



**KENYATTA UNIVERSITY**

**SCHOOL OF LAW**

**TRACER STUDY OF LAW GRADUATES**

**THE REPORT**

**FEBRUARY 2016**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CLE	Council of Legal Education
CPA	Certified Public Accountants
CPS	Certified Public Secretaries
ICT	Information, Communication, Technology
FIDA	Federation of Women Lawyers
KASNEB	Kenya Accountants and Secretaries National Examinations Board
KU	Kenyatta University
KUSOL	Kenyatta University School of Law
LL.B	Bachelor of Laws
LL.M	Master of Laws

## **1.0 INTRODUCTION**

### **1.1 The Legal Profession**

The legal profession is one of the oldest and most advanced professions in the world. It is also one of the most regulated professions. The world over, legal professionals study, develop and apply the law in several sectors of the society. The profession has grown over time to embrace several different specializations and components with the oldest classification being public and private law.

Legal training is one that opens up a myriad of opportunities to those who qualify. After graduating with a Bachelor of Laws (LL.B) degree and finalising the Advocates' Training programme, successful candidates are admitted to the Bar as Advocates of the High Court of Kenya. Once admitted to the roll of advocates, persons can find employment as State Counsel, Prosecution Counsel, private practitioners, legal officers in legal departments of both private and public institutions and State corporations, legal officers in non-governmental organisations and Civil Society organisations, Law Clerks and legal researchers as well as in the Judiciary as magistrates. A number of graduating students also pursue further education in law to master (LL.M) and doctorate levels and build careers in the academia. It is mandatory in Kenya for those wishing to be Advocates of the High Court of Kenya to pursue a post graduate diploma in Law and pass the bar examinations.

### **1.2 Legal Training in Kenya**

The Council of Legal Education (CLE), (established by the Legal Education Act (2012) defines, accredits and registers approved legal training entities and continually monitors their performance and standards in order to safeguard and maintain standards. CLE has also prescribed a set of courses that characterize the curriculum (CLE core units). A Bachelor of Law degree (LLB) must for instance encompass subjects in Legal Research, Law of Torts, Law of Contract, Legal Systems and Methods, Criminal Law, Family Law and Succession, Law of Evidence, Commercial Law (including Sale of Goods, Hire Purchase and Agency), Law of Business Associations (to include Insolvency), Administrative Law, Constitutional Law, Jurisprudence, Equity and the Law of Trusts, Property Law, Public International Law and Labour Law.

The CLE also defines the period of study for various certification levels including the Certificate level (at least one year of instruction), Diploma level (at least two years of

Instruction), Bachelor's degree level (a minimum of 4 years of instruction) and professional post graduate course (at least one year of instruction).

The Kenya School of Law is established by the Kenya School of Law Act of 2012 as a public legal education provider responsible for the provision of professional legal training as an agent of the Government. It trains persons to be advocates under the Advocates Act and ensure continuing professional development for all cadres of the legal profession while also providing para-legal training. Applicants are admitted to the school as long as they meet the criteria of having passed the relevant examination of any recognized university in Kenya or if they hold, or have become eligible for the conferment of the Bachelor of Laws Degree (LL.B) of that university; or having passed the relevant examinations of a university, university college or other institutions prescribed by the Council of Legal Education. Students must demonstrate during their learning and professional training, key competencies and skills without which they may not pass examinations or be admitted as advocates.

According to (Greenberg, 2002), the core skills and values that are essential for the competent practice of law include analytical and problem-solving skills, critical reading abilities, general research skills, oral communication and listening abilities, task organization and management skills as well as writing skills. Thus, individuals who wish to prepare adequately for a career in law, or for any other professional service that involves the use of legal skills, should seek educational, extracurricular and life experiences that will assist them in developing those attributes.

In order to ensure this progression, the pupillage program is a compulsory apprenticeship that is undertaken before qualification as an advocate. Students spend a period of six months being instructed in the proper business, practice and employment of an advocate under the guidance and supervision of a Pupil Master /Supervisor who must be an advocate of the High Court of Kenya of at least five years standing.

### **1.3 The Kenyatta University School of Law**

The Kenyatta University School of Law (KUSOL) defines itself as a premier law school, educating legal entrepreneurs of conscience, competence, and compassion with the ability to meet the challenges of leadership and the administration of justice in Africa and beyond. Its mission is to provide legal education and scholarship of the highest standards through

developing cutting edge professional competencies, promoting entrepreneurship, and increasing sensitivity to community needs in order to ensure global competences. A major achievement for KUSOL is the establishment of a modern Legal Aid Clinic situated at Kenyatta University's City Campus.

Towards the operationalization and the realization of the Legal Aid Clinic, KUSOL held a two day workshop on 26<sup>th</sup> and 27<sup>th</sup> May 2014, for its lecturers on Clinical Legal Education and curriculum development. The faculty was privileged to be trained by Professor Ernest Ojukwu. Professor Ojukwu is an expert in legal education and has assisted many legal institutions design their curriculum and teaching to be learner centred. The workshop focused on a variety of issues including the art of teaching law, lawyering skills, teaching methods, assessment methods and how to prepare lesson plans among others. The training will go a long way to assist the faculty to effectively participate in the affairs of the Legal Aid Clinic.

In line with the digitalization of programmes in the University, an online platform has been created to complement the efforts at the Legal Aid Clinic. This enables the participation of more students than can physically be present at the Clinic at any one time. Students who elect to do the Public Interest Clinic unit in their fourth year of study have an opportunity to interact with the practical elements of problem solving in law. The Legal Aid Clinic is configured in a way that allows for privacy during consultations and the safe storage and management of clients records.

Although still in its infancy, the Legal Aid Clinic is expected to provide a real work environment for students. Students will get an opportunity to be exposed to live cases under the strict supervision of members of the teaching staff. This experience will increase their knowledge of the law, work ethics and modern methods of case management and referrals. Their ability to find creative solutions to contemporary problems will also be enhanced as will their analytical skills.

To the indigent members of our society, the Legal Aid Clinic comes as a welcome relief as it will provide them with affordable legal services and consultation on a wide spectrum of issues of law such as pro bono civil and criminal litigation services, gender issues, human rights abuses, socio-economic rights, alternative methods of dispute resolution and general public legal awareness.

The School also adopts the model of benchmarking for the adoption of best practices in legal training and has linkages and models drawn from University of Chicago Law School (USA), Harvard Law School (USA), Cambridge University (UK), Galilee International Management Institute (Israel), Mount Crest University (Ghana), University of Newcastle (Australia), University of Cape Town (South Africa), and the University of the Witwatersrand (South Africa). These linkages seek to enhance staff and student exchange, legal research and short courses.

#### **1.4 Students' enrolment**

The students' enrolment and completion rate has been increasing annually as indicated in table 1.1

**Table 1.1: Students' enrolment statistics per year**

<b>YEAR</b>	<b>TOTAL</b>	<b>COMPLETED</b>
2008	150	
2009- Jan and Sept	240	
2010	332?	
2011	217	
2012	224	85
2013	239	161
2014	348	231
2015	557	201

#### **1.5 Student enrolment and Completion rates**

Out of the One Hundred and Fifty (150) students enrolled in May and September 2008, Eighty five (85) of them graduated in December 2012 i.e. 56.6% completion rate.

#### **1.6 Departments**

Currently, the School has two full- fledged and operational departments.

##### ***Department of Public Law***

The Department of Public Law offers the study of legal institution and theoretical and practice based perspectives of public law. To remain relevant, the Department is constantly reviewing the external environment as it impacts on public law curriculum. Extraordinary

regime changes occurring throughout the world over the last year have led to a renewed interest in the old subject of comparative law and constitutionalism.

This in turn has led to a discernible upsurge in the Department's research and teaching in areas of law that involve comparative and international subject matter. The Public Law programme at the School, is committed to the multiple areas of substantive interest that constitute the field today, as well as the methodological diversity that characterizes the areas of specialization. The programme is conceived in global terms, permitting students to have some familiarity with judicial processes and constitutional experiences beyond Kenya's frontiers, but under the international umbrella they are free to pursue their particular interests in Kenyan and East African comparative judicial behaviour, legal philosophy or any other area of concern that is part of the traditional public law curriculum. Being experts in an institution of international reputation, members of the department are actively engaged in a wide ranging array of programs within the university and outside campus. These include programs involving the public, governmental institutions and agencies, companies and others. Services offered by staff, include consultancy and legal opinion, law curricula development, public law seminars, legal advice, and others.

The department is headed by a Chairperson who is assisted by an Administrator and a Departmental Examinations Coordinator who are responsible for general departmental administration and examination matters respectively.

### ***The Department of Private Law***

The Department of Private Law is responsible for teaching nearly half of the core subjects in the LLB curriculum. The subjects under the Department include Tort, Intellectual Property Law, Family Law, Civil Procedure, Alternative Dispute Resolution, Customary Law of Kenya, and Law of Succession. Commercial law units are also currently being taught under the department.

The department adopts the clinical legal education mode of instruction to ensure that learning is learner-centred as opposed to teacher centred. In this regard, the lectures are very active and interactive. The goal of the programme is to produce lawyers of sound legal knowledge, conscience, competence, and compassion with the ability to serve any community around the

world, and to meet the challenges of leadership and the administration of justice in their endeavours.

The department has a vision to be a premier law school educating legal entrepreneurs of conscience, competence, and compassion with the ability to meet the challenges of leadership and the administration of justice in Africa and beyond. The core functions performed by the department include:

**a) Teaching**

Due to the dynamic nature of the law, students need to be equipped to deal with change and to exercise sound judgment and creativity in offering solutions for problems of individuals, institutions, and nations. As such and also as part of a sterling research university, the School's programme progressively integrates opportunities for interdisciplinary study. In addition, the learning process involves a clinical externship.

KUSOL also provides an opportunity for students to get exposed to live cases under supervision by teaching staff through the Legal Aid Clinic. Its objective is to increase their knowledge of law, work ethics and modern methods of case management and referrals. It is also an opportunity for them to find creative solutions to contemporary problems using analytical skills.

**b) Scholarship**

All faculty members remain committed to the broader mission of education that is accomplished through exploration, discussion and dissemination of ideas. This entails among other things seeking a better understanding of the existing law, developing and testing new ideas and approaches, challenging the *status quo*, and conveying the School's research and ideas to lawyers, academics, policy makers, and the wider world. The philosophies and approaches of the faculty can and should vary widely in pursuing this mission, but all are expected to produce notable work.

**c) Public Service**

For the privilege of being part of an honoured profession, the faculty and students all have obligations to the Department, School, University, the profession, and local and global communities. Moreover a commitment to service is an ingredient of a full and satisfying life.

Accordingly, members of the department will contribute their time and talents in pursuit of the department's mission in ways that match their individual interests and abilities. As part of a public institution committed to public service, the department strives to instil in students an awareness of a lawyer's civic responsibilities, and the need to create opportunities to serve and lead.

In order to achieve its mission, the department ensures that;

- Orientation of new students is conducted on the second week of the beginning of the semester.
- Teaching commences on the first day as per the timetable.
- Students are issued with course outlines within the first week of commencement of lectures.
- Teaching is conducted on time as per the approved teaching timetable.
- Teaching materials are provided e.g. projectors, whiteboard markers, speakers, lab top etc.
- Examinations setting, administration and processing of results is undertaken on or before the approved University Semester Dates.
- Students' academic advice, recommendation/confirmation letters and clearance from the department are provided immediately on request.

### ***Upcoming/ Future Departments***

Two new departments namely ***Commercial Law Department*** and ***International Law Departments*** have been approved by the University Management and are in the process of being operationalized. The operationalization of the two new departments coincides with the revision of the curriculum and all the units taught at the School will now be rationalised within the four departments in the next academic year.

