reported employment rates for graduates in their first year post-law school (number and percentage)**

Currently employed	Number	Percentage
Yes	95	78.51
No	26	21.48
<b>Total</b>	<b>121</b>	

Of the 2019 graduates who were employed, 48 per cent ( $n = 29$ ) were employed by a law firm, 25 per cent ( $n = 15$ ) were employed by a Government department, and 27 per cent ( $n = 16$ ) selected the “other, please specify” option. In 2018, in comparison, a greater proportion of graduates selected the “other” option (38 per cent,  $n = 13$ ), with 47 per cent ( $n = 16$ ) reporting they were employed by a law firm and 15 per cent (5) reporting they were employed

<sup>105</sup> Adlam, above n 45, 32.

by a Government department. Combined employment destinations for graduates across 2018 and 2019 in the first year after completion of their law degree are shown in Table 8 below.

A gender analysis of the 2019 graduates revealed some differences in employment destinations. Male graduates were more likely to be employed by a law firm (59 per cent of male participants reported being employed by a law firm, compared with 41 per cent of females). Female graduates were slightly more likely to be employed by a Government department (27 per cent compared to 23 per cent of male graduates). Female graduates were more likely to report “other employment” (32 per cent of female graduates, compared to 18 per cent of male graduates).

**Table 8: Survey 6 2018 and Survey 7 2019: Combined employment destinations for graduates in their first year post-law school (number and percentage)**

Employment	Number	Percentage
Law firm	45	47.87
Government	20	21.27
Other	29	30.85
<b>Total</b>	<b>94</b>	

Fifty eight of the 2019 graduates responded to a question asking the nature of their job. Thirty-three indicated they were employed as a law clerk or solicitor. Not all specified their area of practice. Those who did were working in mainly in domestic private law (corporate law ( $n = 4$ ), banking and finance ( $n = 4$ ), property ( $n = 4$ ), litigation ( $n = 4$ ), commercial ( $n = 2$ ), estates and wills ( $n = 2$ ), employment, immigration, and tax). One was employed as a criminal prosecutor, and two were doing criminal defence work.

Work for Government departments included policy advice or administration ( $n = 2$ ), judges’ clerkships ( $n = 3$ ), acting as a Deputy Registrar or Court Registrar ( $n = 2$ ), and working with council-controlled organisations.

“Other” positions included tax consultancy ( $n = 2$ ), auditing, advocacy, employment law advising, management consultancy, interning at an embassy, administrative work, retail sales, ski patrolling, playing cricket, and pick packing and cleaning.

Of the 2019 graduates in employment, 86 per cent ( $n = 51$ ) reported that they used their law degree in their work. Just under half (48 per cent ( $n = 28$ )) reported that they used their law degree all of the time, fourteen per cent ( $n = 8$ ) used their law degree three-quarters of the time, nineteen per cent ( $n = 11$ ) used their degree half of the time and seven per cent ( $n = 4$ ) used their law degree a quarter of the time. Fourteen per cent ( $n = 8$ ) reported that they did not use their law degree at all. These reported rates of degree use were higher than in 2018, but is likely due to the higher reported rates of law-related employment in 2019. In 2018, 32 per cent of graduates ( $n = 11$ ) reported using

their law degree all of the time, six per cent ( $n = 2$ ) reported using their degree three quarters of the time, three per cent ( $n = 1$ ) reported using their degree half of the time, 27 per cent ( $n = 9$ ) reported using their degree a quarter of the time, and 32 per cent ( $n = 11$ ) reported not using their law degree at all. Combined degree usage rates across 2018 and 2019 for graduates in their first year post-law school are shown in Table 9 below.

**Table 9: Survey 6 2018 and Survey 7 2019: Reported use of law degree in employment by graduates in their first year post-law school (number and percentage)**

Frequency	Number	Percentage
All of the time	39	41.93
Three quarters of the time	10	10.75
Half of the time	12	12.90
One quarter of the time	13	13.97
Not at all	19	19.20
<b>Total</b>	<b>93</b>	

Four 2019 graduates reported holding down a second part-time job. These secondary jobs were: university tutor ( $n = 2$ ), retail, and cleaning.

Twenty nine of the 2018 graduates (those in their second year after completion of their law degree) answered the employment-related questions in this section.<sup>106</sup> Reported employment rates in this group were high (97 per cent ( $n = 28$ )). The majority (90 per cent ( $n = 25$ )) were working full-time. Fifty per cent of these ( $n = 14$ ) were employed by a law firm, 27 per cent ( $n = 8$ ) by a Government department, and 21 per cent ( $n = 6$ ) selected the “other” option. Of the 28 who specified the nature of their employment, the majority were engaged in law-related work, with most indicating they were working as a solicitor. The roles of those who were not engaged in legal work included content creating for a website, report writing and data analysis, “everything that makes a business work”, auditing and customer service. Eighty one per cent ( $n = 23$ ) reported that they used their law degree in their current position: 36 per cent ( $n = 10$ ) used it all of the time, 14 per cent ( $n = 3$ ) used it three quarters of the time, 18 per cent ( $n = 5$ ) used it half of the time, 14 per cent ( $n = 3$ ) used it a quarter of the time, and 18 per cent ( $n = 5$ ) reported that they did not use their degree at all.

In summary, the majority of law graduates across 2018 and 2019 were in full-time employment and, of these, a majority used their law degree in their employment. Overall, the proportion of graduates not engaged in legal practice (either through working in a law firm or in a public service role) appears to be somewhat lower than the 40 per cent figure reported by the Law Society.<sup>107</sup>

<sup>106</sup> Note that some, but not necessarily, all of these participants may have also answered these questions in the 2018 survey. Thus, a direct comparison is not possible.

<sup>107</sup> Adlam, above n 45, 32.

However, the collected data strongly suggest that the utility of a law degree is not limited to legal practice. Eighty per cent of graduates across 2018 and 2019 report using their law degree in their work.

## 2 *Future plans*

To gauge graduates' future plans, we asked an open-ended question: "where do you see yourself three years from now?" Sixty four of the 2019 graduates responded. Of these, 69 per cent ( $n = 44$ ) indicated that they still intended to be working in the law.<sup>108</sup> Of these 44, 55 per cent ( $n = 24$ ) indicated they intended to be working in a law firm. Given the majority of 2019 graduates reported working in a law-related area, these results are unsurprising. They do however suggest that the "shine", so to speak, of working in the law has not dimmed for many participants in their first year out of law school.

Just five indicated they would not be working in a law-related area. Their responses were:

Unsure – keeping my options open but unlikely to be practicing law (male)

Still playing cricket (male)

Can't say still doing law. Maybe a different job (male)

Completing a company-funded MBA at a top US university, or on secondment in the US or Europe in management for a start-up social enterprise (male)

At this stage, likely not in the law. Perhaps studying, perhaps teaching, perhaps overseas! (female)

A small number of others indicated they wanted to be comfortable and happy, but did not specify an area of work that would allow them to achieve this. A small number intended to be travelling. Just one female graduate indicated a plan to have children.

Twenty eight of the 2018 graduates also responded to this question. Sixty-eight per cent ( $n = 19$ ) gave responses indicating they still intended to be working in the law. As was the case with the 2019 graduates, a majority indicated they intended to be working in a law firm. Again, for many, their experiences of working in the law appear not to have put them off from continuing. The responses of those mainly female graduates who indicated they did not intend to be doing law-related work are set out below:

I am hoping to be finishing a doctorate (female)

Overseas (female)

Probably working as a reporter (female)

Working for myself (female)

Senior project manager for the same company (female)

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<sup>108</sup> Note that some respondents reported that they intended still to be in the same job or moving up the ranks, but where it was not clear whether this work was law-related.



Travelling overseas, taking a break from work. Alternatively, I will be returning to work after a trip (female)

still studying, still working, still happy, but not a lawyer. yay! (male)

### 3 *Reflections on work experience*

Graduates who indicated they were employed were asked a series of qualitative questions focusing on their work experiences. These questions were new to the 2019 survey.

#### (a) Job fulfilment

The first of these questions asked graduates what they found most fulfilling about their job. Fifty-three of the 2019 graduates answered this question.<sup>109</sup> The largest number of responses focused on helping people. In a similar vein, six noted they enjoyed solving problems in a real-world context, in many instances for clients. Four noted that they had challenging or interesting work, with two appreciating the variety of work they were undertaking. Five noted that the most fulfilling aspect of their job was friendly and/or supportive colleagues. Three noted that they enjoyed the work, and two noted that the most fulfilling aspect was learning new skills. For three, it was being paid! Other individual responses included:

High degree of global impact, moving the world forwards. My personal contributions valued (male).

A great opportunity to utilise both degrees that I studied (law and commerce) as well as professional development (profs and chartered accounting) (female).

Being able to use what I have learned in law school in a non-traditional law job (female).

Applying the research skills I have built up over law school (male).

Interacting with the New Zealand legal system and its mechanics on a daily basis.

It has a focus on New Zealand's biodiversity in urban areas. I really enjoy learning about what people have done and are planning on doing to increase this, and seeing their passion come to life in a way that's good for the environment and society (female).

Unsure just began (male).

Twenty eight of the 2018 graduates also answered this question. For this group, the largest number of responses were also clustered around working with clients (four) and helping others (two). One noted that they just enjoyed the job, with three noting the interesting and challenging work load. Two appreciated their colleagues, one enjoyed research tasks, and another enjoyed learning something new every day. More specific comments are listed below,

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<sup>109</sup> Note: some participants indicated that more than one aspect of their work was fulfilling.



and these also give a flavour of the type of work in which participants were engaged.

The reporting job is fun (female)

Assisting other areas of the bank (female)

Seeing the progress of big jobs such as the Hamilton express way (female)

Report to the Ministers for the approval of investment proposals (female)

I am directly contributing to the community and a better, wider Auckland (female)

Liaison with judiciary and lawyers and police prosecutors (female)

Working with iwi and hapu in an area of passion (female)

I'm the boss and do exactly what I want (male)

We note the resemblance of many responses to the answers given by participants when asked for the reasons why they were studying law at the time the study began back in 2014. "Wanting to help people" was selected by 56 per cent of all participants and "wanting to make a difference" by 55 per cent.<sup>110</sup>

#### (b) Job stress

The second qualitative question asked of graduates was what they found most stressful about their job.

Fifty-three of the 2019 graduates answered this question. Whilst some graduates indicated helping others was a fulfilling aspect of their employment, the real-life impact of their decision making and advice was highlighted as a source of stress by others. One female graduate described this as "[t]he pressure of having someone's freedom in your hands". Four referenced the high expectations of their employers and pressure to perform. Five noted their fear of making a mistake or appearing to lack knowledge. However, the most frequently highlighted source of stress overall, and for both males and females, workload management. Responses in this category are listed below:

Time restraints (male)

Having multiple tasks to do simultaneously (male)

Time pressure (male)

Long hours, High pressure (male)

Time (male)

Time pressures for deadlines, especially court deadlines (male)

Urgency of tasks (male)

Managing all the work (female)

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<sup>110</sup> Taylor, above n 2, 705.

