**Comenius University / International Journal of Clinical Legal Education Conference**

**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

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| Title  | Dr |
| Lead Presenter First Name | Lyndsey |
| Lead Presenter Last Name | Bengtsson |
| Organisation of Lead Presenter | Northumbria University Newcastle |
| Name/s and details of other presenters | Dr Rachel Dunn, Northumbria University Newcastle, UK, Lecturer |
| Title of Proposal  | Evaluation of the introduction of policy/law reform clinic at Northumbria University: influencing law and policy reform as an effective teaching tool for students |
| Summary of Proposal | This paper presentation will discuss the activities undertaken by the students in the policy/law reform clinic at Northumbria University and the authors thoughts on the challenges and benefits of the clinic. Data will be presented from student focus groups as to whether the clinic is an effective educational tool and how the research may influence law reform/policy in that area, contributing to a just society. |
| Abstract Proposal | The authors of this paper are clinic supervisors at Northumbria University in Newcastle Upon Tyne, England and supervised a number of students in a policy/law reform clinic which was introduced in the academic year 2018-2019. The clinic involves the students supporting their clinic supervisor in research projects, through a range of activities. The aim of the policy clinic is to enrich the students experience whilst simultaneously influencing policy/law reform. The authors conducted research into whether this method of teaching is effective. The research aims were to identify whether participation in the policy/law reform clinic: 1. Is an effective educational tool for developing the skills they will require for the world of work. 2. Increases the students’ understanding of the particular area of law and how the research may influence law reform/policy in that area, contributing to a just society. 3. To determine how students compare and contrast the law reform/policy work to that of their client work within the Student Law Office, where they have undertaken both during the course of the academic year. After the policy clinic work had finished, students were invited to participate in focus groups, asking them to discuss their experiences and whether they felt that participation in the policy clinic achieved the aims set out above. This paper will discuss the activities undertaken by the students and will present the data gathered. In addition, the authors will discuss their thoughts on the challenges and benefits of incorporating policy/law reform clinics within the clinical curriculum and whether law/policy reform research can be appropriately developed in an educational setting. |