## **2.0 APPROACH AND METHODOLOGY**

### **2.1 Introduction**

Graduate tracer studies have become increasingly significant as the best choice to gain information and insight on their experiences during studies, their employment situation, and the transition process. Indeed, new demands emerging from Higher Education require an understanding of the mobility and employability of the graduating students. In addition, higher education institutions are increasingly being required to provide empirical evidence regarding the professional relevance of their study programs. In some countries, higher education institutions have institutionalized undergraduate and graduate tracer studies in order for them to get the accreditation of their study programmes. Besides the aspect of accountability, higher education institutions are increasingly oriented to receiving systematic feedback from their graduates on the quality of education they are getting from their respective institutions. Schomburg (2003: 36) notes that graduate surveys are popular for “analysis of the relationship between higher education and work.” Furthermore, the improvement of study programmes, and more specific the revision of the curriculum are the core objectives of the undergraduate and graduate tracer studies. Reviews of the studies on the relationship between higher education systems and the labour market in the past decades have shown that the addressed issues have changed over time (Teichler, 2000).

The KUSOL graduate tracer survey was commissioned with the aim of tracking the various destinations of the law graduates in terms of job placement, work and career development. The tracer study also aimed at unearthing the relationship between study subjects at the law schools and professional situations. A total of 440 graduates were targeted from the database with complete contacts.

### **2.2 The Survey Questionnaire**

The final survey tool was approved by the team led by School of Law academic staff before uploading, testing and launching the survey. Appendix 8.1 provides the questionnaire used, consisting of 49 questions, with four categories of the survey namely:

1. Socio-Biographic Characteristics
2. Study Conditions and Provisions, Study Experiences
3. Job Search and Transition to Work
4. Work and Competencies, Relationships Between Work and Study

### **2.3 Technical Process**

Appendix 8.1 provides the technical process of implementing the Graduate Tracer Survey of School of Law graduates of 2012 to 2015. The main aspects to note are the data handling procedures and the token management. Once the final survey tool was uploaded and the survey launched, the team continuously monitored the responses from the graduates. This involved checking on the invitations as well as bounced emails. Ideally all the graduate data (telephone and email addresses) should be available at the beginning of the survey, so as to ensure systematic process token management, invitations and reminders of the graduates. Once the survey was launched, the team set the following research scope, limitations and guidelines:

- The Survey was controlled, hence tokens were sent only to law graduates in the database with a link to the survey
- Individual tokens were sent by email to all graduates with email addresses.
- A general token was sent to graduates with mobile telephones providing a link to the survey.
- A reminder was sent to the graduates after 20 days of launching

### **2.4 Data Analysis**

Data cleaning was undertaken after downloading the data and importing into SPSS. This also involved defining missing variables to ensure after analysis, all data can be accounted for. The data analysis was done using SPSS for analysis of descriptive statistics as well as frequencies. Highlights of relationships among the variables were analysed. Other procedures included cross tabulation so as to give a more comprehensive picture of the survey as well as broaden the understanding of the data captured in the survey.

### **2.5 Response Rate**

A total of 79 questionnaires were filled and submitted recording a response rate of 18%. The analysis of the data particularly targeted a documentation of reasons for choice of degree, employment status, period before obtaining first employment and graduates job level. Up to 32% of the graduates started the survey, and 55% of these completed and submitted the survey. The challenge was mainly reaching the respondents during working hours due to their busy schedules, and some declined to respond during the weekend. Of those who had logged into the survey, at least 45% had not yet submitted the complete survey. Various tracer

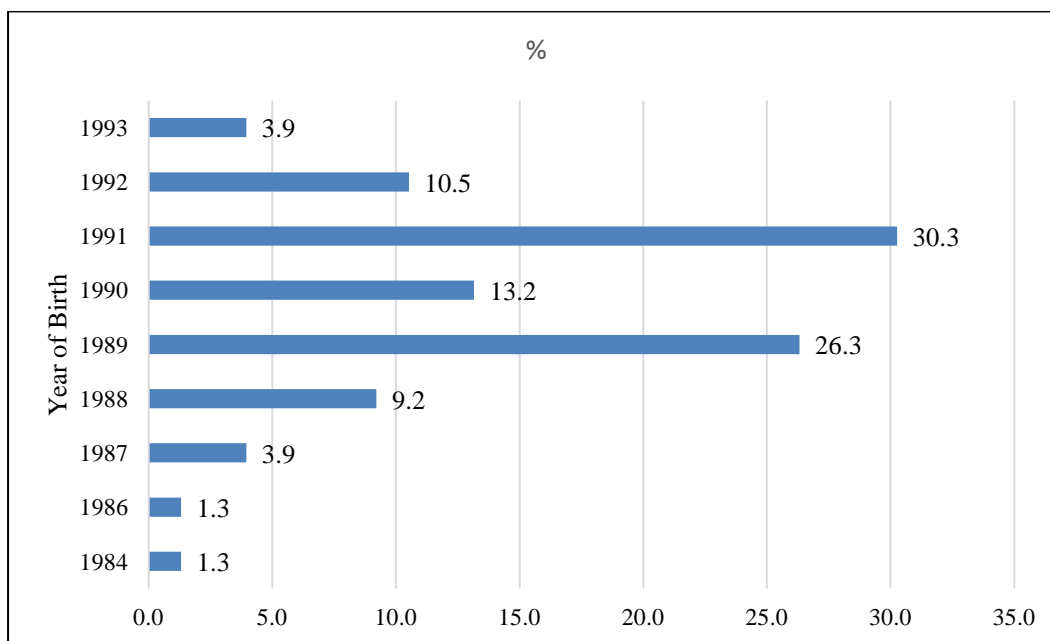
surveys Ganseuer (2013) indicate increasing participation in response. Low rates of 18% are common at initial surveys (Flother 2013, KOAB 2009).

### 3.0 SOCIO-BIOGRAPHIC CHARACTERISTICS OF LAW GRADUATES

The respondents' socio-biographic data comprised gender and age, nationality and current country of residence. These characteristics are discussed and presented in the following section.

#### 3.1 Date of Birth of Respondents

From the figure 3.1, the respondents are born within the same decade with the majority being three years apart, from 1989 to 1991. This puts them within the same age bracket which is also reflective of the time at which most young persons joint the university after sitting the Kenya Certificate of Secondary Education (KCSE). This close age gap implies that most of the respondents may share similar views about a wide range of issues by virtue of age.

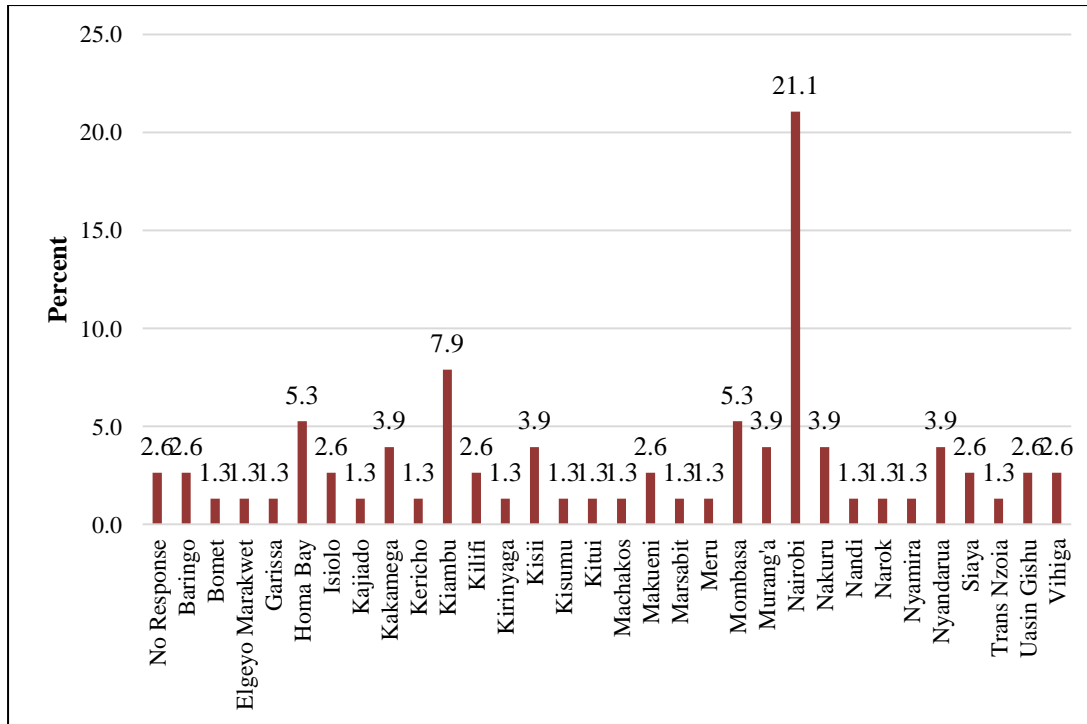


**Figure 3.1: Respondent Year of Birth**

#### 3.2 County of Birth and Residence

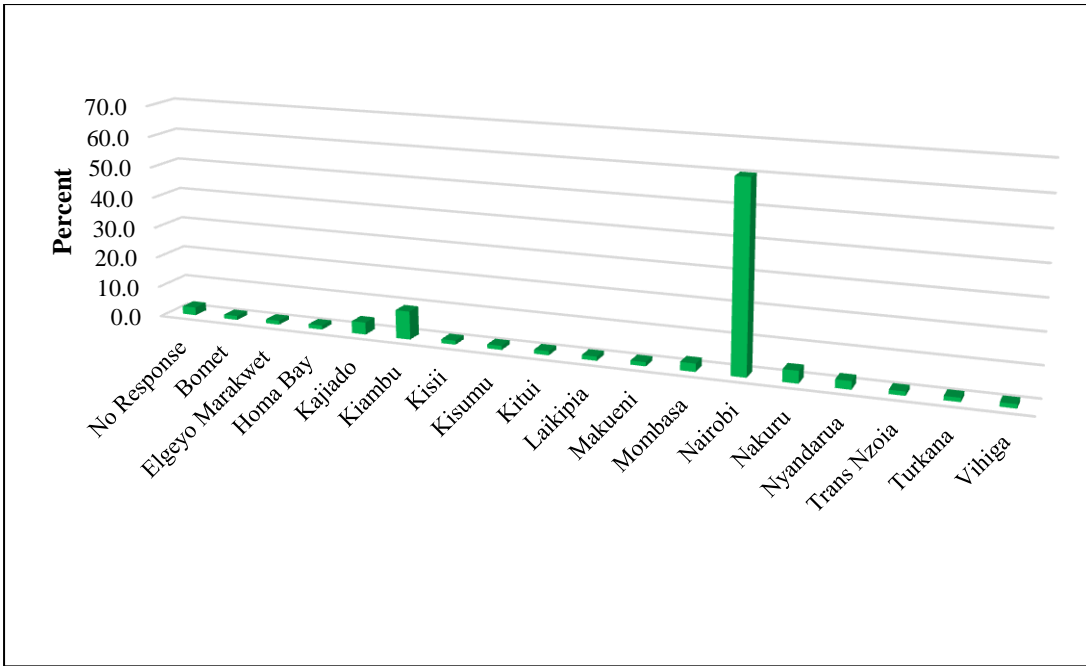
The distribution of respondents by county of residence show that Nairobi was the most preferred residential area (21% reported living there) while there is a near even distribution of respondents in all other counties represented in the study with percentages of those residing in them ranging from 1.3%-3.9% except for Kiambu county which was holding 9.2% of the

respondents. However, it's important to note that the respondents as classified by county of birth, originate from only a third of the forty seven counties as illustrated in figure 3.2.



**Figure 3.2: Respondent County of birth**

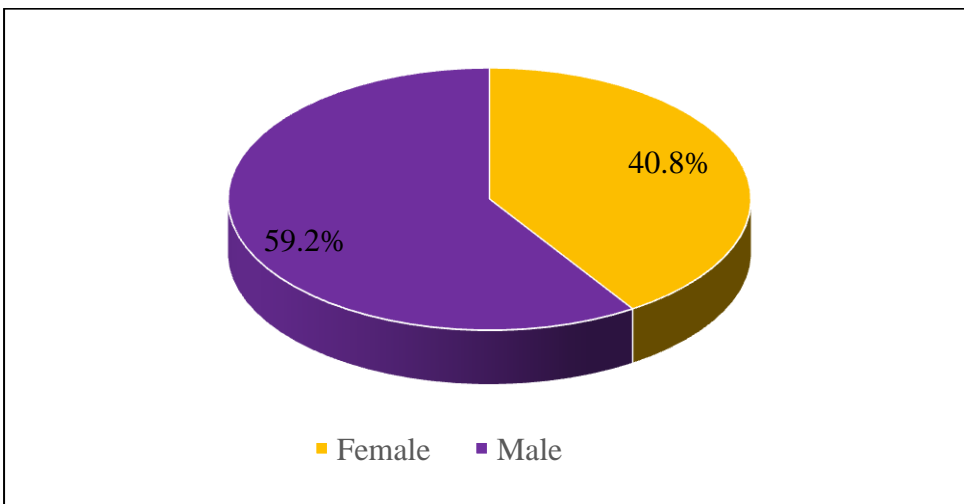
Results on the County of birth indicate that the bulk of respondents (21%) were living in Nairobi County followed by Kiambu (7.9%), with other counties almost at par in terms of the KUSOL graduates that reside in them. The mentioned counties represent about a third of all the counties. A close examination shows new counties not mentioned under counties of birth can be seen in figure 3.3. This implies mobility of respondents from their counties of birth. However, there is an indication that only 18 counties out of 47 currently have law graduates from KUSOL residing therein.



