

Work Package 3

Establishing Links to Learning

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September 2015

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Introduction

University law clinics provide legal advice to a number of clients. The advice is primarily provided by students, under the supervision of qualified lawyers and is known as clinical legal education.

Clinical legal education has been enshrined in the education of US law students for many years through the post-graduate quasi-professional qualification, Juris Doctor. However, in Europe, legal education has historically centred on traditional lectures, with lecturers presenting theoretical legal concepts to students. Institutions have therefore placed less emphasis on students developing important legal skills such as corresponding with clients, interviewing clients, counselling clients, professional conduct and ethics within the legal profession, negotiation, litigation, practical legal research and management of legal work. Skills which have been identified as fundamental lawyering skills.

Moreover, engaging postgraduate students from university-based law clinics has been relatively unheard of in Europe. Many law clinics in Europe are facilitated for undergraduate law students using different approaches and models in providing advice.

Law clinics too are generally focused on providing advice to clients with low incomes or those that do not have access to legal aid, primarily in housing, family, immigration and employment law. There is now a movement in Europe to provide legal services to start-up companies on commercial and corporate law.

The iLINC Network



iLINC was established as a project funded by the European Commission under the Seventh Framework Programme to establish a European network of law clinics that bridge ICT entrepreneurs and start-ups with law students. iLINC has four core partners who are responsible for establishing the network: Queen Mary University of London, the University of Amsterdam, KU Leuven University and the Hans Bredow Institute for Media Research. The Brooklyn Law Incubator and Policy

(BLIP) Clinic at Brooklyn Law School has also been an invaluable source of support as an associate partner in helping to establish iLINC as part of global network of law incubators together with EshipLaw in the USA.

A key aspect of iLINC's mission is to create an open network of law clinics. This means that iLINC has a growing number of active partners, some of which are already in a position to provide legal services to start-ups, and some of who are in the process of establishing their own legal clinics.

For more information on the iLINC Network visit www.ilincnetwork.eu

Work Package 3

The Institute for Information Law (IViR) at the University of Amsterdam is the lead institution on Work Package 3, 'Establishing Links to Learning'. This work package is concerned with developing an understanding of which methodologies can be successfully used to ensure strong links between the activities of law clinics and academic programmes. In this regard, there are four elements to 'Establishing Links to Learning':

1. Develop student recruitment methodology,
2. Develop project/engagement outcomes assessment methodology,
3. Develop linkage mechanisms between projects engagement and learning, and
4. Establish models for integrating student project performance into programme assessment.

In order to develop these methodologies and models, we drew upon a number of sources: first, the operation of law clinics already in existence; second, the academic literature on clinical legal education;

and third, the iLINC Best Practices Events, where information and experience was shared on law clinic operations.

Before proceeding, it is important to reiterate the wealth of information available for universities considering the establishment of a law clinic, and startup law clinics particular. There are a number of specialist law journals, where clinic directors, clinical professors, and students share their experiences and advice on the operation of law clinics. In the United States, one such journal worth mentioning is the *Clinical Law Review*, published by the New York University School of Law, and first published in 1995. Articles post-2010 are freely available on its website, while pre-2010 articles are available on HeinOnline.

Similarly in Europe, an excellent resource is the *International Journal of Clinical Legal Education*, first published in 2000 by Northumbria University. Articles from the latest volume are available freely on its website, while earlier volumes are available on HeinOnline.

1. A Student Recruitment Methodology

The two main questions under this heading are (a) how do clinics attract and select students who have the necessary skills and motivation to do clinic work, and (b) how can clinics ensure that they meet the specific learning needs of students? In order to answer these questions, the operation of the various clinics will be discussed under a number of headings.

1.1 Entry requirements

At de Clinic in Amsterdam, the clinic is open to students undertaking a master's degree in law. The clinic is not restricted to University of Amsterdam students, and is in principle open to students from any university in the Netherlands. Students not taking the Information law LLM are expected to either have knowledge of relevant legal fields (e.g. intellectual property, data protection, media, e-commerce) or take relevant courses while working in the Clinic, in addition to following the targeted programme for Clinic students.