Time pressure, getting everything done without sacrificing on quality (female)

Time management, difficult clients (female)

When workload gets heavy (female)

Time pressure and dealing with an entirely new area of law (female)

Urgency of tasks (female)

Time management/commitment (i.e. lots of things due at once puts the pressure on) and I quite often feel out of my depth (female)

Client centric – deadlines sometimes because really tight do [sic] to delays on the client side (female)

Needing to work to meet deadlines and feeling that I am always being judged in some way (female)

Time pressure (female)

Balancing multiple competing interests (female)

Time restraints (female)

Timesheets! The feeling that the clock is ticking and you are taking too long to do something (female)

Trying to work quickly and efficiently and not make any mistakes. Also finding time to think deeply about issues (female).

One identified pressure to achieve sufficient billable hours as stressful. However, two identified a lack of work as a source of stress. Three criticised their employer's management style. One noted the lack of support because no other colleague was doing similar work. One noted that dealing with angry clients and stressed colleagues was an issue. Just one noted that their job was not stressful!

The 25 2018 graduates who answered this question identified similar issues. Workload management issues were again the most frequently cited by both male and female graduates, with examples set out below:

Time management (male)

Long hours, short timeframes (male)

The timeframes (male)

Budgets and deadlines (male)

Time pressure (female)

Deadlines and expectations (female)

The volume of work (female)

Sometime tight deadline[s] (female)

Sometimes the workload (female)

Time-frames (female)

A number also referenced the high expectations of their employers, their fear of making a mistake. One noted the “pressure to sign off on” things they were unsure of. Two noted having little or unchallenging work. One referred to “clients who refuse to follow advice” as their source of stress.

(c) Work/life balance

The final question asked graduates how they felt about their work/life balance (such as their hours of work and remuneration and access to flexible working arrangements). Although many responses to the previous question indicated that workload management was a source of stress, a majority of the 2019 graduates were not unhappy with their hours of work. Not all commented on work flexibility arrangements. Those who did most frequently highlighted a lack of flexibility. Most comments about pay focused on perceived low pay rates:

Negative assessments of work/life balance included:

Low remuneration, long hours of work, no access to flexible working arrangements (male)

Long hours, low remuneration (male)

Hours seem unnecessarily high/culture of excessive work. Remuneration is below minimum wage, although justified given huge supply of grads. Flexible working is a joke for juniors – 0 buy in from seniors/partners (male).

I am often working below minimum wage (due to long hours). My commute is quite long and I don't feel that I have much time for anything other than work and sleep (female).

Work hours are not fixed and can be long depending on what is on, starting law graduate pay should be higher

At the moment the work life balance is hard because you are tired after work and in the weekends as still getting used to working full time. It is also quite an adjustment from uni w[h]ere you do have flexibility in your day! I haven't had to work late yet, always gone between 5-5.30 pm (female).

Not much work life balance in weekdays; not much flexible working arrangements; never know what time I could finish on a given day due to inconsistent workload (female).

The majority of 2018 graduates were also not unhappy with their work/life balance. Those in this category gave responses such as “it's not too bad”, “comfortable”, “pretty good”, “can't complain”, “improving” and “good but plenty of room for improvement.” A number, however, were very happy with their work/life balance. In terms of improvement, the most frequently given response was a feeling that they were currently underpaid ( $n = 6$ ). In a marked difference from the 2019 graduates, none of the 2018 graduates gave uniformly negative responses to this question.

#### 4 Self-assessments of skills and attributes

Graduates were also asked to complete the same self-rating exercise in terms of skills and attributes that they completed in their final year at law school.

##### (a) Skills

The skill self-ratings of graduates in their first year out of law school in 2018 and 2019 are shown in Table 10 below (denoted by “18 graduates 1” and “19 graduates”). The scores of graduates who were in the second year post-law school are also included (“18 graduates 2”). The scores of first-year graduates across 2018 and 2019 were similar. Although second-year graduates self-ratings for research were slightly lower. Otherwise, their results were not significantly different from the first-year graduates.

First-year and second-year graduates rated themselves most highly (in terms of “very good” or excellent” scores) for written communication. We note, however, that employers of law graduates, when surveyed in 2017, identified graduates’ written skills as an area of comparative weakness in relation to other skills.<sup>111</sup> Although not all graduates are working in law-related areas and so may not have been using or developing the law related skills, both first and second-year graduates identified the core score of legal reasoning as an area of relative weakness.

In Table 10 below, the reference to “18 graduate 1” denotes graduates who were in their first year out of law school in 2018. The second category, “19 graduate” refers to graduates in their first year out of law school in 2019. The third category, “18 graduate 2” denotes graduates in their second post-law school year.

**Table 10. Survey 6 2018 & Survey 7 2019: Graduates’ self-rating of skills in their first and second-year post-law school (percentage)**

Skill	Poor	Fair	Good	Very good	Excellent	Total
<b>Research</b>						
18 graduates 1	0%	13%	19%	46%	23%	100%
19 graduates	0%	8%	26%	44%	22%	100%
18 graduates 2	0%	3%	41%	28%	28%	100%
<b>Written communication</b>						
18 graduates 1	0%	0%	17%	48%	35%	100%
19 graduates	0%	0%	22%	46%	32%	100%
18 graduates 2	9%	0%	17%	55%	27%	100%
<b>Oral communication</b>						
18 graduates 1	0%	6%	27%	42%	25%	100%
19 graduates	2%	6%	39%	35%	19%	100%
18 graduates 2	3%	7%	31%	35%	24%	100%
<b>Legal reasoning</b>						
18 graduates 1	2%	8%	23%	44%	23%	100%

<sup>111</sup> Baird, above n 41, 66.

19 graduates	2%	9%	36%	38%	16%	100%
18 graduates 2	0%	3%	31%	45%	21%	100%
<b>Critical thinking/analysis</b>						
18 graduates 1	2%	4%	27%	42%	25%	100%
19 graduates	0%	5%	27%	38%	31%	100%
18 graduates 2	0%	3%	24%	45%	28%	100%
<b>Problem-solving</b>						
18 graduates 1	2%	4%	21%	44%	29%	100%
19 graduates	0%	9%	23%	51%	17%	100%
18 graduates 2	0%	0%	24%	59%	17%	100%
<b>Numeracy skills</b>						
18 graduates 1	8%	35%	25%	21%	10%	100%
19 graduates	6%	32%	27%	14%	19%	100%
18 graduates 2	7%	42%	35%	0%	17%	100%
<b>Digital literacy</b>						
18 graduates	0%	8%	27%	35%	29%	100%
19 graduates	0%	15%	32%	31%	22%	100%
18 graduates 2	3%	10%	31%	31%	24%	100%
<b>Skills in another language</b>						
18 graduates 1	32%	22%	7%	17%	22%	100%
19 graduates	46%	14%	20%	18%	2%	100%
18 graduates 2	37%	15%	19%	11%	19%	100%

#### (b) Attributes

Graduates were also asked to complete the same self-rating exercise in terms of attributes that they completed in their final year at law school. Results are shown in Table 11 below. Self-ratings across 2018 and 2019 by graduates in their first post-law school year were similar. Graduates rated themselves most highly (in terms of “very good” and “excellent” scores for work ethic, ability to follow instructions and professionalism. First-year graduates ranked themselves lowest for being comfortable with ambiguity and commercial awareness, both areas identified by employers of law graduates as areas of comparative weakness in relation to other attributes.<sup>112</sup> The relatively lower scores for these attributes may also have contributed to the unease that some graduates felt in terms of the impact that their decisions and/or advice might have on others. Consistent with many 2019 graduates indicating that workload management was a source of employment stress, self-ratings for time-management were also comparatively low. Interestingly, the self-ratings of graduates in their second post-law school year did not improve. Rather, a downward trend in terms of self-ratings was apparent in the following categories: personal presentation, initiative and enterprise, confidence, self-awareness, self-management, time-management, ability to follow instructions, and global awareness.

In Table 11 below, the reference to “18 graduate 1” denotes graduates who were in their first year out of law school in 2018. The second category, “19 graduate” refers to graduates in their first year out of law school in 2019. The third

<sup>112</sup> Ibid 68–69.

category, “18 graduate 2” denotes graduates in their second post-law school year.

**Table 11. Survey 6 2018 and Survey 7 2019: Graduates’ self-rating in terms of attributes in their first and second-year post-law school (percentage)**

Attribute	Poor	Fair	Good	Very Good	Excellent	Total
<b>Resilience and adaptability</b>						
18 graduate 1	0%	6%	23%	44%	27%	100%
19 graduate	0%	5%	26%	33%	36%	100%
18 graduate 2	0%	0%	21%	48%	31%	100%
<b>Energy and enthusiasm</b>						
18 graduate 1	6%	0%	46%	31%	17%	100%
19 graduate	5%	11%	28%	36%	20%	100%
18 graduate 2	3%	0%	45%	41%	10%	100%
<b>Motivation</b>						
18 graduate 1	6%	6%	33%	33%	21%	100%
19 graduate	3%	16%	27%	42%	13%	100%
18 graduate 2	0%	17%	31%	35%	17%	100%
<b>Maturity</b>						
18 graduate 1	0%	0%	13%	36%	51%	100%
19 graduate	0%	3%	16%	38%	44%	100%
18 graduate 2	0%	3%	3%	48%	45%	100%
<b>Professionalism</b>						
18 graduate 1	0%	0%	10%	33%	56%	100%
19 graduate	0%	1%	19%	36%	45%	100%
18 graduate 2	0%	3%	14%	52%	31%	100%
<b>Personal presentation</b>						
18 graduate 1	0%	2%	15%	46%	38%	100%
19 graduate	2%	3%	19%	42%	34%	100%
18 graduate 2	0%	3%	38%	38%	21%	100%
<b>Initiative and enterprise</b>						

18 graduate 1	0%	4%	44%	27%	25%	100%
19 graduate	1%	14%	35%	32%	18%	100%
18 graduate 2	3%	7%	52%	21%	17%	100%
<b>Independence and autonomy</b>						
18 graduate 1	0%	2%	21%	44%	33%	100%
19 graduate	0%	3%	27%	47%	23%	100%
18 graduate 2	0%	7%	28%	41%	24%	100%
<b>Confidence</b>						
18 graduate 1	2%	19%	27%	36%	15%	100%
19 graduate	3%	19%	36%	28%	13%	100%
18 graduate 2	7%	10%	45%	31%	7%	100%
<b>Self-awareness</b>						
18 graduate 1	0%	0%	25%	52%	23%	100%
19 graduate	0%	6%	28%	41%	25%	100%
18 graduate 2	0%	3%	35%	31%	31%	100%
<b>Self-management</b>						
18 graduate 1	4%	6%	19%	50%	21%	100%
19 graduate	0%	11%	28%	36%	25%	100%
18 graduate 2	3%	7%	31%	45%	14%	100%
<b>Time management</b>						
18 graduate 1	2%	8%	13%	63%	15%	100%
19 graduate	3%	11%	31%	33%	22%	100%
18 graduate 2	0%	24%	24%	35%	17%	100%
<b>Work ethic</b>						
18 graduate 1	0%	0%	13%	48%	40%	100%
19 graduate	0%	3%	17%	36%	44%	100%
18 graduate 2	0%	0%	21%	38%	41%	100%
<b>Ability to follow instructions</b>						
18 graduate 1						
19 graduate	0%	2%	13%	30%	55%	100%
18 graduate 2	0%	2%	14%	47%	38%	100%