**Figure 3.3: Respondent County of Residence**

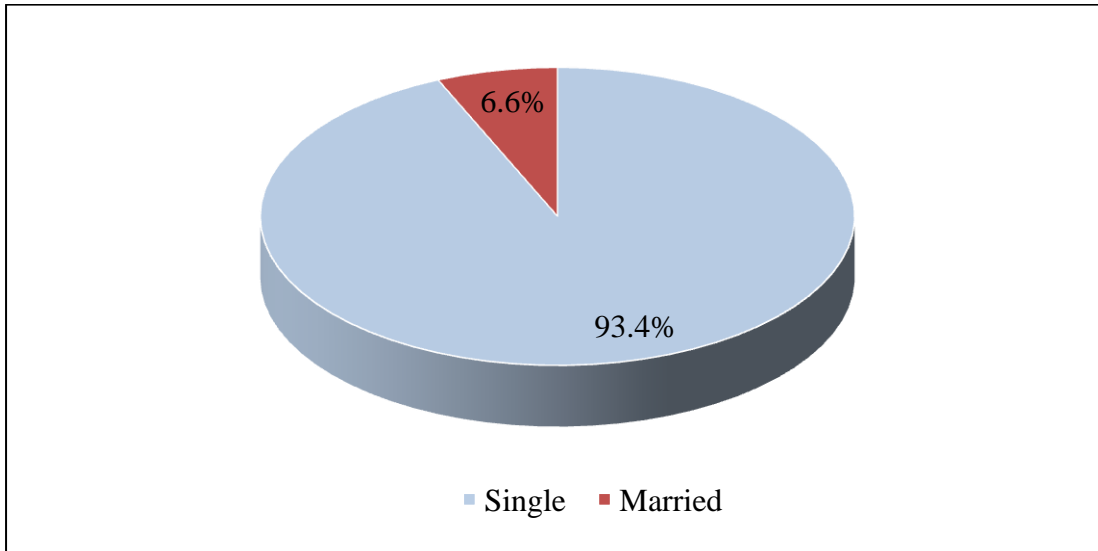
### 3.3 Gender and Marital Status of Respondents

From figure 3.4, gender representation of law graduates who responded to the questionnaire shows more male than female participants. This gender disparity is also reflected in the enrolment statistics implying a need to put in measures to close in the gap between males and females. There could be factors that are responsible for this lack of parity in enrolment to the LLB that might call for further study.



**Figure 3.4: Respondent Gender**

Further, graduate respondents to the study were overwhelmingly unmarried as shown in figure 3.5 supporting the notion that the law studies in KUSOL is dominated by relatively young people and that establishment of a stable career is an important consideration for the profession presiding a decision to raise a family.

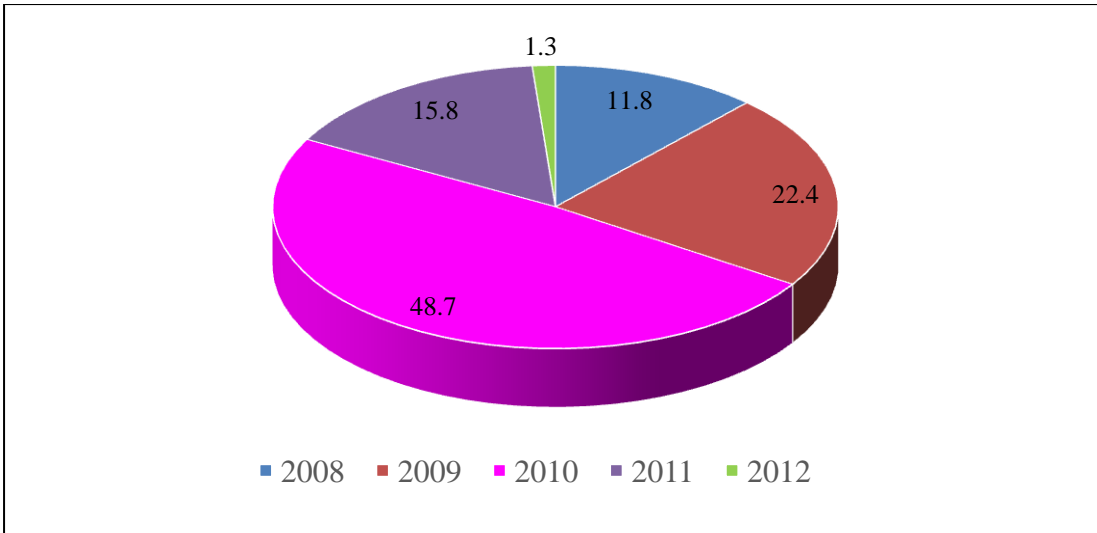


**Figure 3.5: Respondent marital status**

#### **4.0 STUDY CONDITIONS AND PROVISIONS, STUDY EXPERIENCES**

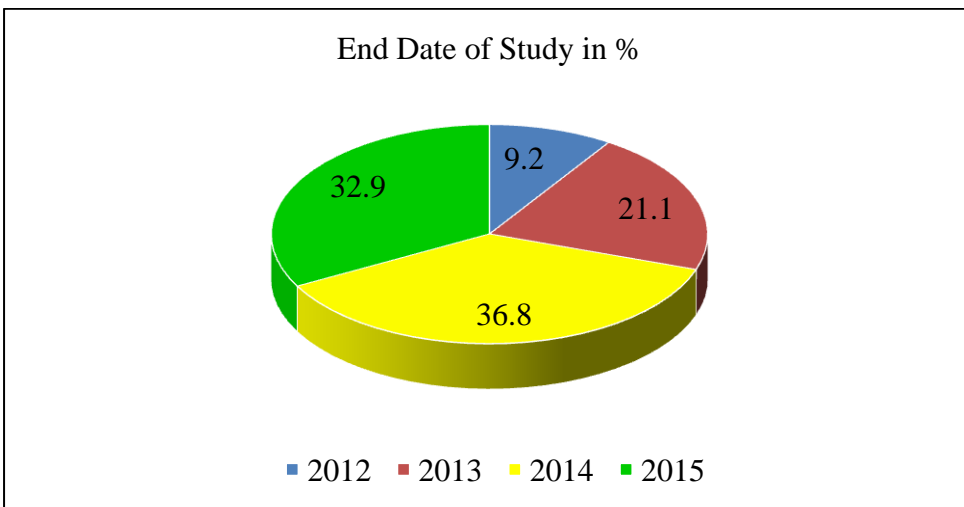
##### **4.1 Study programs start year**

Most graduates enrolled for studies in September (60%). Among the respondents, almost half commenced studies in KUSOL in the year 2010 as figure 4.1 illustrates. This makes them the largest cohort among the five in the study. The rest, apart from 2012, are evenly balanced in terms of when the respondents enrolled into the study program.



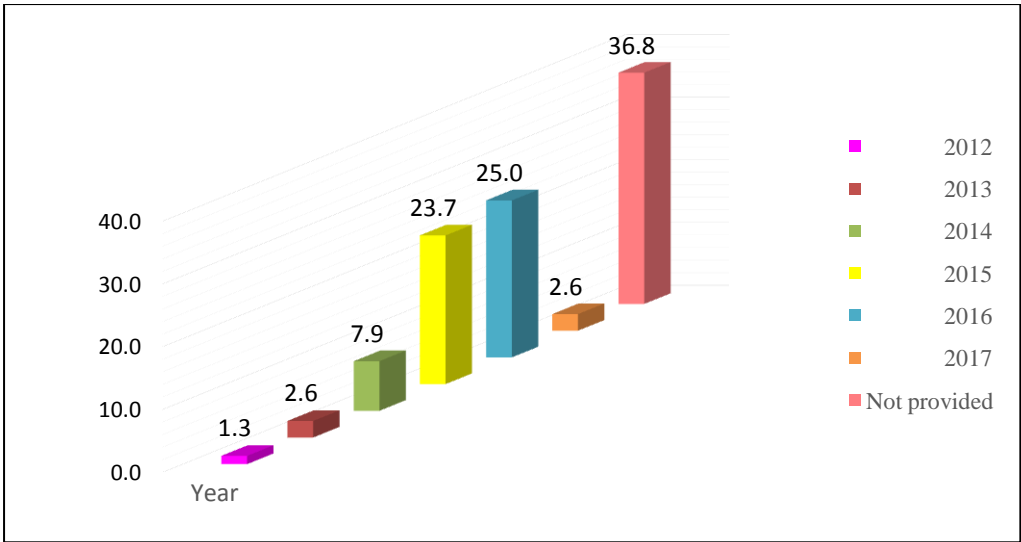
**Figure 4.1: Study program start year**

Regarding the month at which respondents completed their study programmes were mainly April and December. Among the respondents representing different cohorts, the completion year appears evenly balanced except the year 2012 that has less graduates ending their programme in that year as seen in figure 4.2.



**Figure 4.2: Study program end year**

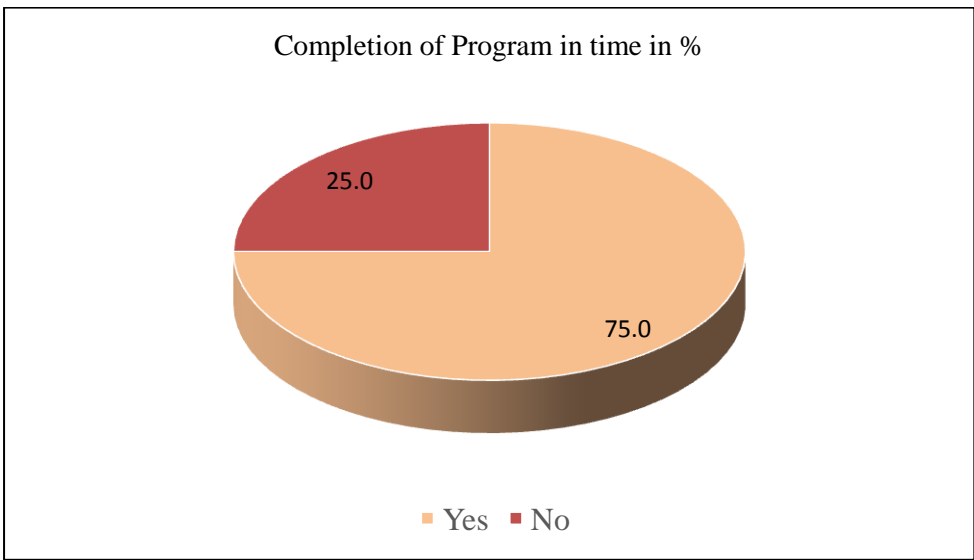
The respondents in the survey graduated between 2013 and 2015. From figure 4.3, slightly above a third did not respond about year of completion of pupillage. Despite this, slightly more than half of all the respondent population, indicated 2015 and 2016 as their year of completion of pupillage.



**Figure 4.3: Year of completion of pupilage**

#### 4.2 Completion of program

From the obtained results, three quarters, as seen in figure 4.4, of the respondents completed their study programme within the standard time. The remaining quarter indicated otherwise. This being the case however, less than 12% indicated the reasons for late completion of their study programme in the standard time as enumerated in the table 4.1 Another similar percentage opted not to report about the reasons that caused delay their completion.