At qLegal in London, the clinic is open to students undertaking a master's degree in law, and preference is given to students in the following programmes at Queen Mary University of London: LL.M. in banking and finance law, LL.M. in commercial and corporate law, LL.M. in

computer and communications law, LL.M. in intellectual property law, LL.M. in international business law, and LL.M. in media law.

At the BLIP Clinic in Brooklyn, the clinic is made up of students taking either the basic clinic class 'Brooklyn Law Incubator and Policy', or the advanced clinic class 'Advanced Brooklyn Law Incubator and Policy'. Second and third year students undertaking their degree in law (J.D.) at Brooklyn Law School can apply. There are no prerequisites for enrolment in the 'Brooklyn Law Incubator and Policy' class. However, enrolment in the 'Advanced Brooklyn Law Incubator and Policy' is restricted to students who have completed the 'Brooklyn Law Incubator and Policy' class. Under the US system of education, law degree students must already have a bachelor's degree from a college or university.

1.2 Application procedure

At de Clinic in Amsterdam, prospective students must submit a cover letter, resume, and an overview of their academic record. Selected applicants are then invited for interview. The clinic seeks 'enthusiastic students', with experience in the following areas 'being a plus': privacy, intellectual property, media law,

1. A Student Recruitment Methodology

consumer law, right to information, technology, media, communications, and start-ups.

At qLegal in London, prospective students must submit an online application. Students are selected on the basis of the following criteria: ability to meet the stated deadline; attention to detail on application form; grammar and spelling; ability to demonstrate a clear understanding of the role of student adviser; dedication to developing the skills required to become a student adviser; academic ability to understand and research complex legal issues.

At the BLIP Clinic in Brooklyn, prospective students must submit an application. The clinic seeks students 'with a demonstrated passion and commitment to become technology-orientated attorneys', and applicants are 'well-served if they have a background, either through course work or practical experiences, in some of the following areas: corporations, telecommunications, internet, copyright, patent, trademarks, trade secrets, media law, anti-trust, non-profit and administrative law'. Notably, the clinic has a policy of not accepting students on their first application. As the basic clinic is a one-semester class, this would mean students applying in

the fall who are rejected, may apply again in the spring, and be accepted. The advanced clinic is also a one-semester class.

Moreover, some clinics, such as the Transactional Law Clinic at Harvard Law School, require students to first complete the 'Transactional Practice Clinical Workshop' before being eligible to enrol in the Transactional Law Clinic.

1.3 Selection procedure and timing

For de Clinic in Amsterdam, students must submit their application by mid-July, and interviews take place over the summer. Timings are coordinated with applications for the LL.M. in information law, so that new students start their clinic work concurrently with the key courses in the LL.M. They are introduced to clinic work by clinic alumni. The second-semester enrolment is timed to ensure continuity of service to start-ups; students enrolled in September mentor new entrants. There are two selection rounds per academic year. Applications open three months before start of term. Students apply via web form; first selection; interviews in second stage. Students are selected by teaching staff and Clinic coordinator.

1. A Student Recruitment Methodology

Prospective students applying to qLegal in London must submit their online application by the end of September. The students that are selected are known as ‘Student Advisers’, with their role including advising clients directly and presenting workshops to the start-up community. However, in addition to this role, some students are also selected as ‘Student Support’ or ‘Marketing Team’. Student Support ‘take on a leadership role for fellow students’, while the Marketing Team will be ‘networking with potential clients’, and marketing qLegal generally.

All applicants for the BLIP Clinic in Brooklyn are selected by the clinic director. There are usually 24 students selected for each semester. The clinic is oversubscribed, and receives around 100 applications. As mentioned above, the clinic has a policy of not accepting students on their first application. As the basic clinic is a one-semester class, this would mean students applying in the fall who are rejected, may apply again in the spring, and be accepted. During the fall semester, all students are third year students. A few third year students are kept on for the spring semester for the advanced class. During the spring semester, around half of the students are second year students.

‘This ensures that some second year students get early exposure to BLIP and are able to continue on in the summer and spring semesters’.