	0%	0%	24%	45%	31%	100%
<b>Willingness to learn</b>						
18 graduate 1	0%	2%	11%	28%	60%	100%
19 graduate	0%	0%	11%	41%	49%	100%
18 graduate 2	0%	3%	10%	26%	59%	100%
<b>Team work and collaboration</b>						
18 graduate 1	0%	4%	21%	38%	38%	100%
19 graduate	0%	5%	20%	41%	34%	100%
18 graduate 2	0%	10%	17%	41%	31%	100%
<b>Being comfortable with ambiguity</b>						
18 graduate 1	4%	21%	36%	27%	10%	100%
19 graduate	6%	33%	30%	16%	14%	100%
18 graduate 2	7%	21%	31%	35%	7%	100%
<b>Commercial awareness</b>						
18 graduate 1	6%	17%	31%	29%	17%	100%
19 graduate	10%	24%	35%	24%	8%	100%
18 graduate 2	7%	21%	35%	31%	7%	100%
<b>Cultural competence and confidence</b>						
18 graduate 1	0%	9%	32%	34%	26%	100%
19 graduate	5%	11%	36%	28%	20%	100%
18 graduate 2	3%	10%	28%	48%	10%	100%
<b>Global awareness</b>						
18 graduate 1	2%	15%	29%	27%	27%	100%
19 graduate	2%	16%	40%	24%	18%	100%
18 graduate 2	0%	21%	45%	35%	0%	100%
<b>Community awareness</b>						
18 graduate 1						

19 graduate	2%	8%	25%	40%	25%	100%
18 graduate 2	2%	13%	43%	22%	21%	100%
	3%	10%	45%	38%	3%	100%
<b>Organisational acumen</b>						
18 graduate 1	0%	2%	40%	38%	19%	100%
19 graduate	0%	8%	41%	34%	16%	100%
18 graduate 2	0%	10%	45%	35%	10%	100%
<b>Ethical awareness</b>						
18 graduate 1	0%	2%	15%	42%	42%	100%
19 graduate	0%	6%	20%	44%	30%	100%
18 graduate 2	0%	0%	24%	48%	28%	100%

### 5 *Reflections on law school experience*

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

#### (a) Law school culture

The first open-ended question asked participants how they would describe the culture at the law school they attended. Culture was defined for participants as “how students interacted with each other and staff”.

Sixty two of the 2019 graduates answered this question. As was the case in 2018, there was a considerable degree of difference in responses. Unlike the 2018 results where negative and positive comments were made in approximately equal numbers, negative comments were more frequent than positive.

Approximately one third of respondents described the culture at their law school in terms that were generally positive. Responses in this category included the following:

Cordial and polite the overwhelming majority of the time (male)

Friendly but not too close (male)

Individualised and supportive (male)

Ok although a bit sparse i.e. limited interaction/I think it easy to pass thru without feeling fully engaged in the culture (male)

Good (female)

Casual (female)

Happy with culture (female)

Largely friendly and supportive (female)

Really good on the whole (female)

Fantastic (female)

Good – made a lot of close friends (female)

Encouraging (female)

I enjoyed it, but that was because I was social (female)

Good within friend groups (female)

Loved the culture at uni – I miss it a lot! Made some great friendships along the way.

Student culture was great and memorable (female).

It was a good culture, most people got along with each other and[d] helped each other out.

Pretty good. Besides from a lad culture, the rest of law school was good and easy going.

I had a very positive law school experience (female).

Supportive, friendly (female)

Another group of respondents indicated that their experience at law school had been largely positive, but also identified other more negative aspects of law school culture:

Pretty good. Highly competitive with a veneer of “everyone is anxious or depressed”, but I had a large number of friends and friendly acquaintances (female).

There was an element of popularity context/cool kids’ culture about it i.e. the people who were in the revue etc were the cool group and it was a bit exclusive. However there were many others friendly and welcoming students (female)

Competitive, a bit ruthless at times. Quite a few close-knit groups, but alright if you had your own little close-knit group (female).

Very much like high school, clique but I did find I met a lot of great people through law school (female).

I think that there was a culture if you were willing/had the time to be a part of it. I had to commit a lot to my part-time jobs to fund myself through uni, and as I didn’t have a lot of time to get involved at the start of my degree, that ruled me out of really getting involved later when I was more interested to do so (female).

Culture differs among groups as there were different cliques within law school. Overall there was a competitive environment although between groups of people the friendliness varied a lot. It felt like on a micro basis, people supported each other to get through a competitive environment (female).

It was good. Quite cliquey (female).

It's a mixed bag. Some people are really great and others can be disrespectful and ruin it for everyone else (female).

Standard – law students are not the friendliest people but I still enjoyed my time at law school (female).

I enjoyed it, but that was because I was social. I think that law school in particular is cliquy. There are clear “cool kids” ... which I don't have much time for (female).

Nearly half of those responding to this question (27) were critical of law school culture. As the responses below indicate, the most frequently made criticism was the “cliquy” nature of law school. Negative descriptions included:

tense, very academic (male).

Shocking, too much focus on high achievement not enough on enjoyment and building friendships and connections (male).

Superficial, strong cliques but very collegial if you're in the “in crowd” (male).

There are many different cultures amongst law students. The dominant one ... is not very positive. They have a terrible name for being exclusionary. I was somewhat involved with the club but I never got more involved because I didn't really find the people fun or interesting nor did they appear to have the same values as me (male).

Microcosmic, Elitist, Classist, an Echo Chamber (male).

Exclusive. Popular people love it. Introverts like me faded into the background. Seemed like a playground for rich private school kids with Macs, keep-cups and pretentious attitudes (male).

Elitist (female).

The culture was not all that good. Very segregated (female).

Negative, Very elitist and clique driven (female).

Stressful, cliques, “loudest personalities prevail” (female).

Perhaps similar to a law firm, hierarchical, clique-y, and how well you do depends on who you know (female).

Most students seem very stressed (female).

Not good (female).

Very hard to interact with new people – everyone already seemed to have their own circles (from high school or 1<sup>st</sup> year uni) (female).

It was very cliquy. I felt isolated and didn't have many friends at law school as the cliques were formed during law camp which I didn't attend. There was an elitist group of students who did everything and became leaders within the faculty. People were quite competitive (female).

Exclusive. Very cliquy. Groups usually centred around connections, grades, popularity etc. Still highly competitive and not really collaborative outside your own friend groups (female).

Slightly poor compared to real world (exclusive groups etc) (female).

Isolating, cliquy; a bit of a social meritocracy (female).

Responses given by 27 of the 2018 graduates were similar. Negative comments highlighting the prevalence of “cliques” and the competitive nature of law school outnumbered positive comments. Negative comments included:

Elitist and snobby. I spent so much time worrying about these awful people (female).

Stratified, siloed, generally gender/generational, socio-economically segregated and quite boring (male).

It [culture] felt almost non-existent ... everyone seems to barely be holding it together but no one talks about it. It was like everyone is polite and nice, but I guess it felt pretty fake. Everyone was also silently drowning (female).

Clique-y. Some student associations seemed to be borderline extremist in some of their approaches (female).

Two of the 2018 graduates (one male and one female) highlighted the positive support groups for Māori and Pasifika students.

Only a minority of the 2018 and 2019 graduates made specific reference to staff. Positive comments about staff outnumbered negative. Positive (or generally positive) comments included:

Very helpful staff

The staff did nothing to help us outside of class, but were great lecturers (female, 2019).

I felt I could always speak to my lecturers if I needed, there were only a couple of occasions where I didn't think the lecturer was up to standard (female, 2019).

Some of the best lecturers who helped and made the course interesting and achievable

Friendly – attentive for staff (male, 2019).

Staff were approachable and friendly as the classes got smaller with elective courses (female, 2019).

The staff were mostly approachable (female, 2019).

Staff all very approachable and helpful at uni (female, 2019).

Fantastic, some of the best lecturers who helped and made the course interesting and achievable (female, 2019).

Examples of the very few negative comments included:

Staff–student culture was patchy. Some staff were warm, others were frosty and bureaucratic (male, 2019).

Staff [interaction], in all honesty, was useless. Interaction with staff was only on the basis for me to gain the grades or insight – but I don't blame the staff for this issue, probably an issue that I exacerbated with my own behaviour (male, 2019).

The reflections on culture from those who were successful students at law school do not make for comfortable reading. However, a number of points emerge. First, is the focus on participants' interactions with other students. Readers will recall the limited contact that participants reported having with their teachers outside of class whilst at law school. If participants' interactions are most frequently with their peers, it is hardly surprising that this is their focus when asked to reflect on law school culture. Readers will recall the limited contact that many participants reported having with their peers for study and social related purposes in their later years at law school. Readers will also recall that participants' descriptions of their law school experience over time highlights the solitary nature of that experience for many in terms of teaching and assessment. Participants' reported experiences suggest that law schools do not frequently provide opportunities for student interaction in or outside of class. Participants' descriptions of law school culture, insofar as it relates to the way that students interact with each other, suggest that many might not feel comfortable initiating contact with others outside their immediate friend or contact circle. Some successful students appear to have experienced very limited support from staff or other students whilst at law school.

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

The second open-ended question asked of graduates was, "Looking back, would could your law school have done to improve your student experience?" Fifty-nine of the 2019 graduates responded to this question, as did 23 of the 2018 graduates. Many in both categories made more than one suggestion. Categories of responses were similar across both groups.

A minority of graduates recommended no change. A small number were unsure, with one noting, "I don't know, I was barely involved. Perhaps something early on to stop people like me from losing interest (male, 2019)."

One group of responses focused on a need for law schools to better equip students for life after law school, with a subset of responses requesting greater information about the range of employment options available to them. Such suggestions included:

Perhaps a more balanced view of life outside law school, i.e. a broader view of the other employment options outside the large corporate firms (male, 2018).

Focus on real-life work options – as we only get exposed to big law firms in the careers evenings. For someone with no connections in the legal

industry, that will seem as the best (and only) thing you can do with your law degree (female, 2018).

Show routes into legal careers other than just to the top tier law firms (female, 2018).

... staff don't ... help us with what jobs we can get after law school (female, 2019).

Offered more advice on how profs work and how to get law jobs (male, 2019).

Getting a graduate position in a top tier firm is currently seen as the best achievement among students and it definitely shouldn't! (male, 2019).

Have a head of school to give advice for pathways (female, 2019).

Perhaps in your last year having a few seminars on transitioning from uni to law and/or other seminars about career options (female, 2019).

Shown more opportunities for those non-traditional law related jobs and that it is not only law firms where law graduates can get good jobs that use a law degree (female, 2019).

If they explained all the other things you could do with a law degree that wasn't explicitly just in a law firm I think it would have been more positive to see what I was working towards instead of just a vague "it's versatile there's lots of options", perhaps had people come to talk to us who had a law degree and used them but not just in a law firm (female, 2019).

Other responses in this category included:

I understand that law firms are limited in numbers however I think some kind of internship as an introduction to the "real world" as well as the ability to network would be beneficial (female, 2018).

Possibly more networking events to help students get used to the feeling of networking ... (female, 2018).

Help to gain internships (female, 2019).

Been more supportive ... on the job hunt front ... (female, 2019).

Had more involvement with the profession earlier to get a better understanding of law in practice (female, 2019).

Another group of suggestions was directed at pedagogy, with a sub-set suggesting smaller class sizes. Some participants in this category recognised that smaller class sizes might lead to an improvement in staff/student relationships. One 2019 graduate noted that "[h]aving such big classes made things feel very impersonal and easy to get lost and left behind". Another suggested more one-on-one tutoring support as an improvement.



Another subset of responses in this category suggested greater use of “real-world” or practical experiences and/or assessments:

More practical experiences like you get in profs (female, 2018).

