

Editorial

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The edition invites us to view the multifaceted impacts of clinical legal education. In particular, the impact of clinic activities in developing commercial awareness and other vital skills and attributes for the legal profession is explored. We also delve into the value of clinic to the wider society and to charities working within communities.

We begin with S McConnell's important contribution into whether clinical legal education develops commercial awareness in law students. By examining the perspectives of both those teaching and learning in clinics, she explores the importance of this key employability skill and highlights the crucial role that clinic plays. In an interesting conclusion, she explains how there are differences between students and clinic supervisors in their understanding as to what commercial awareness means and what clinic activities develop this skill. Further, she provides valuable recommendations as to how clinicians can best support students.

In S Nason's article, she evaluates the first two years of the project North and Mid Wales Law Clinic (NMWLC), which involves a partnership between Bangor University and seven local Citizens Advice branches. She provides a valuable insight into this initiative, which aims to provide support and advice to Litigants in

Person. She focuses on the student experience and explores the challenges and opportunities of online working. She also considers how the project fits within other clinical legal education models. She argues that this initiative changes students' perceptions of access to justice and they gain a greater appreciation of "empowerment". She also argues that this model of clinical legal education allows students to become aware of the role of new technology.

Those pondering the question 'what difference does clinical legal education make?' would benefit from the insights from L Donnelly. He explores this critical question in the context of law graduates, using a questionnaire to elicit their views. He argues that although clinic participation equips graduates with the key skills required for a career in the law, it does not seem to go as far as creating lawyers who possess the mission for serving justice.

In J Marshall and N Antoniou's practice report, they provide a fascinating account of two outreach projects at Royal Holloway's Legal Advice Centre. They explain how both projects (the online Being Human Café and the Autism Legal Rights Café) enabled different community groups to come together to discuss human rights. The authors explore how these events provide an important platform to improve lives and enrich communities.

Continuing the impact theme, in the latest episode of the Clinical Legal Education Podcast, our host, Elaine Gregersen, interviews Molly Doyle, a Northumbria

University law student, who has just completed her year in the Student Law Office module ([The clinical legal education podcast \(wordpress.com\)](#)). Molly reflects on her year in clinic and what she has gained from her experience. She provides essential guidance for students embarking on their clinical legal education journey. If you wish to discuss the podcasts further, please do not hesitate to get in touch with Elaine or Molly via the twitter account @IJCLE.

Finally, we are very excited about the 2022 GAJE/IJCLE/SAULCA Worldwide Conference at the Faculty of Law of the Stellenbosch University this December. We look forward to seeing many of you there!