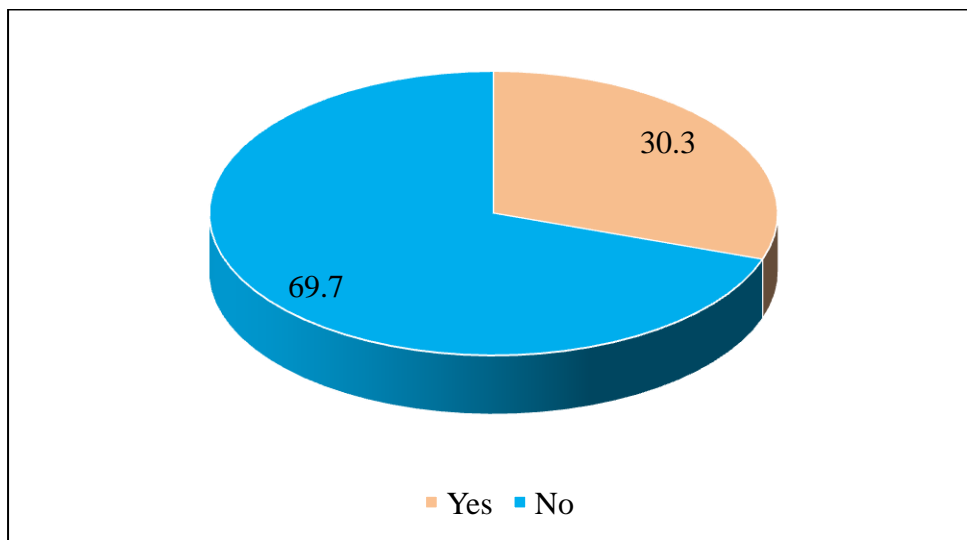


**Figure 4.4: Respondent's completion of study program in standard time**

**Table 4.1: Reasons for delayed completion of study program**

Which of the following reasons caused the delay and to what extent?					
	Financial	Failed Exams	Family Reasons	Health	Other
Very high	2.6	2.6	0.0	0.0	1.3
4	1.3	0.0	0.0	0.0	0.0
3	1.3	0.0	0.0	0.0	2.6
2	1.3	2.6	0.0	0.0	0.0
Not high	3.9	5.3	1.3	1.3	0.0
N/A or Non Response	89.5	89.5	98.7	98.7	5.3

Figure 4.5 illustrates that slightly over two thirds did not undertake additional education and training during their study. Only 30.3% undertook extra education or training within the course of their study programme.



**Figure 4.5: Respondent’s additional education and training during study**

Thirty percent of law graduates indicated having undertaken additional training during their study programme had enrolled in among others courses CPA and CPS, Investigation and prosecution of international crimes, public relations, Project management, International refugee law, trial advocacy training, bachelor of Arts degree programme, leadership training, computer literacy course, peer counselling, public management course. The study notes that the most sought after training was CPS and CPA. The choice of areas for study selected by

the graduates indicates a need to orient themselves to specific domains of legal practice in order to gain a competitive edge in this broad field.

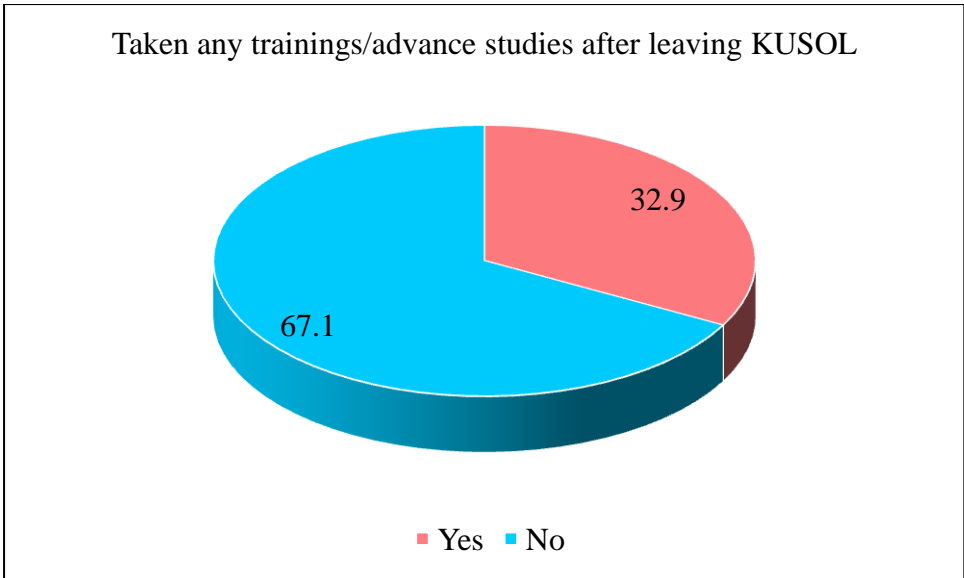
### 4.3 Reasons for studying LL.B degree

Several factors inform young people on their choices of a study programme, including the LL.B degree at KUSOL. Table 4.2 shows the different factors that influenced the respondents to undertake the LL.B degree programme at KUSOL.

**Table 4.2: Reason(s) of respondents for taking the LL.B degree.**

Reason(s) for taking the LL.B degree	Percent
Strong passion for the profession	72.4
Inspired by a role model	46.1
Prospects of attractive compensation	46.1
Applied and was admitted	39.5
Status or prestige of the profession	34.2
Good grades in high school	32.9
Opportunity for employment abroad	28.9
High grades in the course or subject area(s) related to the course	26.3
Prospect for immediate employment	15.8
No particular choice or no better idea	13.2
Availability of the course in Kenyatta University	11.8
Influence of parents or relatives	9.2
Other	6.6
Peer influence	2.6

It would be expected that once students graduate, they will continue to undertake more training post-graduation period to enhance and develop their careers. It is mandatory for LLB graduates who wish to join the practice as advocates acquire further professional training at the Kenya School of Law. By the time of this study about two thirds of respondents had not undertaken trainings or advanced studies after leaving KUSOL. Figure 4.6 illustrates that only 32.9% reported to have had further training or advanced their studies.



**Figure 4.6: Respondent’s other trainings or advancement**

**4.4 Other Trainings**

Most courses undertaken by the 33% of respondents after gradation led to certification with CPS (5 indicated being certified) while others were still pursuing the course. A few had already obtained CPA (1), postgraduate diploma in law, certificate in international and criminal law, diploma in project management, postgraduate diploma in tax administration, human resource management, advocates certificate in legislative drafting, arbitration certificate, French and Spanish certificate, Masters of Law and the police basic training course. Among the key certification bodies for the various certificates sought by the graduates included the Chartered Institute of Arbitrators and KASNEB.

Kenyatta University School of Law, like any other academic institution, considers seriously the learning experience of its students. The study sought to know what graduates think about their learning experience while at KUSOL. Table 4.3 tabulates the responses about these experiences.

#### 4.5 Rating of learning experiences and study conditions

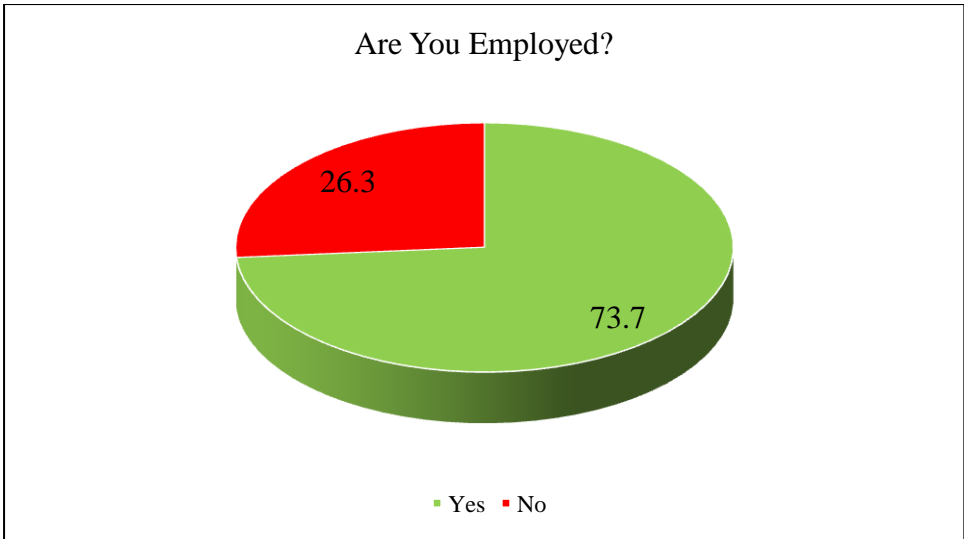
**Table 4.3: Respondents' rating of the learning experience and study conditions while at KUSOL**

<b>How do you rate the learning experience and study conditions while at KUSOL?</b>					
	<b>Very Poor</b>	<b>Poor</b>	<b>Neutral</b>	<b>Good</b>	<b>Very Good</b>
Academic advice offered	6.6	15.8	23.7	36.8	17.1
Chances to participate in research projects	7.9	17.1	28.9	28.9	17.1
Teaching quality of lecturers	1.3	6.6	35.5	50.0	6.6
Structure of degree programme	3.9	6.6	17.1	42.1	30.3
Provision of supervised practical work experience	6.6	10.5	27.6	25.0	30.3
Contacts with fellow students	1.3	1.3	17.1	38.2	42.1
Availability of ICT infrastructure	10.5	17.1	34.2	22.4	15.8
Quality of buildings	7.9	21.1	30.3	21.1	19.7
Opportunity of out of class contacts with teaching staff	14.5	21.1	31.6	21.1	11.8
Assistance/advice for final examination	11.8	14.5	38.2	22.4	13.2
Availability of physical infrastructure	13.2	13.2	32.9	27.6	13.2

### 5.0 JOB SEARCH AND TRANSITION TO WORK

#### 5.1 Employment status

In an era where the unemployment rate is excessive, the report that almost three quarters of the respondents are employed is encouraging. Figure 5.1 illustrates that 73.7% of KUSOL graduates involved in the study were employed at the time of conducting the survey.



**Figure 5.1: Respondent’s employment status**

**5.2 Area of employment**

The high employment status can be taken as a clear vote of confidence in KUSOL curriculum considering that most of these graduates have found positions in Law firms, NGOs as well as the Judiciary as indicated in table 5.1.

**Table 5.1: Respondents’ Area of Employment.**

Area of Employment.	Percent
Law Firm	55.3
Judiciary	3.9
Government	10.5
Non-Government Organization/Civil Society	14.5
Private Sector	5.3
Self-Employed	9.2
Parastatal	2.6

Being employed alone is not enough. It is important to establish whether KUSOL graduates are gainfully employed. Table 5.2 tabulates the employment status of graduates that were involved in the study. It is important to note that only about a fifth of respondents described their employment status within the provided options as listed in the table 5.2.

**Table 5.2: Respondent’s Employment Status at the time of tracer**

<b>Present Employment Status</b>	<b>Percent</b>
Permanent	14.5
Contract	19.7
Self-Employed	9.2
Part-Time	7.9
Internship/Pupilage	44.7
Holding Over	5.3

### **5.3 Nature of work**

The nature of work the graduates engage in the course of their employment determines how far they are grounded in the profession. In this study it was established that slightly above two thirds were involved in work that is related to the options that were provided as indicated in table 5.3.

**Table 5.3: Respondents’ nature of work**

<b>State the nature of your work</b>	<b>Percent</b>
General Legal Work	53.9
Litigation	18.4
Commercial	23.7
Legal Advocacy	10.5

Among the reasons cited for unemployment in table 5.4 “further studies” is recorded as the most popular reason. This connotes that after graduating, the graduates enrolled in other training and/or study programmes. This would point to stiff competition in the job market and hence the need to acquire further skills in order to secure an opportunity easily. Despite this, the reasons provided cover only a few of the respondents, raising concerns as to why some respondents did not provide reasons. Other main reason for not searching for employment was mainly that the graduates were still looking for pupilage.