More practical experience that may have actually helped me get a job (female, 2018).

Given more access to practical, hands-on, realistic law profession insight/experience (female, 2018).

More practical skills taught (female, 2018).

More practical classes (female, 2019).

Possibly more group projects. I went through my entire degree never having to work as a team nor did I have to do any form of presentation (female, 2019).

Taught more real-world practical skills (female, 2019).

More practical education – e.g. court speaking, court documents, etc – actually having a feel of what it means to be a lawyer (female, 2019).

More practical assessments similar to profs rather than writing essays (female, 2019).

Teaching me how to apply the law and how the law works in society. Don't teach me how to pass specific standards that are extremely niche – or not really a job that I would be doing either as a lawyer or anyone in a profession that involves legalities (male, 2019).

... courses that have some elements pertaining to practice in that particular field, not just the theory (female, 2019).

Another subset of responses in the pedagogy category focused on a need for greater assistance in how to go about the study of law and/or managing assessments, with a majority focusing on the latter:

Reduced some of the readings. Or worked together to stagger assignments more ... (female, 2018).

Be more consistent in applying assessment deadlines and policies (male, 2018).

Made it clearer what we needed to do early on (female, 2019).

More mental health awareness and leeway for extensions for personal circumstances (female, 2019).

Had better pre-test tutorials (female, 2019).

Maybe engage us early in best study practices – took me until half way through 2<sup>nd</sup> year to get my head around how to properly use study time (male, 2019).

More academic assistance for all students (for example essay writing or exam prep) (female, 2019).

Given more assistance in relation to exams and assignments. We were left to fend for ourselves and law school was not help (female, 2019).

Be more flexible for different learning pathways (male, 2019).

Recordings [apparently a request for lecture recordings] (female, 2019).

Focused on learning for knowledge and understanding, rather than focused on learning for passing assessment criteria (female, 2019).

More tutorials further on in studies (female, 2019).

A small number focused on improvements in teaching style:

Some of the classes were not engaging at all. Improving/changing the lecture style or activities for those classes would have been an improvement (female, 2019).

More interactive tutorial sessions (female x 2, 2018).

Another group of responses focused on what law schools could do to improve their culture. Many suggestions in this section referenced the negative aspects of law school culture identified in response to the previous question in this section. A majority of responses focused on improving the quality of student/student and staff/student interaction. Responses included:

Make it less cutthroat and competitive (male, 2018).

More support and interaction. Also less judgment from the law society and less of a drinking culture for law society events. Separating social life from law society elections also (female, 2018).\*

Not to be so elitist and pressured. Be more welcoming (female, 2018).

Greater contribution to the student community (male, 2018).

... fun events such as quizzes or other activity to help build connections with others who will be in the law profession alongside you (female, 2018).

Required the development of lecturer/student relationship/interaction (male, 2018).

More student interaction (female, 2019).

Have more law school run social events, rather than by the law society and the group they represented (male, 2019).\*

More events (including social events) run by the law school rather than lawsoc, the popularity contest was a bit intimidating sometimes (female, 2019).

Better lecturer and student engagement (male, 2019).

Considered students as people. Not just celebrating “mental health day” for show and practicing what they preach on this day throughout the year. Taking workloads into account (female, 2019).

Better contact with academics (more personal relationships) (female, 2019).

A better more inclusive student environment (male, 2019).

Get more involved in student organised events (male, 2019).

Foster a better student environment (male, 2019).

More first year law student activities that didn't revolve around drinking (female, 2019).

More staff/student interaction (female, 2019).

Actually listen to what students had to say and their concerns .... (female, 2019).

More opportunities to meet other students (female, 2019).

More first year events to get to know people (female, 2019).

\* We suggest that the reference to "law society" in some of the above statements is a reference to a law students' society, rather than the New Zealand Law Society.

Two participants requested greater support for mature students.

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

The final open-ended question in this category asked graduates to "look back" and comment on what their law school could have done to better prepare them for the workforce. Fifty-eight 2019 graduates and 21 2018 graduates answered this question. As was the case when this question was asked in the 2018 survey, responses of both the 2018 and 2019 graduates most frequently suggested a greater focus on practical skills. Fifteen of the 2018 graduates and 34 of the 2019 graduates made this suggestion. Some gave examples of how this might be achieved:

More practical skills (male, 2018).

Focus more on practical skills ... (male, 2018).

Introduction of practical papers (civil procedure, insolvency papers) (male, 2018).

Practical skill experience, overview/teachings on court documents, writing to clients, billables (female, 2018).

Practical problems could have been put forward in assignment questions rather than theory questions discussing policy. Include more "moral dilemma" situations where legislation could be ignored as an option (female, 2018).

Been more practical in terms of its teaching. Writing letters, emphasis on grammar, writing LOE's rather than waiting to get to profs to learn the practicalities of being a lawyer (female, 2018).

Actually teach practical skills (male, 2019).

More practical assignments, like PROFs (male, 2019).

More practical experiences and assignments to prepare people for work (male, 2019).

More writing! Significantly more writing and legal research. Also, soft skills learning through competitions and volunteering (male, 2019).

More emphasis on practical skills, mooting and witness examinations etc (female, 2019)

More interactive classes e.g. advocacy skills and more practical written work e.g. interlocutory applications, criminal submissions etc (female, 2019).

Less pure theory, more examples and application. Especially in commercial law – e.g., how would this legal change affect these businesses? Answering questions like this would be more interesting and useful than the historical/development angle that was taught (male, 2019).

Teach us more practical skills such as mooting, interviewing, mediation and negotiation (2019).

The second most frequently given response by both graduates from both 2018 and 2019 focused on the need for more careers-based advice and/or assistance with finding work. Examples included:

Prepared us for the reality of the initial years of working i.e. not always the most exciting work (female, 2018).

More real-life legal professional experience opportunities. That is, taking a more active role to help students gain the very much needed/valued work experience (female, 2018).

Step by step how to get a job, what interviews would be like (female, 2018).

The gap between studying and applying law was much greater than expected, a bridging course or compulsory work placement should be considered (female, 2018).

Perhaps showcase some non-law firm employment options (male, 2019).

Given advice about how realistic it is to get legal work (male, 2019).

There was so much focus on getting a summer clerkship at “the big three” and a commercial law job – we had no idea what other jobs were available to us or how to get them, like being a junior barrister (female, 2019).

Informed us about the after university preparation for getting admitted and prepared us for the likelihood of not getting a job straight away (female, 2019).

Encouraged earlier engagements with practitioners, promote jobs outside of the legal profession (male, 2019).

Better career counselling resources (female, 2019).

Had a transitioning seminar/class about the workforce – could have some ex students who have been working for a year or two and come back and talk about their experiences etc (female, 2019).

Explain my options for after law school that didn't involve law firms or a typical law job (female, 2019).

Tell us about referee requirements for good character in advance (female, 2019).

Other single responses included:

Be harsher with marking. Especially on the fundamentals. Handholding doesn't help anyone in this employment market (male, 2018).

Encourage participation in extra-curricular activities, law school itself alone does not prepare you for full-time work (female, 2018).

University is not a trade school, it is a place of academic advancement (male, 2018).

I feel that I was well prepared for my current role (though that is to a large degree based on my language skills) (male, 2019).

Academia and working are quite different, I don't think that law school should coach you on how to work as a lawyer (male, 2019).

Maybe more communication with lecturers. More "boss to employee" type things. Now I'm really avoidant with bosses because I approach it like a lecturer student relationship. That to me was defined by if the lecturer knows your name there's something wrong. You get the good grades by flying under the radar and just doing all the stuff. Now I can barely talk to a boss from this old fear of getting a bad grade and being told it was in the syllabus or a class that I must not have been paying good attention in. I know that's not healthy for a work place, but it's the hang over. Law school would have done better if it taught me to treat the lecturers like bosses, not like Gods" (female, 2018).

Two participants recommended incorporating the profs' course into the law degree.

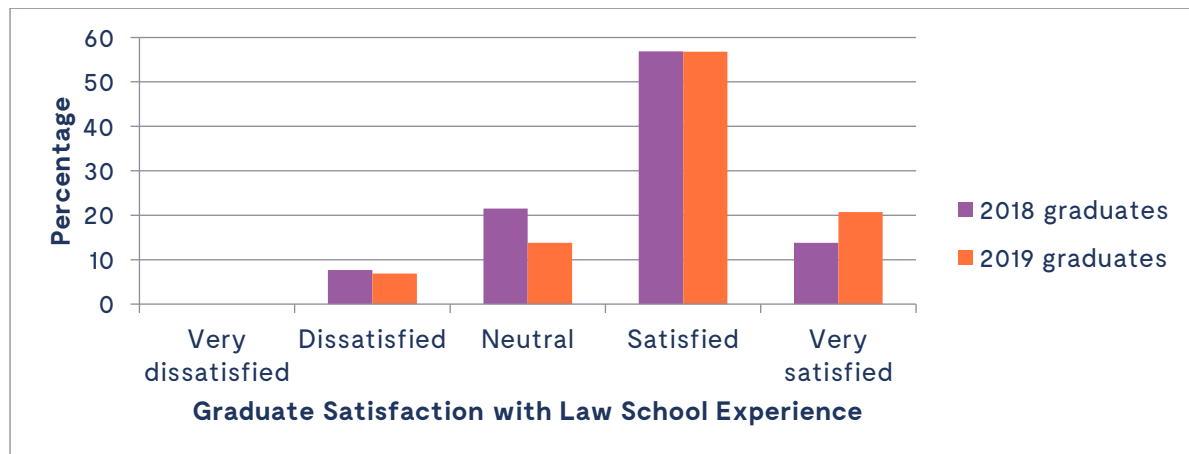
#### (d) Satisfaction with law school experience

Two quantitative "looking back" questions were also included. The first asked graduates how satisfied they were with their overall law school experience. Graduates were asked to select one of five responses ranging from "very dissatisfied" to "very satisfied" on a Likert-style scale. Forty-three answered this question. As Figure 20 below shows, the majority of 2018 and 2019 graduates were satisfied with their law school experience. Twenty-nine 2018 graduates and 65 2019 graduates answered this question.