1.4 Student pool

At de Clinic in Amsterdam, students from all universities and LL.M. programmes in Netherlands may apply, subject to students showing motivation and (some) knowledge of relevant fields. However, in practice the clinic is predominantly made up of students from the master’s degree in information law at the University of Amsterdam.

At qLegal in London, preference is given to students in the following programmes at Queen Mary University of London: LL.M in banking and finance, LL.M. in commercial and corporate law, LL.M in intellectual property and business law, and LL.M. in media law.

Students at the BLIP Clinic in Brooklyn are drawn from second and third year of the law degree programme at Brooklyn Law School. ‘Students accepted into the BLIP Clinic come from diverse backgrounds and range from former engineers to musicians. Most have significant work and internship experience in tech, media, or government. All share a

1. A Student Recruitment Methodology

passion for law and policy in an internet-enabled, digital world’.

1.5 Clinic marketing

At de Clinic in Amsterdam, the clinic has a dedicated website, and maintains a blog commenting on recent developments. The clinic is also promoted as part of the master’s degree in information law programme. Promotion through word of mouth, normal university campaign, and social media of current students are all used. The clinic has also been profiled in a number of news articles.

At qLegal in London, the clinic has a dedicated website. It also uses social media, poster campaign, networking events, partners (such as the School for Start-ups) workshops, and word of mouth. Students also take a module on marketing, and how to market the clinic to others and maintain clients. Certain students are also selected to become part of the ‘Marketing Team’. The clinic has also been profiled in a number of news articles.

At the BLIP clinic in Brooklyn, the clinic has a dedicated website, and maintains a blog commenting on recent developments. It also uses social media, and runs a number of events involving the start-up com-

munity. The clinic has also been profiled in a number of news articles. Brooklyn Law School has a website listing its 36 law clinics.

2. Project/Engagement Outcomes Assessment Methodology

One of the fundamental principles to be communicated is that students will be operating in a professional manner and will be judged as such. Therefore, having an effective way to determine the quality of project outcomes is very important. In this section, how the various law clinics seek to deliver quality project outcomes will be discussed under a number of headings.

2.1 Description of learning objectives

At de Clinic in Amsterdam, the learning objectives include being able 'to translate practical problems into legal questions, to communicate effectively with businesses and clients on legal issues in information law, skills to analyse and interpret law relevant to clients, have the insight on how legal rules operate in practice, and be able to debate and propose solutions on the question of how law is best adapted to increase the chances of success for start-ups'. The 'assessment model' elaborated for the clinic (and is mandatory for each course in the LLM curriculum) details which activities are undertaken to meet learning objectives, and how these are assessed.

At qLegal in London, the learning objectives include giving students

the 'opportunity to counsel clients on issues which are aligned closely with their studies and guide clients through the legal challenges that they face, particularly at the early stage of their business development'. Further, students learn 'interviewing skills; factual analysis; commercial awareness; an understanding of client care, client expectations and relationship management; legal research skills; drafting skills; case management; and office and administration skills, and ethical and professional issues relevant to legal practice'.

The purpose of the BLIP Clinic in Brooklyn is 'to train a new generation of lawyers, well-versed across the spectrum of issues and skills needed to represent emerging tech, internet, communications and new media companies. Students learn the intricacies of representing startups in emerging businesses where few, if any, laws were designed to accommodate new ideas. Students also advocate on behalf of causes and businesses, whose interests and concepts have not been represented in the various legislative, regulatory and judicial arenas'.

2.2 Training

At de Clinic in Amsterdam, training seminars for students are provided

2. Project/Engagement Outcomes Assessment Methodology

by the Clinic coordinator, alumni and by partner law firms at their offices. The latter comprise around eight two-hour seminars on a variety of topics relevant to start-up portfolios, and communicating with clients. These seminars include privacy and start-ups, soft skills, including communicating with startups, and how to do an intake with startups, business-to-consumer, and business-to-business contracts, software protection, patent law, intellectual property, and a company law seminar. The seminars are mostly taught by practitioners.