## 5.4 Reasons for not being employed

**Table 5.4: Reasons for not being employed at the time of tracer study**

<b>If unemployed please state reason(s) why you are not yet employed</b>	<b>Percent</b>
Advance or further studies	13.2
Health related reason	0.0
Family concerns not to find a job	0.0
Lack of work experience	1.3
No job opportunity	6.6
Did not look for a job	2.6

## 5.5 Skills acquired by KUSOL graduates that are applicable in their work

Most of the employed graduates of KUSOL affirm that skills acquired at KUSOL were useful for their practical work. A wide range of skills acquired during training were applicable in their work setting including research and analytical skills, communication and interpersonal relationship, presentation and writing skills, legal writing and etiquette, problem solving and advocacy, legal drafting, advocacy and litigation, critical thinking, public speaking and eloquence and generally the application of law in different situations (Box 5.1).

**Box 5.1**

*'I have been able to apply the skills acquired during Judicial Attachment and Clinical Externship as well as the theoretical knowledge imparted during lectures.'*

Other voices attest to the contribution of various aspects of the curriculum to their work experiences as affirmed in the following voices (Box 5.2):

**Box 5.2.**

*'I gained so much during the clinical externship programme when in 3rd year, the skills and exposure gained during that programme has been of great help to me.'*

*'General legal principles in different fields from labour law, contract etc which are frequently referred to at a workplace.'*

In addition, research skills acquired in the study areas proved useful as per the evidence in the quote (Box 5.3) ...

**Box 5.3**

*'The ability to do research and work under minimum supervision. Many employers prefer self-driven employees. Honesty is another important virtue that they consider'*

Aspects of legal skills, legal drafting, communications, advocacy, public policy, litigation, legal research and legal advice were found to be useful in the workplace as well as the deep understanding of law inculcated in the curriculum as attested by the voices (Box 5.4):

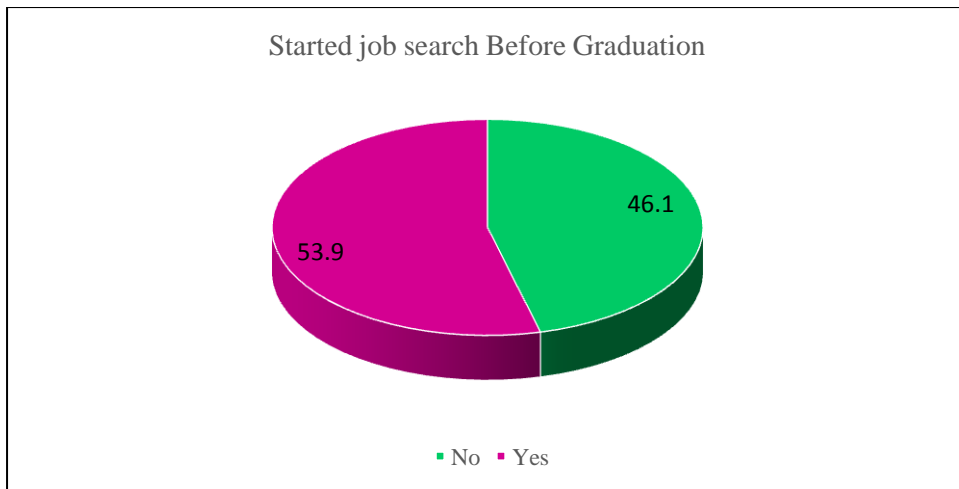
**Box 5.4**

*Knowledge in law taking into account the dire need to apply evidence law, criminal procedure code and profoundly understanding the Constitution*

*Negotiation and persuasion skills ability to be able to defend your point of view and also explain to the other party and be in agreement.*

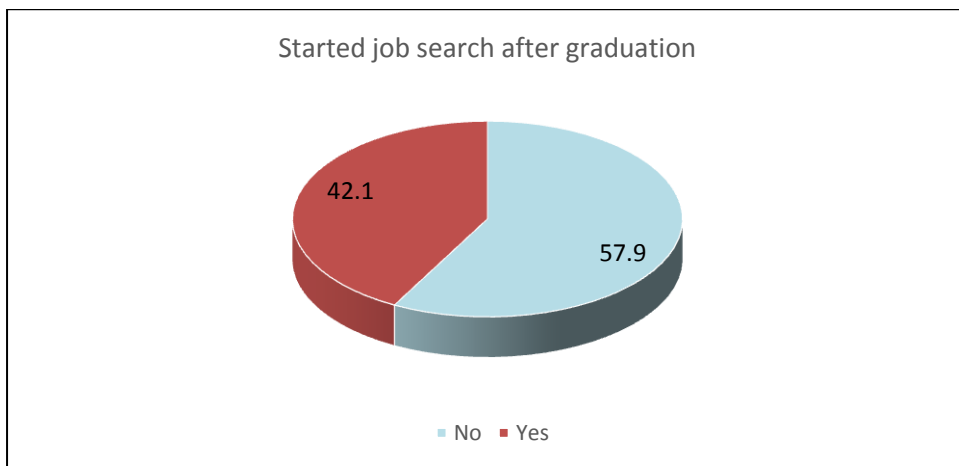
These responses attest that various components of the learning process were useful and applicable in different ways and in the diversity of their careers.

The study intended to establish whether graduates of KUSOL started looking for employment before or after graduating. Figure 5.2 shows that almost half of the graduates started looking for employment way before actual graduation. That indicates a proactive population of the students who for various reasons were ready to starting working as soon as possible. This may also be a pointer to the need to start the job search early since most LLB students are already well exposed to the world of work as they undertake externship and other units in the programme.

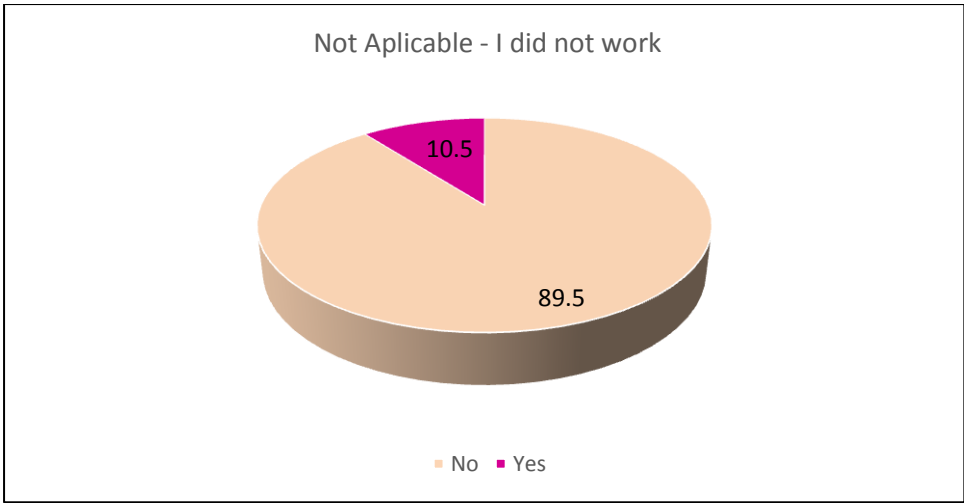


**Figure 5.2: Respondents who started for a job before graduation**

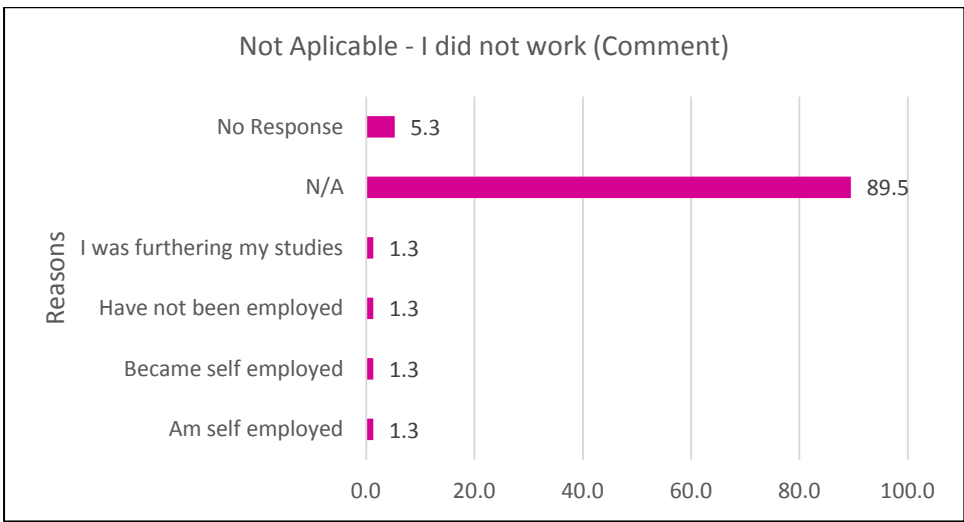
Less than two thirds, 57.9% waited for graduation before they commenced the exercise to look for employment. Without casting aspersions, KUSOL should encourage the students to commence search for employment once they have completed their assignments as they await to graduate. Figure 5.3 illustrated the breakdown of numbers in terms of how many waited for graduation before commencing the search for employment. Figures 5.4 and 5.5 are explanations about those who did not work at the time of tracer study.



**Figure 5.3: Respondents who started to look for a job after graduation**



**Figure 5.4: Those respondents who did not work**



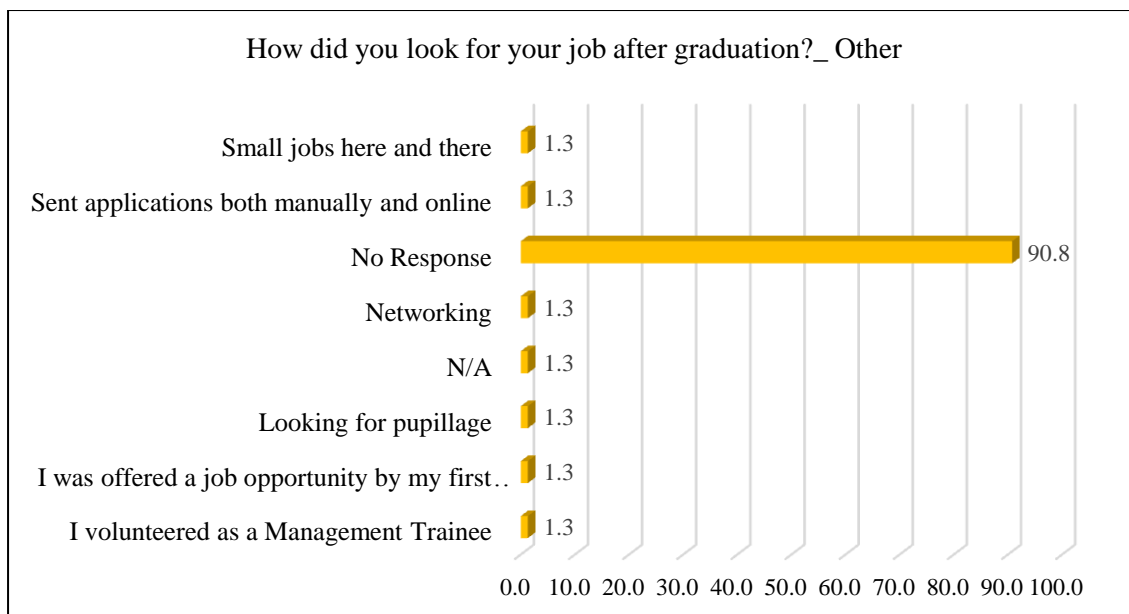
**Figure 5.5: Reasons why respondents were not working**

Once through with their study programme, graduates have different ways they get into employment in terms of how they learn of opportunities. Table 5.5 tabulates the various methods that graduates got to know and utilized to gain employment. It is important to note that a majority, 35.5%, got opportunities without necessarily seeking for employment with their employers. Friend and print media are the next source of information about employment opportunities. Importance of good networks is brought to the fore in this case. Figure 5.6 also affirms this notion.