On a gender analysis, both 2018 and 2019 female graduates were more likely that to report they were "very satisfied" with their law school experience (24 per cent of 2018 graduates and 17 per cent of 2019 graduates, compared to 13 per cent of 2018 male graduates and nine per cent of 2019 male graduates). Eighty-one per cent of 2018 female graduates and 68 per cent of 2019 female graduates rated themselves as "satisfied" or "very satisfied" compared to 75 per cent of 2018 male graduates and 74 per cent of 2019 male graduates. These

reported satisfaction rates are slightly higher than those reported by participants still at law school.<sup>113</sup>

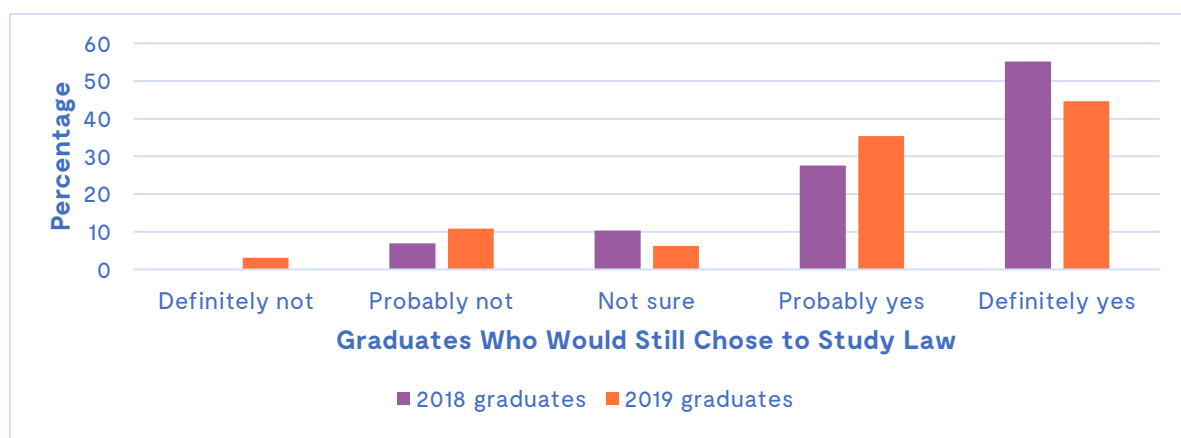
**Figure 20. Survey 7, 2019: Satisfaction of law school graduates with law school experience (percentage).**



The second quantitative “looking back” question asked graduates whether, if they could go back in time, they would still choose to study law? Twenty-nine of the 2018 graduates and 65 of the 2019 graduates answered this question. Graduates were asked to select one of five responses ranging from “definitely not” to “definitely yes” on a Likert-style scale. As Figure 21 below shows, a majority would “probably” or “definitely” choose to study law again if they could go back in time.

On a gender analysis, similar proportions of male and female graduates in both 2018 and 2019 selected the combined “probably” or “definitely yes” categories (88 per cent of 2018 male graduates and 81 per cent of 2018 female graduates; 74 per cent of 2019 male graduates and 76 per cent 2019 female graduates).

**Figure 21. Survey 7, 2019: Would graduates still choose to study law if they could go back in time (percentage).**



<sup>113</sup> See Figure 15 above.

Graduates were also asked to complete the same Kessler-6 test that they had completed over their time at law school. As in 2018, overall results showed an improvement in reported levels of likely wellbeing. Across the 2018 and 2019 graduates, 56 per cent scored in the likely to be well category (compared with 43 per cent of participants still at university in 2018), 47 per cent scored in the likely to have a mild/moderate mental health disorder (compared with 46 per cent for those still at university) and seven per cent in the likely to have severe mental health disorder (compared to 9 per cent of those still at university). Further analysis showed no substantial difference between participants' Kessler-6 test scores in their first year and second year post-law school. A gender analysis showed no significant differences between male and female scores.

Although there is little statistical data available, Law Society resources suggest that lawyers are likely to experience higher rates of psychological distress than the general population.<sup>114</sup> Recent reports also highlight work practices within the profession that are unlikely to be conducive to psychological wellbeing, such as sexual harassment, bullying and discrimination.<sup>115</sup> Such practices were conspicuous by their absence in the workplace reflections of the graduates in this study. Although work and time-management were highlighted as an issue by many, this is unlikely to be unique to law-related employment. What is notable is the continuation of a finding apparent also in 2018 findings: participants' likely levels of mental wellbeing improved once they graduated from law school, although the reasons for this are unclear.

## VI Summary of Findings

In this section, we highlight and discuss the broad themes emerging from responses to the seventh collection of data from the study participants in 2019 and across time.

We remind readers that the responses are of a self-selected cohort that reflects the wider cohort of Aotearoa/New Zealand law students and graduates in terms of gender and ethnicity. The cohort is unique in the sense that participants have demonstrated the degree of academic success and persistence needed to reach a sixth year of law studies and/or complete a law degree. As findings are of participants' self-reported experiences, the extent to which they intentionally or unintentionally provided inaccurate information

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<sup>114</sup> See, e.g., <https://www.lawsociety.org.nz/practice-resources/research-and-insight/practicetrends-and-statistics/how-healthy-are-newzealand-lawyers>.

<sup>115</sup> See Margaret Bazley *Independent Review of Russell McVeagh March—June 2018*; Colmar Brunton *Workplace Environment Survey Prepared for the New Zealand Law Society* (28 May 2018); *New Zealand Law Society Working Group Report on sexual harassment, bullying, discrimination and other inappropriate workplace behaviour within the legal profession* (December 2018), available at [www.lawsociety.org.nz](http://www.lawsociety.org.nz); Zoë Lawton “#Metoo Blog” (2018) [www.zoelawton.com](http://www.zoelawton.com); Allanah Colley, Ana Lenard & Bridget McLay *Purea Nei: Changing the Culture of the Legal Profession* (Law Foundation/Michael & Suzanne Borrin Foundation, December 2019).



is unknown. The extent to which participants' responses differ from law students and graduates at the participating universities who chose not to participate in the study (the non-response bias) is also unknown. Finally, we remind readers that the study has not captured the experiences of participants who have not persisted with their law studies and/or not completed a law degree for social or academic reasons.

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

In 2019 a minority of participants were still enrolled at law school. Their responses to repeated questions in the 2019 survey in relation to their post-law school plans, teaching and learning experiences and general wellbeing are consistent with those collected in previous years.

A majority continued to have the goal of a legal career, with a majority also continuing to express the greatest interest in a career in private practice (the career option pursued by the large majority of members of the Law Society). Participants continued to express the greatest interest in domestic, commercial law subjects – the area of law most frequently practised by Law Society members working in private practice.

The survey questions in 2019 did not focus in detail on what was occurring during participants' classroom experiences, as participants consistently reported in past years that the teaching method they most frequently experienced was a traditional lecture where a teacher delivers prepared content to students who spend most of their class time taking notes. A majority of participants continued to report high attendance rates (between 81 and 100 per cent of their classes), although the size of the majority selecting this option continued to fall. This fall occurred at a time when greater numbers reported accessing recorded lectures, thus likely reducing the extent to which these participants (at least) experience formal and face-to-face contact with their teachers and peers. However, because the traditional lecture as a teaching method affords limited opportunities for positive and constructive engagement with teachers and their peers, this may well not have had a significant impact on participants' relationships with others, or indeed their overall learning experience.

In a continuation of a trend evident in previous years, participants reported primarily electronic, rather than face-to-face, communication with their teachers outside of class time, with a significant minority also continuing to report that they had no contact with their teachers outside of class. As in 2017 and 2018, approximately half reported that 20 per cent or fewer of their teachers knew them. Only a third reported having frequent study or social related contact with their peers. More than half reported never or rarely having study-related contact with their peers.

The teaching and assessment methods adopted by teachers is one determinant of the opportunities provided by law schools for students to build positive and constructive relationships with their teachers and peers. (Findings from 2018 are that in addition to frequently experiencing a traditional lecture as a teaching method, participants also frequently completed individual

assessment tasks, such as, for example, individual tests/exams and individual assignments). As referenced in the literature review, wider law school policies also have an impact on students' relationships with others. Although we did not collect students' perceptions of such policies in 2019 or previous years, graduates' reflections on law school culture suggest that law schools largely take a "hands-off" approach when it comes to providing opportunities to meet and connect with others outside of scheduled classes. The most frequently given description of law school culture (defined as "how students interacted with each other and staff") was the division of the student body into cliques. Many graduates referenced this in pejorative terms – such that this made it "hard to interact with new people", and was "isolating" and/or "negative". A significant proportion of graduates suggested that law schools could improve the student experience by improving the quality of student/student and staff/student interaction.

As in 2018, a substantial minority of participants reported that were not engaged in a law-related extra-curricular activity or activities.

In another continuing trend, participants still at law school reported spending less time than law schools would expect on periods of self-study. Although this suggests that many participants may not be allowing themselves time to engage regularly in active (or deep) learning activities, as we noted in 2018, the successful and persisting participants in this study are likely to be engaging in types of activities with the degree of frequency that is required to succeed at law school.

Although we did not collect data on the types of learning activities that participants at law school would prefer to engage in, many graduates, when reflecting on what law schools might do to improve the student experience and work-readiness of students, suggested a greater focus on "real-world" and/or "practical" activities and assessments. We suggest that much of the content and skills taught at law school could be presented and assessed using such a framework, and that law teachers and law schools could investigate and/or measure the effectiveness of the adoption or inclusion of such activities on student engagement (both in terms of time spent on study time and type of engagement).

A majority continued to be positive about their likely future academic success and reported receiving high academic grades, although a significant minority reported that their assessment load was "high" or "very high". As in previous years, a majority of participants still at law school reported they were "satisfied" or "very satisfied" with their law school experience.

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

Overall, and as in previous years, the findings summarised in this section reveal a divergence between participants' reported experiences and the "ideal" of student engagement insofar as this is affected by law school policies and practices (in terms of positive and constructive relationships and participation

in “deep” or active learning activities). However, we emphasise that this finding is unlikely to be confined to legal education. For example, the same divergence is also evident in the findings of the last iteration of the Australasian Survey of Student Engagement in 2013.<sup>116</sup> As we noted in 2018, the “massification” of undergraduate education is continuing.<sup>117</sup> By this, we mean the trend of increasing student enrolments and their accommodation in large classes unaccompanied by proportionate increases in financial support for universities (or law schools).<sup>118</sup> However, having confirmed the existence of this divergence, the particular form that it takes, and having the suggestions for improvement made by graduates available to them, law teachers and law schools have a unique opportunity to respond. The recommendations section below contains some suggestions as to how this might occur within current constraints.

### *B Responses of Final Year Students*

The majority of participants who were enrolled at law school in 2019 reported that they were in their final year at law school. Participants’ responses to the questions in this section give some insight as to their perceptions of the utility of their law school experience in terms of preparing them to join the workforce, an experience that has left many with considerable student debt.<sup>119</sup> In a change from 2017 and 2018, a small majority (just over 50 per cent) did have employment arranged for after they finished at law school. Overall, however, of the total number of final year students across 2017 – 2019, a majority did not have employment arranged at the time they were surveyed three quarters of the way through the academic year. As in previous years, many who did not have employment arranged were not confident they would be able to find employment. Most of the arranged employment was law-related. Final year students, as in 2017 and 2018, were generally positive in their self-ratings of a series of work-related skills and attributes. However, as in previous years, the attributes receiving the greatest frequency of lower ratings were those associated with “real-world” legal practice (commercial awareness and being comfortable with ambiguity). Participants continued to rank their written skills far more highly than did employers of law graduates.

As in previous years, a majority of final year participants reported that they had supplemented their law school experience with a law-related, work-related activity, with self-arranged work-experience being the most frequently reported. Few reported completing work experience or voluntary work arranged by, or completed for credit at, the university at which they were enrolled.

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<sup>116</sup> Comer & Brogt, above n 21.

<sup>117</sup> See, e.g., *Auckland Law School increases second year numbers* 904 *Law Talk* 36 (3 March 2017).

<sup>118</sup> Catherine Mulryan-Kyne “Teaching large classes at college and university level: challenges and opportunities” (2010) 15(2) *Teaching in Higher Education* 175 at 175; Donald Hornsby and Ruksana Osman “Massification in higher education: large classes and student learning” (2014) 67 *Higher Education* 711 at 712–713.

<sup>119</sup> See Table 4 above.

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

In a continuing trend, a substantial number of participants still at university reported likely low levels of likely psychological wellbeing when compared to the general Aotearoa/New Zealand population. As in previous years, only a minority received a Kessler-6 score indicating they were likely to be mentally well. However, participants' reported levels of likely psychological wellbeing are consistent with those reported by Australian law students and the general population of undergraduate students.