At qLegal in London, students undergo an extensive training programme. The training is delivered by Queen Mary Legal Advice Centre staff, the legal profession, academics and Queen Mary Careers. The training covers interviewing, drafting, marketing, common legal issues for start-ups, presentation, negotiation and public speaking skills. There are six to seven weeks of training, divided into one afternoon per week.

At the BLIP Clinic in Brooklyn, the students are taught by a full-time clinical law professor, and adjunct clinical law professor. Senior students in the Advance BLIP Clinic mentor junior students, with students learning from each other.

Each team typically includes one or two Advanced BLIP student, and four or five first-semester students. Students are trained in drafting contracts, communicating with clients, researching and drafting legal documents. Some other clinics, such as the Transactional Law Clinic at Harvard Law School, require students to first complete the 'Transactional Practice Clinical Workshop' before being eligible to enrol in the Transactional Law Clinic.

2.3 Role of students

At de Clinic in Amsterdam, students have three roles. First, students help start-ups through bespoke advice: teams deal with one start-up at a time. They do a (monitored) intake interview with the start-up to assess legal needs, then research the legal issues and organise further meeting with clients as needed. The drafting of letters of advice (memos, terms & conditions, privacy policies, etc.) is supervised by mentors from the dedicated network of law firms. Second, students provide telephone advice on the basis of queries submitted through the Clinic website: there is a point person who is responsible for the initial selection and assignment of queries. All students have regular 'first line advice duty' and must deal with queries on information law made through the

2. Project/Engagement Outcomes Assessment Methodology

website (average 1-2 per week per student). Telephone advice is given by individual students but there is joint discussion among students before advice is given. Students attend weekly meetings with law firms to discuss draft answers. Third, students organise one-to-many advice in the form of online content (e.g. self-help guides on copyright issues, blogs) and face to face meetings in the form of seminars/workshops for start-ups and students in the creative industries.

At qLegal in London, the general tasks of students include researching legal issues, meeting with clients, and drafting letters of advice. Students have the opportunity to (a) advise clients directly, (b) present workshops to the start-up community, (c) draft and publish toolkits for the qLegal website, and (d) attend seminars and networking events at law firms and incubator space. Two groups of students (six in each group) are also selected for (i) the Marketing Team, and (ii) the Student Support Team. The Marketing Team attends networking events, manages social media, distributes flyers, writes a blog for the website and publicises the clinic. While the Student Support Team works each week on communicating with new clients, booking client appointments, liaising with law firms

and students. Advice appointments are held every second Wednesday during the first and second semester.

At the BLIP Clinic in Brooklyn, students pursue two parallel paths: (a) providing transactional and other business law support, and (b) policy advocacy and litigation. In the first path, students identify venture ideas capable of evolving into bona fide businesses, think creatively about how to take traditional business and legal concepts and apply them to new business ideas, determine and resolve legal and policy hurdles, design business and management structures, seek and secure financing for clients, manage early stage legal work for startups, connect and build relations between clients, financiers and entrepreneurs, and work with business and tech schools and industry-based networks. In the second path, students find clients or causes that are currently unrepresented or under-represented, determine where and how laws and regulations are insufficient to foster innovation, economic growth, and social good in the internet age, design advocacy, lobbying and political strategy, draft pleadings, testimony, proposed rules to advance new media and new technology and internet-based entrepreneurship, interface with state, federal, and foreign

2. Project/Engagement Outcomes Assessment Methodology

agencies, legislative bodies, and tribunals; support the work of industry-based associations, standards bodies and self-governance entities; research the state of laws and regulations affecting technology, internet users, innovators and entrepreneurs.

2.4 Student-team organisation

At de Clinic in Amsterdam, there are about 15 students per year (set to grow to from 6 in 2012/13 to approx. 20 by 2016). These are divided into teams of two or three for start-up work. The teams function under the close supervision of the partner law firms involved in the start-up programme and the coordinator. Each team organises its own work, while the clinic coordinator guides teams in their organisation. Students also provide legal advice by telephone and email on information law questions from individuals and small businesses. Each week, the incoming questions are discussed with lawyers from a wider network (+30 firms) of partner law firms at their offices.