## 5.5 Ways of searching for employment

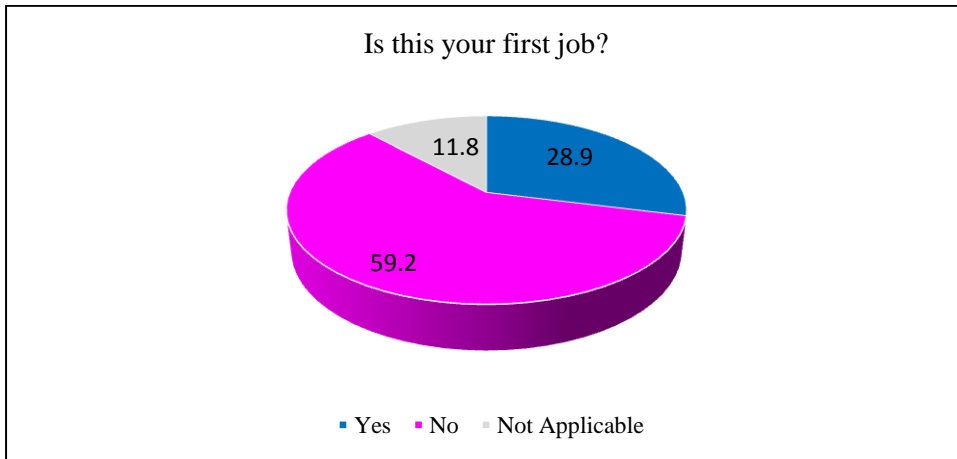
**Table 5.5: How respondents' looked for jobs after graduation**

How did you look for your job after graduation?	Percent
Contacting companies without checking for vacancies	35.5
I checked through the internet/on line/ mailing list advertisement	30.3
Friends	27.6
Advertisement in newspaper/magazine, fliers	21.1
Relatives (e.g. parents, relatives etc.)	14.5
I am working for the same employer as I did during my studies	11.8
I established my own business	6.6
I was contacted by the company	5.3
I went to a job exhibition (career day)	1.3
I contacted an employment bureau	1.3
I contacted the office of student/alumni office/Dean's Office	1.3
I was a member of an e-network while studying	1.3
I had information from KU Centre for Career Development and Placement	0.0



**Figure 5.6: Other ways respondents looked for a job after graduation**

Based on the reported years of graduation and the timing of the study, it is of significance to note that more than half, 59.2% as see in figure 5.7, were in subsequent employments after the first one. This could be explained by the fact that some of the respondents could have started working earlier either before graduation or had changed employers within a short time.



**Figure 5.7: Respondent’s information on whether this was the first job**

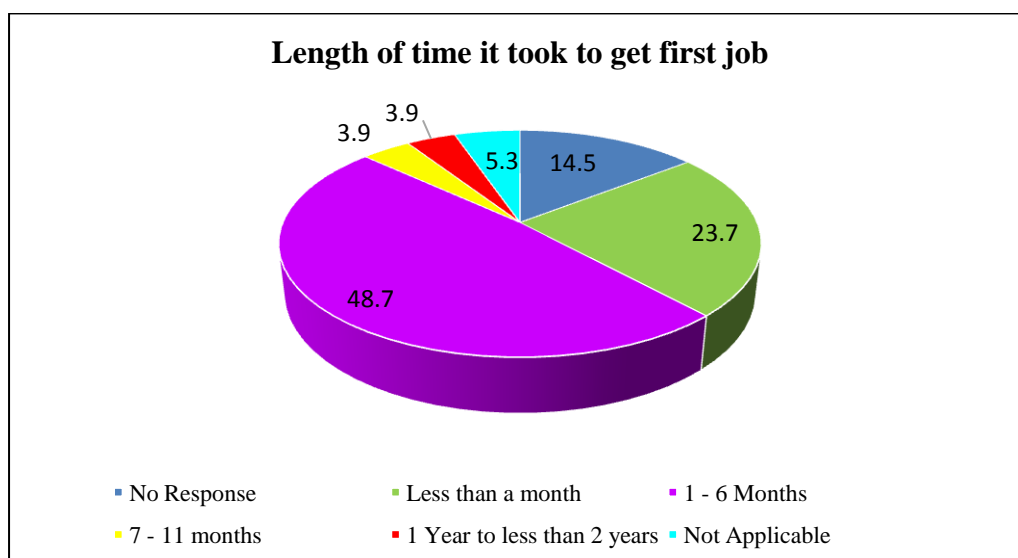
Different individuals stay on a job for various reasons. The study sought to establish reasons why graduates of KUSOL were still with their employers at the time the survey was carried on. Table 5.6 tabulates the various reasons. Career motivation was cited as the reason with most significance vis-à-vis the staying on the job. The fact that the job was related to course program of study and also special skill were also cited as major reasons for staying on the job. It is important to note that peer and family influence had least significance as reasons to stay on a job for respondents.

## 5.6 Reasons for staying on current job

**Table 5.6: Reasons why respondents were staying on their job at the time of the tracer study**

What are the reason(s) for staying on the job?					
	Least significance	2	3	4	Most Significance
Opportunity for career advancement	5.3	2.6	3.9	17.1	71.1
Related to course or program of study	3.9	3.9	7.9	35.5	48.7
Career motivation	2.6	3.9	15.8	25	52.6
Related to my special skill	1.3	3.9	18.4	31.6	44.7
Salary and Benefits	17.1	21.1	18.4	28.9	14.5
Proximity residence	39.5	15.8	25	6.6	13.2
Peer influence	69.7	17.1	9.2	2.6	1.3
Family influence	61.8	21.1	9.2	6.6	1.3

With scarcity of employment opportunities, the length spent by graduates is expected to be huge. However, figure 5.8 illustrates that for those who got employment, they secured a job in less than twenty four months. Almost half i.e. 48.7%, secured a job within the first six months, 23.75% in less than a month, while 3.9% did so within seven to eleven months. Only a few had not secured a job at the time of tracer study.



**Figure 5.8: Length of time before getting the first job**

## 5.7 Current position in employment

Table 5.7 tabulates the respondents' positions at the time of the study. Most of the graduates, 15.8%, were working as Legal Officers while almost an equivalent number, 13.2%, were Associates. As would be expected based on the time of the study vis-à-vis the years of graduation none of the graduates reported to have reached the position of state counsel, a magistrate or a lecturer. At least 27.6% of the graduates are in other gainful occupations apart from those listed in Table 5.7.

**Table 5.7: Respondents' position at the time of tracer study**

<b>What is your current position?</b>	<b>Percent</b>
Legal Officer	15.8
Associate	13.2
Self-Employment	5.3
Partner	1.3
In-House Advocate	1.3
Magistrate	0.0
State Counsel	0.0
Lecturer	0.0

## 5.8 Employers of KUSOL graduates

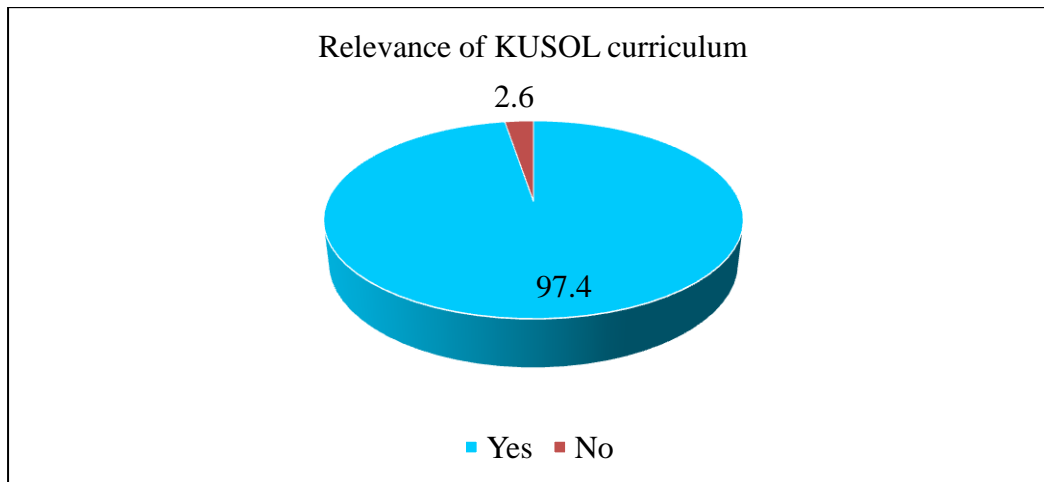
The main employers of KUSOL graduates according to respondents of the study were mainly advocate companies (30), NGOs, County government, banks, judiciary, State law office (Attorney General office, director of public prosecution, parliament and universities.

## 6.0 WORK AND COMPETENCIES: RELATIONSHIP BETWEEN WORK AND STUDY

### 6.1 Relevance of KUSOL Curriculum

The quality of graduates of any study program is dependent on its relevance among other things. The study sought to establish the relevance of KUSOL curriculum in the job market. This received an overwhelmingly 97.4% affirmative response from the graduates as illustrated in figure 6.1 This indicates that the knowledge and skills acquired at KUSOL is beneficial to them in whatever assignments they are undertaking. That is a commendable to

the KUSOL and the Management of the University that the curriculum being implemented is market oriented and addressing societal needs.



**Figure 6.1: Relevance of KUSOL Curriculum to what the respondents are doing**

## 6.2 Aspects of KUSOL curriculum most significant to their studies

KUSOL graduates largely report relevance of nearly all components taught under the LLB programme including the Practicum, specialized legal areas such as banking, taxation, intellectual property, land law, labour law, refugee law, international law, contract law, property theory, civil litigation, criminal litigation, company and commercial laws, clinical studies, the moot court, clinical studies, trial advocacy, research, legal writing. One respondent reported that all aspects of the course were important (Box 6.1)...

### **Box 6.1**

*The entire course really was of great significance since I am not tied down to just one area of law.*

To some of the KUSOL graduates, the general practical-orientation of the course, strong theoretical foundation, practical and innovative approach and participatory learning, as well as self-reliance approach have proved very useful in the work place. Still for others, it is the confidence particularly imparted in the externship programme that they found invaluable. Students also hail the mentorship programme as a building block to their attainment of critical skills as voiced in the quote (Box 6.2).

**Box 6.2**

*The mentorship program offered by the school goes a long way in building and developing life skills teamwork and the urge to be different and competitive always. KUSOL instilled me with legal knowledge and practical ways of applying the law*

Still other students believe that the judicial attachment and other external exposure activities honed their skills for the workplace as attested in the following quote (Box 6.3):

**Box 6.3**

*Judicial attachment training, the public speakers that were brought to talk to us, the legal aids that were organized, and the comprehensive class lectures were all so useful...*

The integrity inculcated in the course along with ethical values were also hailed as contributing significantly to building careers as shown in the quote (Box 6.4)

**Box 6.4**

*KUSOL gave me the foundation i needed to be a good researcher through the units offered (legal research and writing and Legal drafting). Another important skill i acquired is the ability to critically think and analyses situation for sound decision-making thanks to KUSOL for introducing the unit of Critical thinking. I liked the integrity with which the exams were carried out (discouraged cheating). (Integrity-Cheating in exams= competent student/advocate).*

### **6.3 KUSOL Core values**

Among the core mandates of any training institution is to impart values to students. KUSOL undertook this role diligently and table 6.1 shows how students benefited from these values especially in their current engagements. Apart from ICT skills at 40.8%, the rest of core values were most applicable by more than two thirds of respondents.

**Table 6.1: Usefulness/applicability of KUSOL core values to graduates**

<b>To what extent do you find the following KUSOL core values useful/applicable in your current job?</b>					
	<b>Not Applicable</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Most Applicable</b>
Self Confidence	0.0	1.3	2.6	15.8	80.3
Problem Solving	0.0	1.3	7.9	13.2	77.6
Communication	0.0	1.3	3.9	17.1	77.6
Decision Making	1.3	1.3	7.9	19.7	69.7
Respect	3.9	2.6	7.9	17.1	68.4
Hard work	2.6	1.3	5.3	22.4	68.4
Commitment	3.9	2.6	6.6	19.7	67.1
Critical Thinking	0.0	1.3	9.2	22.4	67.1
Integrity	5.3	6.6	9.2	15.8	63.2
Truth	7.9	5.3	9.2	11.8	65.8
Tolerance	5.3	5.3	7.9	17.1	64.5
Presentation Skills	1.3	0.0	7.9	28.9	61.8
Leadership	0.0	1.3	9.2	27.6	61.8
Excellence	3.9	3.9	9.2	21.1	61.8
Negotiation	1.3	2.6	9.2	26.3	60.5
Creativity	1.3	1.3	14.5	22.4	60.5
ICT Skills	2.6	3.9	22.4	30.3	40.8

The design of the curriculum in all cases is meant to address specific aspect of the job market. Various element of study are geared towards this particular objective. Table 6.2 tabulates responses about the usefulness of a few identified elements of study. All the elements were found to be most useful across all the respondents.