### *D Responses of Law Graduates*

The responses of the 101 participants who identified as graduates in the 2019 survey complete this longitudinal study. The study began with participants in their first year at law school looking forward and recording their expectations not only for their time at law school, but for their longer-term futures. Their experiences in each year at law school were recorded. The 2019 survey gave the majority of participants remaining in the study, and who had now largely completed their law degree, the opportunity to "look back" and reflect on their law school experience. They also had the opportunity to report on the utility of their degree in the workforce.

Almost all graduates reported they had completed, or were intending to complete, the Legal Professionals Course, an indicator that they intend at least to preserve the option of a career in legal practice. In a positive finding, over three-quarters of graduates reported that they were employed. Of these, a majority were engaged in law-related employment. The most frequently reported type of law-related work was employment with a law firm. A majority of those employed reported using their law degree in their work. A majority also intended to be working in the law for at least the next three years. Graduates reported a range of positive factors in terms of job fulfilment. Although many reported work-load and/or time management as a source of stress, none reported overt instances of workplace bullying or harassment (a heartening finding for law schools and the legal profession). Most reported being satisfied with their work-life balance. A large majority reported that they would still choose to study law if they could go back in time.

The data collected from graduates confirm the practical utility of completing a law degree and will be welcomed by law schools and current and prospective students and their families. However, overall, the reflections of graduates on their law school experience indicate their perception that there is room for law schools to improve the student experience. Many graduates highlighted the segregation of the student body, the negative impact of this on law school culture and expressed the wish that law schools act to improve staff/student and student/student interaction. Many suggested that the student experience would be improved by a greater emphasis on the teaching and assessment of practical and "real-life" skills and attributes. Many requested that law schools provide more information about, and assistance with finding, careers relevant to their degree.

Finally, and in an important finding, we note that the significant improvement in graduates' reported levels of likely psychological wellbeing, although the reasons for this are unclear.

### *E Gender*

The gender analysis in this report revealed a continuation of some, but not all, past trends in terms of reported differences between male and female participants who were still at law school in 2019. However, we remind readers that the relatively small numbers of participants in this category which may have affected the reliability of results.

Not all past differences in responses to questions directed at participants' future career aspirations were evident in 2019. Male and female participants expressed similar future career aspirations, although male students continued to report greater interest company/commercial law, a male-dominated area of legal practice.

In 2019 there were also fewer reported differences in law school experiences and confidence levels. However, female participants were more likely to report that few (0 – 20 per cent) of their teachers knew them. Male students, on the other hand, were more likely to report spending five hours each week on self-study for each of their law courses. Final year female students were slightly less likely to report they had employment arranged for after law school. Female students without employment were less likely to express confidence in being able to find employment.

Although there was no difference in the reported employment rates of male and female graduates, male graduates were more likely to report they were employed by a law firm. Female graduates were more likely to report they had "other" employment, that is, other than with a law firm or a Government department. On the other hand, male and female graduates reported similar levels of satisfaction with their law school experience. There was also no difference in the percentages of male and female students who would choose to study law, if they could go back in time.

## **VII Where to from here for Aotearoa/New Zealand law schools?**

The self-reported experiences of the participants in this study reveal complex patterns across time and context. The data collected from graduates confirm the utility of a law degree as a pathway to employment that many find fulfilling and providing a satisfactory work-life balance. However, when participants' reported experiences and reflections on their time at law school are considered in the light of themes emerging from the student engagement and work-readiness literature, perhaps the best that can be said is that the findings are mixed.

The findings relating to participants' law school experiences in 2019 confirm trends emerging in previous years. They continue to suggest there is room for improvement in students' engagement with their studies, particularly in terms of engagement in deep and active learning activities within and outside



classes. A need for greater emphasis on the development of positive and constructive relationships between staff and students, and between students, is another continuing trend. In terms of work-readiness, student and graduate participants continued to identify some skills and attributes relevant to work-readiness as areas of relative weakness. Many graduates identified time and workload management as a source of workplace stress. Many graduates indicated a wish for a greater practical focus by law schools and for careers-based advice. Reported levels of likely psychological wellbeing improved significantly after graduation from law school.

Although individual teachers can make changes to their practices in individual courses, and we would support and encourage them to do so, some identified areas of weakness, particularly law school culture, are likely to require an institutional (law school) response. Our view is that the project findings are reason enough in themselves to justify change. However, from a law school perspective, increasing levels of positive student engagement and wellbeing are likely also to result in reputational benefits associated with producing high-quality graduates.

Our starting recommendation, repeated from 2017 and 2018, is that law schools consider participants' reported experiences in the light of the desired outcomes for LLB students and graduates at the university in which they sit. Although law schools might review (or, if necessary, create) measurable and achievable outcomes for law students and graduates, the 2019 findings indicate that law schools also need to review the wider environment (or culture) within which student achievement of outcomes occurs. In terms of curriculum development, law schools may draw on the work carried out in the United Kingdom and Australia. These jurisdictions have now settled on national frameworks setting out benchmarks or outcomes for law graduates.<sup>120</sup> Law schools also now have the experience of the effects on student wellbeing and engagement of the shift to largely online learning and assessment during the Level 4 lockdown period.

The next and (we suggest) more difficult step is the implementation of agreed changes such as, for example, ensuring that the undergraduate law curriculum, particularly the objectives and assessment programmes of individual courses across and within levels within the degree, are consistent with the agreed outcomes for students and, ultimately, graduates. On this point, there is a growing body of work in Aotearoa/New Zealand dealing with curriculum design to promote the learning of diverse groups within the student population, and with a particular focus on mātauranga Māori (Māori knowledge)<sup>121</sup> We note the

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<sup>120</sup> In the United Kingdom, a subject benchmark statement for law was issued in 2015: Quality Assurance Agency *Subject Benchmark Statement: Law (2015)* (July 2015). In Australia, threshold learning outcomes for Bachelors of Laws degrees were released in 2010: see Sally Kift, Mark Israel and Rachael Field *Bachelor of Laws: Learning and Teaching Academic Standards Statement December 2010* (Australian Learning and Teaching Council, 2010).

<sup>121</sup> Waikato Law School has a particular expertise in this area: see, for example, Jacquelin MacKinnon and Linda Te Aho "Delivering a Bicultural Legal Education: Reflections on Classroom Experiences" (2004) 12 *Waikato Law Review* 62. For more recent general resources, see Fleur Chauvel and Jacqueline Rean *Doing better for Māori in tertiary settings* (Tertiary Education Commission, 2012); Reremoana Theodore and others "Māori university graduates: indigenous participation in higher education" (2015) 35(3) *Higher*

legal-education focused work underway in this area, led by Jacinta Ruru, Carwyn Jones and Khylee Quince. Māori perspectives on wellbeing are also likely to be helpful.<sup>122</sup>

Law schools face common constraints in developing and implementing agreed changes. These include funding constraints, available teaching rooms (such as large lecture theatres) and Council of Legal Education requirements for compulsory courses. However, as it stands there is still considerable scope for individual law schools to take innovative action now. Law schools may draw on the experiences of Australian and United Kingdom law schools.<sup>123</sup> There are many resources in the legal education literature on teaching for active learning in large university classes and assessment design.<sup>124</sup> There is also likely to be support available within teaching/academic development programmes within universities. We offer the following initiatives adopted by the University of Canterbury as examples of what can be achieved within current constraints:<sup>125</sup>

- LawME: a mentoring scheme for first-year students aiming to ease students' transition to university and to promote the building of positive and constructive relationships between students. All first-year students are offered the opportunity to join a mentoring group, mentored by a senior law student.
- Creation of cohorts of second and third-year students by requiring completion of specified compulsory courses in each of these years, with the ultimate aim of developing (1) co-ordinated course objectives, programmes and assessment across these years, and (2) a greater sense of cohesion within the student body.
- Introduction of a final year capstone-course with a focus on transition between law school and the workforce.
- Implementation of a School Wellbeing Plan developed by staff and student representatives.

In the mid to longer term, we recommend that law schools to adopt a collegial approach and advocate for the adoption by the Council of Legal Education of national LLB outcomes that promote the adoption of institutional practices that have a positive influence on law student engagement, law school culture and law student wellbeing. As we have previously noted, regulatory change will be a powerful tool in obtaining support and resources from University

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Education Research & Development 604; Reremoana Theodore and others "Equity in New Zealand university graduate outcomes: Māori and Pacific graduates" (2018) 37(1) Higher Education Research & Development 206; Reremoana Theodore and others "Pacific university graduates in New Zealand: what helps and hinders completion" (2018) 14(2) *AlterNative* 138.

<sup>122</sup> See, for example, Te Whare Tapa Whā model developed by Mason Durie and adopted by the Ministry of Health: "Māori health models – Te Whare Tapa Whā" (18 May 2017) <[www.health.govt.nz](http://www.health.govt.nz)>.

<sup>123</sup> See Jonny Hall "An Integrated Law Curriculum: Balancing Learning Experiences to Achieve a Range of Learning Outcomes" (2018) 5(1) *Journal of International and Comparative Law* 71; Nick James and Kelley Burton "Measuring the Critical Thinking Skills of Law Students Using a Whole-of-Curriculum Approach" (2017) 27 *Legal Education Review* 1.

<sup>124</sup> See the summary of resources in Lynne Taylor and others "Improving the Effectiveness of Large Class Teaching in Law Degrees" [2013] (1) *NZ Law Review* 101.

<sup>125</sup> The author team are happy to share their experiences with interested readers.



management to effect change. The adoption of national outcomes for law graduates would bring Aotearoa/New Zealand undergraduate legal education in line with international developments, particularly developments in the United Kingdom and Australia.

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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.

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

If you tick 'no' the survey will end

- Yes
- No

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

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

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

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

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

- Male
- Female

- Other, please specify... -----

**What is your ethnicity?**

- New Zealander or Pākehā 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 (e.g.: parent, teacher)
- I want to help people
- I want to make a difference
- It is a well-paid career
- It is a respected profession
- Other, please specify... \_\_\_\_\_

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

Tick all relevant responses

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

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

1 is not confident at all, 5 is very confident

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

**Part 3. Aspirations**

We are interested in your career aspirations at this stage.

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

- 1

- 2
- 3
- 4
- 5

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

Tick all relevant responses

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

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

Tick all relevant responses

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

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

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

(Please explain in your own words).

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

(Please explain in your own words)

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

(Please explain in your own words)

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

Tick all relevant responses

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

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

1 is not important, 5 is very important

- 1
- 2
- 3
- 4
- 5

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

Tick all relevant responses

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

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

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

- 1
- 2
- 3

- 4
- 5

**What are you good at?**

Tick all relevant responses

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

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

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



## Appendix Three

### Survey Two 2014

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

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

- Auckland University
- University of Waikato
- University of Canterbury

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

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

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

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

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

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

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

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

**Tick all that apply**

- Understanding and knowledge of legal system and structure
- Basic knowledge of law and some legal concepts
- Theoretical understandings of law and society
- Critical thinking, analytical skills
- Literacy skills
- Legal method skills
- Oral communication skills
- Skills in argument/persuasion
- Skills training for career and or legal profession
- Baseline law study skills
- Research skills

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

**Tick all that apply**

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

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

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

**Tick all that apply**

- In tutorials
- Communication on Moodle, Blackboard learn or other online learning platform
- Recorded lectures
- Office hours
- email
- phone

- social occasions
- No contact except attending tutorials
- Other, please specify... \_\_\_\_\_

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

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

**Tick all that apply**

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

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

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

- 1
- 2
- 3
- 4
- 5

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

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

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

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

- Home and family issues

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

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

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

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

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

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

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

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

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

- Yes

- No

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

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

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

- Yes
- No

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

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

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

- Yes
- No

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

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

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

- Never
- Occasionally
- Monthly

- Fortnightly
- Weekly or more often

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

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

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

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

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

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

## Appendix Four

### Survey Three: 2015

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

Are you studying second year law in 2015?