At qLegal in London, there are usually 24 students each semester, and divided into four teams of six students. The Student Support team take on a leadership role for fellow students, call clients and analyse

their legal issues, book clients in for appointments, and assist clients and lawyers on the evening of their appointments. Further, the Marketing Team are 'in the heart of Shoreditch networking with potential clients', attend events on behalf of qLegal, market qLegal services to potential clients, and get a real insight into the start-up scene in London;

At the BLIP Clinic in Brooklyn, there are usually 24 students each semester. Students are divided into teams, consisting of four or five first-semester students, and one or two advanced students. The advanced students act as 'senior associates', bringing client continuity from prior semesters, and serving as case managers. Each team may have a distinct orientation, depending on the interest of the students. There is usually a team focused on policy-orientated projects, a team focused on patent-orientated projects, and teams with varying interests in other issues affecting startups, including trademarks, copyright, online privacy, government reporting and regulator obligations. Finally, students selected for the advanced clinic, are expected to provide additional support and guidance to their first-semester colleagues.

2. Project/Engagement Outcomes Assessment Methodology

2.5 Role of project management

The Amsterdam Clinic is largely student-run, which means wherever possible students organise their own work. At the beginning of each academic year the students organise an event for all stakeholders (participating law firms, start-ups, accelerators, academic staff, Clinic advisory board) where the outgoing students present the achievements of the past year and the incoming students present their plans for the coming year. The Clinic has a (part time) coordinator, with several tasks: main ones are to assist students in organising their work, ensuring the recruitment of start-ups, liaising with participating law firms. The Coordinator has a general oversight role and has regular consultations with academic staff and the Clinic board. The Clinic works with two kinds of participating law firms: for the web-based queries and for the bespoke start-up advice. Students prepare draft answers to the web-based queries and discuss these at weekly lunches with lawyers from participating law firms (network of +30 firms). For start-up advice, each student team is paired up with lawyers from a pool of 8 law firms that have agreed specifically to provide in-kind assistance on a continuous basis to the start-up work of the Clinic.

At qLegal in London, members of the public phone or e-mail qLegal, where a coordinator makes a case assessment to ensure that the case is suitable. The coordinator makes this assessment taking into consideration (i) the complexity of the legal issue; (ii) the supervision by external lawyers; (iii) the students advising on the case; and (iv) criteria on the income and size of the company. If the case is suitable, the client is booked in for an appointment. During the appointment, the students interview the client in pairs, supervised by a volunteer lawyer from a law firm or in-house team. No advice is provided at the interview. Students then follow-up with a letter of advice after 21 days which is checked by a volunteer lawyer. All final decisions are made by the Legal Advice Centre director, while the Legal Advice Centre post-graduate director acts as a liaison between supervisors and student advisors. In addition to the three-part system, volunteer solicitors from partner law firms and in-house teams supervise advice, toolkits (remotely) and workshops (remotely).

At the BLIP Clinic in Brooklyn, the director of Blip supervises all students each semester. Each team meets with the director at least

2. Project/Engagement Outcomes Assessment Methodology

once a week, for at least an hour, at a predetermined time to discuss all the team's clients. In addition, each team has several additional meetings a week with the director to go over specific client work. The director reads all student work in advance of each meeting. Moreover, all client work is directly supervised by the clinic director. Finally, while students have the opportunity to communicate in person and electronically with clients, nothing is communicated or distributed to a client or third party without the director's direct supervision and other students. Emails, except for the most routine, are reviewed by the director before being sent to a client.

2.6 Struggling students

At de Clinic in Amsterdam, the clinic coordinator has an open door policy and keeps informed about the work load distribution among students. Work load of individual students or teams is amended if required. An important part of managing work load and performance lies in setting clear and manageable targets for the service delivery to start ups and carefully planning the Clinic's side activities.

At qLegal in London, the clinical director will amend the work load

where required. There have been no examples of students failing. The two-semester length of the clinic can be a potential pitfall for some students, as there is no mid-point assessment. While at Blip in Brooklyn, to avoid students struggling, each student reports directly to the clinic director for oversight and analysis. The director also makes it a point to engage each student individually.