**Table 6.2: Usefulness of elements of the study programme to work**

<b>How are the following elements of the study programme useful to your work</b>						
	Course Content	Variety of courses offered	Opportunity for specialization	Research emphasis	Practical emphasis of teaching and learning	Work experience (Internships/Externships)
Not Useful	1.3	1.3	3.9	1.3	2.6	0.0
2	3.9	1.3	9.2	3.9	6.6	2.6
3	26.3	23.7	17.1	13.2	15.8	6.6
4	38.2	36.8	39.5	30.3	32.9	27.6
Most Useful	30.3	36.8	30.3	51.3	42.1	63.2

Career development of most graduates is affected by various factors in the course of work. Satisfaction in work is directly linked to productivity levels in all spheres. From table 6.3 income, promotion prospects and fringe benefits have been reported as characteristics of professional status that most respondents did not rank highly. It is important to note that possibility of using knowledge acquired during studies is highly rated.

**Table 6.3: Satisfaction of respondents with listed characteristics in their professional status**

<b>To what extent are you satisfied with the following characteristics of your professional status?</b>					
	<b>To a very low extent</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>To a very high extent</b>
Possibility to use knowledge and skills acquired during my studies	1.3	2.6	6.6	28.9	60.5
Content of work/the professional tasks	1.3	2.6	15.8	28.9	51.3
Opportunity of pursuing continuous learning	5.3	5.3	17.1	22.4	50
Work atmosphere	1.3	3.9	23.7	31.6	39.5
Opportunity to benefit society	5.3	6.6	21.1	28.9	38.2
Equal treatment of employees	5.3	13.2	27.6	19.7	34.2
Work place surroundings	2.6	9.2	26.3	31.6	30.3
Job security	6.6	13.2	32.9	18.4	28.9
Promotion prospects	10.5	19.7	27.6	19.7	22.4
Fringe benefits	11.8	17.1	22.4	26.3	22.4
Income	13.2	14.5	32.9	23.7	15.8

Utilization of knowledge acquired during study has been rated as very high in professional status. Likewise in terms of actual utilization, respondents reported to use it quite much with 30.3% indicating utilization to a very high extent and 46.1% to a great extent as seen in table 6.4.

**Table 6.4: Extent of utilization of knowledge and skills acquired during studies**

<b>When you look at your current work tasks altogether, to what extent do you use the knowledge and skills acquired during your course of studies?</b>	<b>Percent</b>
Not at all	2.6
2	1.3
3	19.7
4	46.1
To a very high extent	30.3

Education level is one of the most commonly used parameters in determining the position of an employee. The study established that the level of education of respondents was completely appropriate for their position and status, this being reported by 51.3% of them. Table 6.5 tabulates their rating of this fact.

**Table 6.5: Appropriateness of position and status vis-à-vis level of education**

<b>To what extent is your position and status appropriate to your level of education?</b>	<b>Percent</b>
Not at all appropriate	1.3
2	5.3
3	14.5
4	27.6
Completely appropriate	51.3

One of the determinants of productivity is satisfaction of an individual. Table 6.6 illustrates that more than a quarter of respondents i.e. 27.6% were satisfied to a very high extent and 44.7% to a great extent, with their professional status. Combined, those who highly rated their satisfaction as high is above two thirds of the studied respondents. This is a clear

indication that the study program at KUSOL provided the graduates with knowledge, skills and values that are beneficial to their career life.

**Table 6.6: Respondents’ satisfaction with their professional status**

<b>Altogether, to what extent are you satisfied with your professional status?</b>	<b>Percent</b>
Not at all	1.3
2	5.3
3	21.1
4	44.7
To a very high extent	27.6

#### **6.4 The strengths of learning experiences**

The respondents reported a variety of strengths that comprised their learning experiences while at KUSOL. These included the mooted court, committed and qualified staff, the quality teaching and learning experience that the school provided.

Mentorship by faculty, practical orientation, availability of reading materials, emphasis on research skills, disciplined outlook, teamwork, research and analytical skills, good exposure to the legal environment, availability of lecturers for consultation, wide curriculum which exposed students to the various legal practical elements were named as strengths of the school. Research emphasis in addition arose as another of the key strengths as expressed in the voices excerpts (Box 6.5);

**Box 6.5**

*The greatest strength of my leaning experience at KUSOL was the emphasis that was placed on research and participatory leaning through group assignments and presentations.*

*"I became equipped with good researching skills. I acquired practical skills of applying the law to different situations. My legal knowledge was greatly expanded*

Respondents also report experiencing a sense of belonging to KUSOL since the school embraced the students and provided strong mentoring (Box 6.6).

**Box 6.6**

*KUSOL remains my home, the variety of courses to choose from and programmes such as the clinical externship really helped me in my professional development.*

*We were the pioneer class, we had the best lecturers, and we could interact with all the staff very freely, we had the best dean of students; we got the best that is why I am here today.*

*The lectures were attended appropriately, Research skills were emphasized. The lecturers were very interesting and informative*

The responses demonstrate the importance of various aspects of a law school inclusive of content taught, approach taken by lecturers as well as strong and professional relationships between lecturers and students.

### **6.5 The weaknesses of learning experiences**

Among the weaknesses in the learning experiences of learners at KUSOL, inadequate physical infrastructure, small library and inadequate books as well as poor internet connectivity were recurrently mentioned. Others included large classes which did not allow meaningful interaction, lack of co-curricular activities, low opportunity to participate in mootings, no opportunity to interact with full professors, few functional computers, lack of transport facilities at the campus, high lecturer turnover, delay in processing of examination marks, lack of hostel facilities for KUSOL students. The large class size was blamed for failure of students to participate actively in practical aspects of the course as expressed in the voice (Box 6.7)

**Box 6.7**

*Similarly, I did not moot at all save for the compulsory unit that was offered as part of the curriculum. Had I done so, I believe my transition from holding over/pupilage to litigation would have been much smoother*

In other cases, it was the congested training programme that provided a challenge;

**Box 6.8**

*I was not used to reading so many books...so it was a challenge at first but then later I got used to it. The timetable was very much backed not allowing us time to do extra-curricular activities. More time should be set aside for student to engage in meaningful extra-curricular activities. This can be done through sharing of facilities with neighbouring law schools.*

Still, the lack of funding for non-academic activities was cited as a weakness for the school (Box 6.9);

**Box 6.9**

*"Lack of funding for extra-curricular activities such as participating in mooted competitions abroad....No funding or support for independent research by students. Some faculty were wholly unsupportive when it came to mentorship, even teaching. There is need for better coordination between administration and students (especially clubs and societies)"*

*No sporting facilities within the campus and those available are far away at the main campus*

## **6.6 Suggested desirable improvements**

The respondents expressed the need for improvement of the KUSOL in the areas of provision of more library books and equipment, upgrading of internet connectivity, hiring of more permanent and top-range lecturers, international exposure of students to the world of work, ensuring that the lecturers enhance personal growth of students. Other suggested improvements were the alignment of the KUSOL calendar to Kenya School of Law calendar, inviting law lecturers from other institutions, increasing number of computers, adherence to emerging new innovative approaches to teaching law across the globe, forging partnership with leading law schools and agencies and tailoring the curriculum to meet the market demands of the course (Box 6.10).

**Box 6.10**

*"Improvements to the KUSOL curriculum I presume?. I am of the opinion that the dissertation program was not well run, at least during my time at the institution. I believe the same can be managed better than it was; and that lecturers should be more cooperative to ensure that students are done with their thesis in time to graduate. Otherwise I was more or else satisfied with everything else.*

Other areas of improvement cited by the graduates touched on the externship programme and mentorship which as suggested by the voices that follow would give students an edge over other graduates of the programme (Box 6.11).

**Box 6.11**

*"The Externship program should actually take students to organizations but also to law firms. The school could establish a network with leading lawyers and organizations such as Kituo cha Sheria, FIDA among others to give the students a pragmatic and practical approach to work.*

*In addition, the mentorship program should be improved to give the students an edge and actually mentor them to become better individuals who can manage time, deadlines; it's sort of personalizing the program to fit each student. The man power may not be adequate but as a group it is possible to accomplish the same. Lecturers should be given more freedom and extra incentives as they carry out this program.*

Though the weekly talk forums the school had instituted were hailed as adding much value, there was room for improvement as shown in suggestion Box 6.12)...

**Box 6.12**

*The talks every Wednesday in school should be given more purpose. I suggest calling leading lawyers and hyping the talks. It is part of CSR for most law firms and hence the school would not necessarily incur a charge. Hence fostering partnerships is important with law firms regardless of the level or status. The talks from foreign universities such as The University of Birmingham for those who want to pursue masters among others should be encouraged.*

Another suggestion was that mooted classes should be done at the early stages of the curriculum, preferably during second year of school. This should especially be done before judicial attachment so that when students have done their attachment they are able to gauge what they did wrong.

Other suggested improvements hinge on upgrading the student's portal, providing more field activities, more research opportunities, mounting of motivational talks from the senior members in the profession, deeper inculcation of the reading culture, apt provision of examination results and transcripts to enable students get opportunities when they arise and decentralization of services from the main campus,

There were also suggestions bordering on teaching staff qualification and curriculum such as the need to employ (Box 6.13);

**Box 6.13**

*"...better competent and experienced staff to handle marks to avoid inconveniences of student and delaying graduation, better curriculum to ensure students graduate within the expected period, improved forums and ways to access lecturers out of class."*

*I would suggest more lecturer-student engagements, so that students can go to their lecturers for more clarifications. And fairness in the grading of units, or better still the marking should be done fairly and not on the basis of prior performance in other units.*

*Put more emphasis on the practical aspects of the law by putting emphasis on clinical legal education and increase rock solid mentor-ship to students by members of the profession.*

A number of suggestions hinged around infrastructure development (Box 6.14)....

**Box 6.14**

*KUSOL should expand the library, more research seminars and opportunities for the students, strong alumni foundation so that the students may be inspired by the alumni.*

*I am happy to know that the physical structures within the school have been greatly improved. This is a step in the right direction.*

Students also advocate for making courses such as legal drafting and legal aid compulsory units, while ensuring that students attend all their classes by introducing penalties for students who fail to attend classes.

**6.7 Promoting contact between the university and graduates**

Graduated KUSOL students cite a myriad of ways for maintaining contacts between the University and its graduates. These include through regular meetings, email, alumni meetings, alumni newsletter, targeted seminars and workshops and meetings (Box 6.15).

**Box 6.15**

*The school should have alumni meetings as well as a newsletter to keep the current and future alumni updated on the current progress of the school.*

*Ensure the alumni organize periodic dinners and talks so that the graduates share their experiences in the job world*

Another method suggested for keeping in touch with students was through telephone contacts and inviting students to share their experiences with current students and creating a social media platform for continued interaction, sending frequent email and text message notifications to notify the graduates of any important meeting or occurrence, quarterly lunch meetings, creating a sense of belonging in the students before leaving campus to ensure they would keep in touch with KUSOL. One respondent commented that (Box 6.16)...

**Box 6.16**

*Ensuring that the university and the final students both have each other's contacts, both telephone numbers and email addresses before they leave. Maybe introduce an alumni form that is filled by final students*

Another felt that KUSOL needed to be proactive in following up graduates by (box 6.17)...