- Yes
- No

Why are you not studying second year law in 2015?

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

In 2015, are you studying....?

- Full time
- Part time

Are you enrolled in a double degree?

- Yes
- No

If yes, what is that other degree and major?

What are your reasons for doing that other degree?

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

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

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

Choose as many responses as you wish



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

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

Choose as many responses as you wish

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

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

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

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

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

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

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

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

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

- Listen to what the tutor has to say
- Take notes by hand
- Take notes on a laptop or other electronic device
- Record the tutorial
- Access the internet to locate legal resources relevant to the tutorial
- Access the internet for reasons unconnected with what is happening in the tutorial

- Make contact with others outside of class (via text, email or similar)
- Make contact with others inside class (via text, email or similar)
- Ask questions of your tutor
- Answer questions asked by your tutor
- Participate in tutor-directed group activities
- Participate in tutor-directed individual activities
- Look up the answers to the tutorial question using an electronic device
- Lead the tutorial discussion
- Other, please specify... \_\_\_\_\_

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

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

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

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

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

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

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

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

- 0 - 2
- 3 - 5
- 6-8

- 9-10
- More than 10

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

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

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

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

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

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

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

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

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

- Never

- Occasionally
- Monthly
- Fortnightly
- Weekly or more often

**How often does your 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<br>nothing could cheer you<br>up? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... that everything was an<br>effort?                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... worthless?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

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

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

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

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

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



## Appendix Five

### Survey 4 2016

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

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

- Yes (1)
- No (2)

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

#### **Q41 What are you studying currently?**

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

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

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

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

- Yes (1)
- No (2)

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

- Full time (1)
- Part time (2)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Yes (1)
- No (2)

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

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

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

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

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

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

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

**Q18 When you miss lectures, rank the methods that you have used to catch up**

Please 'grab and place' your preferred responses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	None of the time (1)	A little of the time (2)	Some of the time (3)	Most of the time (4)	All of the time (5)
...nervous? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...hopeless? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...restless or fidgety? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so depressed that nothing could cheer you up. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... that everything was an effort? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... worthless? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

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

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

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

- Yes (1)
- No (2)

If No Is Selected, Then Skip to End of Survey

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

## Appendix Six

### Survey 5 2017

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

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

- Auckland
- Canterbury
- Victoria
- Waikato

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

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

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

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

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

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

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

- Indian
- Chinese
- Korean
- Japanese
- Other

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

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

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

Tick all relevant responses

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

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

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

**Q9 Are you....**

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

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

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

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

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

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

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

Tick all relevant responses

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

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

Tick all relevant responses

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

*All students answer the following questions*

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

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

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

- Full-time
- Part-time

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

- Not interested



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

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

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

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

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

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

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

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

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

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

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

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

- Never (*Students who select this option skip to Q24*)
- Rarely

- Sometimes
- Often
- Very often

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

- Never
- Rarely
- Sometimes
- Often
- Very often

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

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

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

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

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

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

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

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

- Never
- Rarely
- Sometimes
- Often
- Very often

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

- Read cases
- Read legislation
- Read articles and texts
- Read student guides
- Study with others
- Write up and supplement lecture notes
- Participate in lecturer-directed online activities
- Other, please specify

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

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

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

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

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

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

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

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

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

- Never
- Rarely
- Sometimes
- Often
- Very often

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

- Never
- Rarely
- Sometimes
- Often
- Very often

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

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

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

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

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

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

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

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

- They were much higher than I expected

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

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

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

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

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

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

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

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

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

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

- I feel great

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N/A	Research skills	1 – 2 – 3 – 4 – 5
N/A	Written communication skills	1 – 2 – 3 – 4 – 5



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

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

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

	Resilience and adaptability	1 – 2 – 3 – 4 – 5	N/A
N/A	Energy and enthusiasm	1 – 2 – 3 – 4 – 5	
	Motivation	1 – 2 – 3 – 4 – 5	N/A
	Maturity	1 – 2 – 3 – 4 – 5	N/A
N/A	Professionalism	1 – 2 – 3 – 4 – 5	
N/A	Personal presentation	1 – 2 – 3 – 4 – 5	
N/A	Initiative and enterprise	1 – 2 – 3 – 4 – 5	
N/A	Independence and autonomy	1 – 2 – 3 – 4 – 5	
	Confidence	1 – 2 – 3 – 4 – 5	N/A
N/A	Self-awareness	1 – 2 – 3 – 4 – 5	
	Self-management	1 – 2 – 3 – 4 – 5	N/A
	Time management	1 – 2 – 3 – 4 – 5	N/A
	Work ethic	1 – 2 – 3 – 4 – 5	N/A
N/A	Ability to follow instructions	1 – 2 – 3 – 4 – 5	
	Willingness to learn	1 – 2 – 3 – 4 – 5	N/A
N/A	Team work and collaboration	1 – 2 – 3 – 4 – 5	
	Being comfortable with ambiguity	1 – 2 – 3 – 4 – 5	N/A

N/A	Commercial awareness	1 – 2 – 3 – 4 – 5	
N/A	Cultural competence and confidence	1 – 2 – 3 – 4 – 5	
	Global awareness	1 – 2 – 3 – 4 – 5	N/A
N/A	Community awareness	1 – 2 – 3 – 4 – 5	
N/A	Organisational acumen	1 – 2 – 3 – 4 – 5	
	Ethical awareness	1 – 2 – 3 – 4 – 5	N/A

**Q56 In a few words, what advice would you give a year 13 high school student about studying law?**

**Q57 What is the total level of your student debt?**

- Up to \$5000
- \$5001 -- \$10,000
- \$10,001 -- \$20,000
- \$20,001 -- \$30,000
- More than \$30,000

**Q58. This longitudinal study will continue after you leave law school. We would very much appreciate your continued participation. Please provide an email address at which at which we can contact you in 2018.**

**Q59 Thanks, please enter your email address.**

**Q60 Would you like to enter a draw to win an iTunes voucher?**

- Yes
- No (*Skip to end of survey*)

**Q61 Thanks. Please enter your email address and first name. This information will not be used for any other purpose than the prize draw.**

## Appendix Seven

### Survey 6, 2018

Q1 Welcome back to the fifth year of the Law School longitudinal study. Remember, the survey is anonymous, confidential and voluntary. For those of you who are still at law school, law staff at the participating universities (the University of Canterbury, the University of Auckland, Victoria University of Wellington and the University of Waikato) do not have access to any identifying information and cannot identify any student responses, so there is no possibility that your participation can affect how well you do in your degree. For those of you who have left law school, we are very interested in hearing what you are doing and how you are getting on.

Q2 Have you completed your LLB degree?

Q3 Are you studying ...? Full-time

- Part-time

Q4 How interested are you at this stage of your studies in pursuing a legal career? Not interested

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

Q5 What type of legal career appeals to you at this time? Choose as many responses as you wish.

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

Q6 What areas of law are you interested in? Choose as many responses as you wish

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

Q7 In what ways have you had contact with your law lecturers in 2018? Choose all that apply

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

Q8 How often have you attended law lectures in 2018?

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

Q9 How many of your lecturers do you think know you?

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

Q10 How many hours outside of lectures and tutorials do you typically devote to each of your 2018 law courses each week?

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

Q11 What are the things that you regularly do when focusing on your law studies outside of class time? Please choose all that apply.

- Read cases
- Read legislation

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

Q12 For what purpose(s) do you do the things identified in the previous question? Choose all that apply.

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

Q13 How often have you accessed online legal resources available through your university library?

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

Q14 How often have you accessed the online learning platform (such as Learn, Moodle or Blackboard) available at your university?

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

Q15 What law related extra-curricular activities are you involved with?

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

Q16 How frequently do you interact with other law students outside of class for study related purposes?

- Never
- Rarely
- Sometimes

- Often
- Very often

Q17 How frequently do you interact with other law students outside of class for social or non-study related purposes?

- Never
- Rarely
- Sometimes
- Often
- Very often

Q18 My assessment workload in 2018 has been:

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

Q19 Please state your level of agreement with the following statement: "The timing of my assessments in 2018 has been manageable".

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

Q20 Which of the following assessment types helps you learn the most?

- Closed book individual test or examination
- Open book individual test or examination
- Individual take home test
- Group take home test
- Individual essay/assignment
- Group essay/assignment
- Computer based individual assignment
- Computer based group assignment
- Individual oral assessment
- Group oral assessment
- Other, please explain

Q21 In which of the following assessment types do you perform the best?

- Closed book individual test or examination
- Open book individual test or examination

- Individual take home test
- Group take home test
- Individual essay/assignment
- Group essay/assignment
- Computer based individual assignment
- Computer based group assignment
- Individual oral assessment
- Group oral assessment
- Other, please explain

Q22 In my law assessment in 2018 I have most frequently obtained the following grades:

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

Q23 To what extent, on average, have the assessment results you received in your 2018 law courses reflected your expectations?

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

Q24 How confident are you of passing all your 2018 law courses?

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

Q25 What, if any, of the following factors have adversely affected your law studies in 2018? Please choose all that apply.

- Home/family issues
- Relationship issues
- Health issues
- Personal issues
- Work and employment issues
- Accommodation issues
- Financial issues



- Things to do with studying at university
- Other, please explain

Q26 How satisfied are you with your experience at law school in 2018?

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

Q27 Do you intend to complete your law degree by the end of February 2019?

- Yes
- No

Q28 Do you have employment arranged for after you complete your law degree?

- Yes, law related employment
- Yes, non-law related. Please explain \_\_\_\_\_
- No

Q29 What is the nature of your law related employment?

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

Q30 How confident do you feel about obtaining employment?

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

Q31 How helpful has your university been in providing you with careers advice?

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

Q32 How prepared do you feel for the workforce?

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

Q33 Which of the following work-related activities have you participated in during your time at university? Choose all that apply.

Law Non-law

- Self-arranged work experience
- University arranged work experience
- Internship completed for university credit
- Internship completed, but not for university credit
- Self-arranged voluntary work
- University arranged voluntary work
- Employed as a summer clerk
- Other, please explain \_\_\_\_\_

Q34 How useful did you find this experience?

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

Q35 In a few words, what advice would you give a year 13 high school student about studying law?

Q36 Are you currently employed?

- Yes
- No

Q37 Please briefly list your current job(s) in terms of where you work (for example, law firm, government department, retail, food manufacturer), your role(s), and whether the position(s) are full-time or part-time.

In [job 1], to what extent do you currently use your law degree?

Q38 What are you currently doing?

Q39 Have you completed, or are you intending to complete, the Professional Legal Studies course in 2018 or 2019?

- Yes
- No

Q40 Where do you see yourself three years from now?

Q41 Looking back, how would you describe the culture at the law school you attended? "Culture" refers to how students interact with each other and staff.