3. Linkage Mechanisms between Projects/ Engagement and Learning

Linkages between clinic work and academic learning can be analysed at different levels. In this report, we focus on the ‘internal’ perspective: if and how clinical legal education is integrated in academic programmes and what tailored training is provided to students, or given by students as part of their clinic work.

3.1 Formal or informal role of clinics in learning programmes

At de Clinic in Amsterdam, clinic work is incorporated in the master’s degree in information law at the University of Amsterdam. For students the skills developed while doing Clinic work enhances their learning in other courses of the programme, e.g. on data protection, intellectual property, international media law, telecommunications law. The subject knowledge students acquire during the Master programme in turn benefits Clinic work. Students enrolled in other LLM programmes will gain some relevant knowledge there, and are expected to seek additional training or self-study if their clinic work so requires.

At qLegal in London, although the clinic is extra-curricular, the clinic mainly draws from, and gives preference to, students from a number

of LL.M. programmes at Queen Mary University of London.

At the BLIP Clinic in Brooklyn, the clinic is made up of students undertaking a law degree at Brooklyn Law School, and taking either the basic clinical class ‘Brooklyn Law Incubator & Policy’ or the advanced clinical class ‘Advanced Brooklyn Law Incubator & Policy’, as part of their degree. These classes are given by a full-time clinical law professor and an adjunct clinical law professor. Students receive academic credit for these classes toward their law degree. From 2016, students will be required to have completed one ‘live-client experience’, which may be fulfilled by taking a clinical class.

3.2 Links to single or multiple academic programmes

There is a broad range of options for clinics to link with single or multiple academic programmes. Clinic may draw students from bachelor or master programmes, and indeed, from a number of specialist master programmes. Indeed, should university exchange rules allow, clinics can be open to students from other universities.

3. Linkage Mechanisms between Projects/ Engagement and Learning

3.3 Involvement of bar associations

As discussed in the iLINC Policy Brief on ‘Challenging the Bar: Legal Constraints for Legal Clinics’, national bar associations in many jurisdictions have rules on who may provide ‘legal advice’. This can have consequences for establishing a university-based law clinic, as some jurisdictions can be quite restrictive. But it is also notable that many national bar associations have no oversight of law clinics, and are indeed quite supportive of such initiatives. It is therefore necessary to ensure that clinic makes themselves aware of the rules governing legal advice, and bar associations rules in particular.

By way of example, three jurisdictions are included below. First, in the Netherlands, there is no oversight of clinics by bar or professional associations. There is however a continuing dialogue between the law faculties and the Dutch Bar Association on how law programmes can deliver graduates with the necessary knowledge and skills to enter legal practice. Clinical education is an element the importance of which is recognised by university and bar alike, although the focus remains on ‘traditional’ legal education.

Similarly, in the United Kingdom, there is no oversight of clinics by bar or professional associations. Finally, and by way of contrast, the American Bar Association, and the New York Court of Appeals Rules for the Admission of Attorneys and Counsellors at Law, set down standards for clinical education at Brooklyn Law School. Students at Brooklyn Law School graduating in 2016 or later must complete one ‘live-client’ experience, which can be fulfilled by either an in-house clinic or an externship.

3.4 Outgoing teaching or lectures

At de Clinic in Amsterdam, workshops for would-be entrepreneurs are organised, on topics such as intellectual property. Currently the target audiences are mainly students in the creative and new media sectors (for example, near-graduates at design and fashion academies, students involved in start-up platforms).

At qLegal in London, students provide workshops on various areas of law to start-up companies and entrepreneurs. Presentations at these workshops have input from qualified lawyers. The clinic has six workshops over the academic year. Moreover, the clinic organises larg-

3. Linkage Mechanisms between Projects/ Engagement and Learning

er events such as ‘Essential Legal Issues to Consider for your Business’.

At the BLIP Clinic in Brooklyn, the clinic organises events, such as the symposium on ‘From Bleak House to Geek House: Evolving Law for Entrepreneurial Lawyers’, and ‘Internet Everywhere: The Role & Policy Implications of Public Wi-Fi in NYC’.