*Box 6.16*

*By constantly keeping track of their career progression. This can be done by keeping up to date emails of the past and present students. The Alumni department should send invitations to former students to hook up during Alumni days.*

## 7.0 REFERENCES

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## 8.0 APPENDICES

### APPENDIX 8.1: PROCESS OF TRACING SCHOOL OF LAW GRADUATES

SN	ACTIVITY/DESCRIPTION
1.	Setting up tool - Installing Linux Operating system
2.	Setting up server Security and basic requirements
3.	Installing the lime survey platform
4.	Configuration of the lime survey for use
5.	Finalize tool for School of Law graduates (revising questionnaire with team)
6.	Contact Preparation and uploading onto server - receiving database from KU Alumni office
7.	Survey tool uploaded with a URL: Survey Accessible only within KU on <a href="http://kusoltracer.ku.ac.ke/limesurvey">http://kusoltracer.ku.ac.ke/limesurvey</a>
8.	Uploading contacts onto the Tracer Server
9.	Generation of tokens for the graduates, trial contacts for test runs
10.	Team members provided with access passwords to the survey with administrative rights
11.	Testing Online Tool at KU before sending invitations (Updating and testing meeting
12.	Tokens sent to graduates of school of law
13.	Team meeting for first run of the survey
14.	Preparation and submission of the Preliminary Report (The Design of the Study, Sampling Method, Data collection/ Tracking tool)
15.	Preparation of the Tracer Report
16.	Feedback on Tracer Report
17.	Final Tracer Report

## **APPENDIX 8.2: KUSOL GRADUATE TRACER STUDY TOOL**

### **INTRODUCTION PAGE**

Kenyatta University School of Law is carrying out a Graduate Tracer Study aimed at tracking the various destinations of graduates as far as job placement, work and career development are concerned. This tracer study is informed by the following:

- That tracing law graduates will enable follow up on the work destinations of the graduates
- That tracking the work destinations of the law graduates enable the University to evaluate the programmes and curricula based on information on what programmes lead to faster and relevant job placement for regular improvement of curricula
- That the tracer will provide relevant data for evaluating career development of law graduates

As one of the KU School of Law graduate, kindly fill in the questionnaire attached herewith. The same questionnaire can be accessed from the link sent to your email address.

Please note that the information you give concerning yourself will be treated with outmost confidentiality and will only be used for purposes of this study.

If you have any further questions concerning this study, please do not hesitate to contact

Dean's Office - KUSOL;

Kenyatta University

P. O. Box 43844-00100, Nairobi

**Tel: 0738-360868**

**Email: kusoltracer2016@ku.ac.ke**

**Website:** <http://www.ku.or.ke>

There are 49 questions in this survey

## A. SOCIO-BIOGRAPHIC CHARACTERISTICS

### 1. Name \*

Please write your answer here:

### 2. Date of Birth \*

Please write your answer here:

### 3. County of Birth

Please choose **only one** of the following:

- Baringo
- Bomet
- Bungoma
- Busia
- Elgeyo Marakwet
- Embu
- Garissa
- Homa Bay
- Isiolo
- Kajiado
- Kakamega
- Kericho
- Kiambu
- Kilifi
- Kirinyaga
- Kisii
- Kisumu
- Kitui
- Kwale
- Laikipia
- Lamu
- Machakos
- Makueni
- Mandera
- Marsabit
- Meru
- Migori
- Mombasa
- Muranga
- Nairobi
- Nakuru
- Nandi
- Narok
- Nyamira
- Nyandarua
- Nyeri
- Samburu
- Siaya
- Taita Taveta
- Tana River
- Tharaka Nithi
- Trans Nzoia

- Turkana
- Uasin Gishu
- Vihiga
- Wajir
- West Pokot
- Other

**4. County of Residence:**

Please choose **only one** of the following:

- Baringo
- Bomet
- Bungoma
- Busia
- Elgeyo Marakwet
- Embu
- Garissa
- Homa Bay
- Isiolo
- Kajiado
- Kakamega
- Kericho
- Kiambu
- Kilifi
- Kirinyaga
- Kisii
- Kisumu
- Kitui
- Kwale
- Laikipia
- Lamu
- Machakos
- Makueni
- Mandera
- Marsabit
- Meru
- Migori
- Mombasa
- Muranga
- Nairobi
- Nakuru
- Nandi
- Narok
- Nyamira
- Nyandarua
- Nyeri
- Samburu
- Siaya
- Taita Taveta
- Tana River
- Tharaka Nithi
- Trans Nzoia
- Turkana
- Uasin Gishu
- Vihiga
- Wajir
- West Pokot

- Other

**5. Gender: \***

Please choose **only one** of the following:

- Female
- Male

**6. Marital Status: \***

Please choose **only one** of the following:

- Single
- Married

**7. Permanent Address: \***

Please write your answer here:

**8. Mobile Number: \***

Only numbers may be entered in this field.

Please write your answer here:

**9. Alternate Mobile Number:**

Only numbers may be entered in this field.

Please write your answer here:

**10. Email: \***

Please write your answer here:

**B. STUDY CONDITIONS AND PROVISIONS, STUDY EXPERIENCES**

**1. What was the start and end date of study in KUSOL? \***

Please write your answer(s) here:

- Start: Month

- Start: Year

- End: Month

- 

End: Year

**2. Year / Month Graduated: \***

Please enter a date:

(Only numbers)

**3. Year of completion of pupilage**

Only numbers may be entered in this field.

Please write your answer here:

**4. Did you complete your study program in the standard period of time?**

**(If No, please proceed to Question 5)\***

Please choose **only one** of the following:

- Yes
- No

**5. Which of the following reasons caused the delay and to what extent?**

**(1 - Not high; 5 - Very high)**

Please choose the appropriate response for each item:

	1	2	3	4	5
Financial reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed examinations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Did you undertake any additional education and or training during your study programme? (if Yes, please proceed to B7)\***

Please choose **only one** of the following:

- Yes
- No

**7. Please state the names of the trainings:**

Please write your answer here:

**8. Reason(s) for taking the LL.B degree. You may check (√) more than one answer.**

**Check any that apply: \***

Please choose **all** that apply:

- High grades in the course or subject area(s) related to the course
- Good grades in high school
- Applied and was admitted
- Influence of parents or relatives
- Peer Influence
- Inspired by a role model
- Strong passion for the profession
- Prospects for immediate employment
- Status or prestige of the profession
- Availability of the course in Kenyatta University
- Prospects of career advancement
- Prospects of attractive compensation
- Opportunity for employment abroad
- No Particular choice or no better idea
- Other:

**9. Have you undertaken any Training(s) / Advance studies after leaving KUSOL (Other than the Advocates Training Program at the Kenya School of Law)?**

**(If yes, please proceed to Q9i) \***

Please choose **only one** of the following:

- Yes
- No

**9(i). Please state the names of the trainings and certificates/diplomas acquired:**

Please write your answer here:

**10. How do you rate the learning experience and study conditions while at KUSOL? (Please rate each of the applicable options on a 5-point scale: 1 - Very Poor to 5 - Very Good)\***

Please choose the appropriate response for each item:

	1	2	3	4	5
Academic advice offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chances to participate in research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching quality of lecturers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure of degree programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of supervised practical work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacts with fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of ICT infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity of out of class contacts with teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance/advice for final examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of physical infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## C. JOB SEARCH AND TRANSITION TO WORK

### 1. Are you currently employed? \*

Please choose **only one** of the following:

- Yes
- No

### 2. Area of Employment \*

Please choose **all** that apply:

- Law Firm
- Judiciary
- Government
- Non-government Organization / Civil Society
- Private Sector
- Self-Employed
- Parastatal
- Other:

### 3. Present employment status: \*

Please choose **all** that apply:

- Permanent
- Contract
- Self-Employed
- Part - Time
- Internship / Pupilage
- Holding Over

### 4. State the nature of your work: \*

Please choose **all** that apply:

- General Legal Work
- Litigation
- Commercial
- Legal Advocacy
- Other:

### 5. If unemployed please state reason/s why you are not yet employed. You may check (/) more than one answer.

Please choose **all** that apply:

- Advance or further studies
- Health-related reason
- Family concerns not to find a job
- Lack of work experience
- No job opportunity

- Did not look for a job
- Other:

**6. If employed, what skills acquired in KUSOL are you able to apply in your work?**

Please write your answer here:

**7. When did you start looking for a job? Please do not include side jobs. \***

Comment only when you choose an answer.

Please choose all that apply and provide a comment:

- Approximate number of months BEFORE Graduation
- Approximate number of months AFTER Graduation
- Not Applicable - I did not look for a job (Please go to C10)

**8. How did you look for your first job after graduation? Multiple answers possible \***

Please choose **all** that apply:

- Advertisement in newspaper/magazine, fliers
- Contacting companies without checking for vacancies
- I went to a job exhibition (career day)
- I checked through the internet/on line/ mailing list advertisement
- I was contacted by the company
- I contacted an employment bureau
- I had information from KU Centre for Career Development and Placement
- I contacted the office of student/alumni office/ Dean's Office
- I was a member of an e-network while studying
- Relatives (e.g. parents, relatives etc.)
- Friends
- I established my own business
- I am working for the same employer as I did during my studies
- Other:

**9. Is this your first job? \***

Please choose **only one** of the following:

- Yes
- No
- Not Applicable

**10. What are the reason(s) for staying on the job?**

**Rank your answers using (1 - least significant; 5 - most significant) \***

Please choose the appropriate response for each item:

	1	2	3	4	5
Salary and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related to my special skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related to course or programs of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity to residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. How long did it take to get your first job?**

Please choose **only one** of the following:

- Less than a month
- 1 - 6 months
- 7 - 11 months
- 1 year to less than 2 years
- Not Applicable
- Other

**12. What is your current position? Check any that apply**

Please choose **all** that apply:

- Associate
- Partner
- Legal Officer
- In-House Advocate
- Magistrate
- State Counsel
- Self Employed
- Lecturer
- Other:

**13. Do you have any other gainful activity? \***

Please choose **only one** of the following:

- Yes
- No
- Not Applicable - I have my own business/I am self-employed
- Other

**14. Name of Employer; Email address; Physical Address and telephone number.**

Please write your answer here:

**D. WORK AND COMPETENCIES, RELATIONSHIPS BETWEEN STUDY AND WORK**

**1. Was the KUSOL curriculum relevant to your job? \***

Please choose **only one** of the following:

- Yes
- No

**1(i) If YES which aspects were most significant to your studies:**

Please write your answer here:

**2. To what extent do you find the following KUSOL core values useful/applicable in your current job?**

**Please rate each of the applicable options on a 5-point scale (1 not applicable, 5 very applicable)\***

Please choose the appropriate response for each item:

	1	2	3	4	5
Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hard work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. To what extent do you find the following key competencies applicable to your job?**

**Please rate each of the applicable options on a 5-point scale (1 not applicable, 5 very applicable)\***

Please choose the appropriate response for each item:

	1	2	3	4	5
Decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. How are the following elements of the study programme useful to your work?**

**Please rate each of the applicable options on a 5-point scale (1 not useful, 5 very useful)\***

Please choose the appropriate response for each item:

	1	2	3	4	5
Course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for specialization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical emphasis of teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience (Internships/Externships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. To what extent are you satisfied with the following characteristics of your professional status?**

**(1 - To a very low extent to 5 - To a very high extent)\***

Please choose the appropriate response for each item:

	1	2	3	4	5
Content of work/ the professional tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fringe benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to benefit society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work place surroundings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equal treatment of employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity of pursuing continuous learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibility to use knowledge and skills acquired during my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. When you look at your current work tasks altogether: to what extent do you use the knowledge and skills acquired during your course of studies?**

**(1 - Not at all; 5 - To a very high extent)\***

Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- 5

**7. To what extent is your position and status appropriate to your level of education?**

**(1 - Not at all appropriate; 5 - Completely appropriate)**

Please choose **only one** of the following:

- 1
- 2
- 3
- 4

- 5

**8. Altogether, to what extent are you satisfied with your professional status? Please take into account in your statement any professional sidelines..**

**(1 - Not at all; 5 - To a very high extent)**

\*Please choose **only one** of the following:

- 1
- 2
- 3
- 4
- 5

**9. In your opinion what were strengths of your learning experiences and study at the time you were enrolled at KUSOL? \***

Please write your answer here:

**10. And what were the weaknesses? \***

Please write your answer here:

**11. Taking into account your professional experiences, what improvements would you suggest. \***

Please write your answer here:

**12. What kind of contacts/ connections do you have with KUSOL and how can they be improved? \***

**Please indicate with a YES or NO.**

Current contact      Suggested contact

Newsletter

Internet/email

Alumni meetings

Workshops/Seminars/Conferences

Telephone

**13. What is the best way of promoting contacts between the university and the graduates? \***

Please write your answer here:

**Thank you for completing the Questionnaire.**

**Submit your survey.**

**Thank you for completing this survey.**