Q42 Looking back, what could your law school have done to improve your student experience?

Q43 Looking back, what could your law school have done to better prepare you for the workforce? *New question*

Q44 Looking back, how satisfied were you with your overall law school experience?

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

Q45 How would you rate yourself in terms of the following skills?

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

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

Q46 How would you rate yourself in terms of the following attributes?

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

	Resilience and adaptability	1 – 2 – 3 – 4 – 5	N/A
--	-----------------------------	-------------------	-----

N/A	Energy and enthusiasm	1 – 2 – 3 – 4 – 5	
	Motivation	1 – 2 – 3 – 4 – 5	N/A
	Maturity	1 – 2 – 3 – 4 – 5	N/A
N/A	Professionalism	1 – 2 – 3 – 4 – 5	
N/A	Personal presentation	1 – 2 – 3 – 4 – 5	
N/A	Initiative and enterprise	1 – 2 – 3 – 4 – 5	
N/A	Independence and autonomy	1 – 2 – 3 – 4 – 5	
	Confidence	1 – 2 – 3 – 4 – 5	N/A
N/A	Self-awareness	1 – 2 – 3 – 4 – 5	
	Self-management	1 – 2 – 3 – 4 – 5	N/A
	Time management	1 – 2 – 3 – 4 – 5	N/A
	Work ethic	1 – 2 – 3 – 4 – 5	N/A
N/A	Ability to follow instructions	1 – 2 – 3 – 4 – 5	
	Willingness to learn	1 – 2 – 3 – 4 – 5	N/A
N/A	Team work and collaboration	1 – 2 – 3 – 4 – 5	
	Being comfortable with ambiguity	1 – 2 – 3 – 4 – 5	N/A
N/A	Commercial awareness	1 – 2 – 3 – 4 – 5	
N/A	Cultural competence and confidence	1 – 2 – 3 – 4 – 5	
	Global awareness	1 – 2 – 3 – 4 – 5	N/A
N/A	Community awareness	1 – 2 – 3 – 4 – 5	
N/A	Organisational acumen	1 – 2 – 3 – 4 – 5	
	Ethical awareness	1 – 2 – 3 – 4 – 5	N/A

Q47 How would you best describe your current mental state?

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

- I feel great

**Q48 During the past 30 days, about how often did you feel....**

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

**Q49 The last question asked about feelings that might have occurred during the past 30 days. Taking them altogether, did these feelings occur...**

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

**Q50 Please indicate your level of agreement with the following statements.**

[1= Strongly agree; 2= Agree; 3= Somewhat agree; 4= Neither agree nor disagree; 5= Somewhat disagree; 6=Disagree; 7=Strongly disagree]

I have high expectations for myself.	1 - 2 - 3 - 4 - 5 - 6 - 7
I set very high standards for myself.	1 - 2 - 3 - 4 - 5 - 6 - 7
I expect the best for myself.	1 - 2 - 3 - 4 - 5 - 6 - 7
I have a strong need to strive for excellence.	1 - 2 - 3 - 4 - 5 - 6 - 7

**Q51 Please indicate your level of agreement with the following statements.**

[1= Strongly agree; 2= Agree; 3= Somewhat agree; 4= Neither agree nor disagree; 5= Somewhat disagree; 6=Disagree; 7=Strongly disagree]

Doing my best never seems to be enough. 1 - 2 - 3 - 4 - 5 - 6 - 7

My performance rarely measures up to my standards. 1 - 2 - 3 - 4 - 5 - 6 - 7

I am hardly ever satisfied with my performance. 1 - 2 - 3 - 4 - 5 - 6 - 7

I often feel disappointed after completing a task because I know I could have done better.

1 - 2 - 3 - 4 - 5 - 6 - 7

Q52 What is the total level of your student debt?

- Up to \$5000
- \$5001 -- \$10,000
- \$10,001 -- \$20,000
- \$20,001 -- \$30,000
- \$30,001 -- 40,000
- \$40,001 -- \$50,000
- \$50,001 -- \$60,000
- \$60,001 -- \$70,000
- \$70,001 -- \$80,000
- \$80,001 -- \$90,000
- \$90,001 -- \$100,000
- More than \$100,000

Q53 Would you like to enter a draw to win an iTunes voucher?

- Yes
- No

Q54 Thanks. Please enter your email address and first name. This information will not be used for any other purpose than the prize draw.

Q55 End of survey.

## Appendix Eight

### Survey 7, 2019

Q1 Welcome back to the sixth and final year of the Law School longitudinal study. Remember, the survey is anonymous, confidential and voluntary. For those of you who are still at law school, law staff at the participating universities (the University of Canterbury, the University of Auckland, Victoria University of Wellington and the University of Waikato) do not have access to any identifying information and cannot identify any student responses, so there is no possibility that your participation can affect how well you do in your degree. For those of you who have left law school, we are very interested in hearing what you are doing and how you are getting on.

Q2 Have you completed your LLB degree?

Q3 Are you studying ...?

- Full-time
- Part-time

Q4 How interested are you at this stage of your studies in pursuing a legal career? Not interested

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

Q5 What type of legal career appeals to you at this time? Choose as many responses as you wish.

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

Q6 What areas of law are you interested in? Choose as many responses as you wish.

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



Q7 In what ways have you had contact with your law lecturers in 2019? Choose all that apply

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

Q8 How often have you attended law lectures in 2019?

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

Q9 How many of your lecturers do you think know you?

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

Q10 How many hours outside of lectures and tutorials do you typically devote to each of your 2019 law courses each week?

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

Q11 What are the things that you regularly do when focusing on your law studies outside of class time? Please choose all that apply.

- Read cases
- Read legislation

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

Q12 For what purpose(s) do you do the things identified in the previous question? Choose all that apply.

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

Q13 How often have you accessed online legal resources available through your university library?

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

Q14 How often have you accessed the online learning platform (such as Learn, Moodle or Blackboard) available at your university?

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

Q15 What law related extra-curricular activities are you involved with?

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

Q16 How frequently do you interact with other law students outside of class for study related purposes?

- Never
- Rarely
- Sometimes

- Often
- Very often

Q17 How frequently do you interact with other law students outside of class for social or non-study related purposes?

- Never
- Rarely
- Sometimes
- Often
- Very often

Q18 My assessment workload in 2019 has been:

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

Q19 Please state your level of agreement with the following statement: "The timing of my assessments in 2019 has been manageable".

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

Q20 In my law assessment in 2019 I have most frequently obtained the following grades:

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

Q21 To what extent, on average, have the assessment results you received in your 2019 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

Q22 How confident are you of passing all your 2019 law courses?

- Not confident at all

- A bit confident
- Neutral
- Confident
- Very confident

Q23 What, if any, of the following factors have adversely affected your law studies in 2019? Please choose all that apply.

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

Q24 How satisfied are you with your experience at law school in 2019?

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

Q25 Do you intend to complete your law degree by the end of February 2020?

Q26 Do you have employment arranged for after you complete your law degree?

- Yes, law related employment
- Yes, non-law related. Please explain \_\_\_\_\_
- No

Q27 What is the nature of your law related employment?

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

Q28 How confident do you feel about obtaining employment?

- Not confident at all
- A bit confident

- Neutral
- Confident
- Very confident

Q29 How helpful has your university been in providing you with careers advice?

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

Q30 How prepared do you feel for the workforce?

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

Q31 Which of the following work-related activities have you participated in during your time at university? Choose all that apply.

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

*For each option selected, a further pop up question appears:*

Q32 How useful did you find this experience?

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

Q33 In a few words, what advice would you give a year 13 high school student about studying law?

Q34 Are you currently employed?

- Yes
- No

Q35 Please briefly list your current job(s) in terms of where you work (for example, law firm, government department, retail, food manufacturer), your role(s), and whether the position(s) are full-time or part-time.

In [job 1], to what extent do you currently use your law degree?

Q36 What do you find most fulfilling about your job(s)?

Q37 What do you find most stressful about your job(s)?

Q38 How do you feel about your work/life balance (such as your hours of work, remuneration and access to flexible working arrangements).

Q39 Please describe the culture of your workplace(s). "Culture" refers to how employees interact with each other and management.

Q40 What are you currently doing?

Q41 Have you completed, or are you intending to complete, the Professional Legal Studies course in 2019 or 2020?

- Yes
- No

Q42 Where do you see yourself three years from now?

Q43 Looking back, how would you describe the culture at the law school you attended? "Culture" refers to how students interact with each other and staff.

Q44 Looking back, what could your law school have done to improve your student experience?

Q45 Looking back, what could your law school have done to better prepare you for the workforce?

Q46 Looking back, how satisfied were you with your overall law school experience?

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

Q47 If you could go back in time, would you still choose to study law?

- Definitely not
- Probably not
- Not sure
- Probably yes
- Definitely yes

Please add a comment, if you wish. \_\_\_\_\_

Q48 How would you rate yourself in terms of the following skills?

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

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

Q49 How would you rate yourself in terms of the following attributes? *Repeated question*

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

	Resilience and adaptability	1 – 2 – 3 – 4 – 5	N/A
N/A	Energy and enthusiasm	1 – 2 – 3 – 4 – 5	
	Motivation	1 – 2 – 3 – 4 – 5	N/A
	Maturity	1 – 2 – 3 – 4 – 5	N/A
N/A	Professionalism	1 – 2 – 3 – 4 – 5	
N/A	Personal presentation	1 – 2 – 3 – 4 – 5	
N/A	Initiative and enterprise	1 – 2 – 3 – 4 – 5	
N/A	Independence and autonomy	1 – 2 – 3 – 4 – 5	
	Confidence	1 – 2 – 3 – 4 – 5	N/A
N/A	Self-awareness	1 – 2 – 3 – 4 – 5	
	Self-management	1 – 2 – 3 – 4 – 5	N/A
	Time management	1 – 2 – 3 – 4 – 5	N/A
	Work ethic	1 – 2 – 3 – 4 – 5	N/A
N/A	Ability to follow instructions	1 – 2 – 3 – 4 – 5	

	Willingness to learn	1 – 2 – 3 – 4 – 5	N/A
N/A	Team work and collaboration	1 – 2 – 3 – 4 – 5	
	Being comfortable with ambiguity	1 – 2 – 3 – 4 – 5	N/A
N/A	Commercial awareness	1 – 2 – 3 – 4 – 5	
N/A	Cultural competence and confidence	1 – 2 – 3 – 4 – 5	
	Global awareness	1 – 2 – 3 – 4 – 5	N/A
N/A	Community awareness	1 – 2 – 3 – 4 – 5	
N/A	Organisational acumen	1 – 2 – 3 – 4 – 5	
	Ethical awareness	1 – 2 – 3 – 4 – 5	N/A

Q50 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

Q51 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"/>

Q52 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

Q53 What is the total level of your student debt?

- Up to \$5000
- \$5001 -- \$10,000
- \$10,001 -- \$20,000
- \$20,001 -- \$30,000
- \$30,001 -- 40,000
- \$40,001 -- \$50,000
- \$50,001 -- \$60,000
- \$60,001 -- \$70,000
- \$70,001 -- \$80,000
- \$80,001 -- \$90,000
- \$90,001 -- \$100,000
- More than \$100,000

Q54 Would you like to enter a draw to win a Prezzy Card?

Yes

No

Q 55. Thanks. Please enter your email address and first name. This information will not be used for any purpose other than the prize draw.

Q56 End of survey. Thank you very much for your time and commitment. We really appreciate it.