3.6 Client cases or clinic experience as input for thesis work

It is quite possible to use clinic case and experience for research purposes, and one of the best examples are the Startup Clinics are part of the research project ‘Entrepreneurship and Innovation’ at the Alexander von Humboldt-Institute for Internet and Society.

Clinic in Focus



Startup Clinics are part of the research project ‘Entrepreneurship and Innovation’ at the Alexander von Humboldt-Institute for Internet and Society. The Clinics are a service offered to startups free of charge. Founders can attend individual sessions with PhD students who help solving specific challenges. Start-ups then receive support directly, via introductions to relevant mentors (including lawyers) from the clinic’s network, or through online resources.

The Clinics and PhD research are focused on innovative internet-enabled start-ups and the clinics provide a platform to closely follow current developments in the field. By connecting innovative start-up processes with relevant research, the clinic is able to identify, support and mediate between significant developments in the field. It shares knowledge with a local and global network of stakeholders who are interested in supporting and researching Internet-enabled start-ups. For more information please visit the Start-up Clinics website: www.startup-clinics.com

4. Student Performance and Academic Assessment Methodology

Academic programmes differ by country, region and university, as does the scope for integrating student project performance into their overall grade for their performance on their respective academic programme. The assessment aspect is important as it ‘closes the loop’ and helps ensure that student motivation and the interests of start-up companies and entrepreneurs are fully aligned.

4.1 Position of clinics in formal programmes

At de Clinic in Amsterdam, the clinic is incorporated in the master’s degree in information law at the University of Amsterdam as a 6 European Credit Transfer and Accumulation System (ECTS) credit course. The course can also be taken as an elective by students enrolled in other LLM programmes (if the student meets the selection criteria). Dutch universities operate a system which enables students from outside the University of Amsterdam to enrol in the Clinic course without having to enrol in the LLM or pay additional tuition fees.

At qLegal in London, although the clinic is extra-curricular, the clinic mainly draws from, and gives preference to, students from a number of LL.M. programmes at Queen

Mary University of London, including, banking and finance law, commercial and corporate law, computer and communications law, intellectual property law, international business law, and media law.

At the BLIP Clinic in Brooklyn, the clinic is made up of students undertaking a law degree at Brooklyn Law School, and taking either the basic clinical class ‘Brooklyn Law Incubator & Policy’ or the advanced clinical class ‘Advanced Brooklyn Law Incubator & Policy’, as part of their degree. Students receive academic credit for these classes toward their law degree.

4.2. Curriculum timing

At de Clinic in Amsterdam, the clinic runs for two semesters, with the actual time devoted to the Clinic work is more than the hour equivalent of 6 ECTS.

At qLegal in London, the clinic runs for two semesters.

At the BLIP Clinic in Brooklyn, the basic clinic is a one-semester class, running in the fall and spring. The advanced clinic is a one-semester class, running in the fall and spring semesters. Some students are selected to enrol in the advanced class having completed the basic class.

4. Student Performance and Academic Assessment Methodology

4.3 Grading

At de Clinic in Amsterdam, students are awarded a pass or fail grade. The grade is awarded on the basis of: the portfolio of the work that each student must submit; a written self-evaluation and an oral team-presentation of a startup the students have advised, followed by an interview. Academic staff with examiner status make the formal assessment, with input from the Clinic coordinator.

At qLegal in London, students are not graded, as the clinic is extracurricular.

At the BLIP Clinic in Brooklyn, students are awarded seminar credits and clinical course credits toward their law degree at Brooklyn Law School.

4.4 Rewards

At de Clinic in Amsterdam, the course is part of students' degree papers, i.e. course name and grade are listed. In addition they are given a certificate of participation, which provides more detail on the Clinic work. Students value such certificates as it enables them to distinguish themselves on the job market.

At qLegal in London, the clinic will provide letters of references to students where requested. The clinic will also provide a certificate of participation to students.

At the BLIP Clinic in Brooklyn, students are awarded seminar credits and clinical course credits toward their law degree at Brooklyn Law School.

