

Collaborative Intellectual Property Learning: Law and design-engineering students bring IP law to life

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1. Introduction

The Intellectual Property (IP) – Design and Engineering (D&E) collaborative project at Bournemouth University (BU) provides an opportunity for undergraduate IP law students to collaborate with final year D&E students from the Faculty of Science and Technology – and in the process, learn from each other. For D&E students' their final year project involves innovating a new product, which is designed and created during their final year. At the end of the academic year, their innovations are showcased at BU's Festival of Design and Engineering,¹ subject to any IP considerations regarding public display.

Law students are offered IP law as an option in final year. For those who opt to study it, they are taken through a journey of theoretical aspects in the first instance, before being supported to collaborate with their clients' (i.e., engineering students) innovations, in applying the law to the D&E students' innovations, forming their IP law assessment.

This chapter will provide an insight into the IP-D&E project at BU, the manner in which it has evolved throughout the years, changes implemented during the two decades it has run, challenges and opportunities it has presented, and lessons learned, before concluding with some reflections about the IP-D&E collaborative project.

2. History of the IP Law – Design and Engineering Project at Bournemouth University

The IP-D&E students' collaboration has always been a flagship project of IP teaching at Bournemouth University since it was introduced by Professor Ruth Soetendorp² and Professor Jim Roach³ in the late 1990s. It ran under the leadership of Professors Soetendorp and Roach,

¹ Bournemouth University, Festival of Design and Engineering (formerly known as Festival of Design and Innovation), at <https://www.bournemouth.ac.uk/why-bu/bu-events/festival-design-engineering>

² Professor Emerita and Associate Director, Centre for Intellectual Property Policy and Management (CIPPM), Bournemouth University <https://microsites.bournemouth.ac.uk/cippm/2014/05/13/ruth-soetendorp/> Also, Visiting Professor, University of Arts, London.

³ Emeritus Professor, Bournemouth University. See

before it was handed over to Professor Dinusha Mendis in 2011⁴. Since 2011, it has been run by the present author, Professor Mendis.

The project was originally a HEA (now Advanced HE) National Teaching Fellowship project bid by Bournemouth University.⁵ It combines assessment with student centred learning and has been recognised as an innovative, yet accomplished pedagogic product in the higher education sector.

David Morgan, then Enterprise and Education Development Manager at the UK Intellectual Property Office, wrote:

“I am most impressed with the innovative approach which is being taken by Ruth Soetendorp and Jim Roach of Bournemouth University to deliver what is sometimes perceived as a difficult subject to undergraduates; that is a means of conveying to undergraduates some understanding of the key role that IP plays in enabling business to compete successfully in global economies.”

Over the years, it has witnessed some remarkable innovations such as a cake icing pen, a computer game controlled by brain power, a glamping pod amongst others⁶ through its direct application in the form of written and oral IP advice.

The opportunity to apply IP law to real-life scenarios and to real-life innovations makes this project truly unique. It assists design and engineering students to grasp the importance of IP law, whilst encouraging the law students to present their advice to their design and engineering clients in a manner that can be understood by the layman. It has helped both groups of students to understand the importance of IP at a very practical level.

<https://staffprofiles.bournemouth.ac.uk/display/jroach#overview>

⁴ Professor of Intellectual Property & Innovation Law, Director, Centre for Intellectual Property Policy and Management (CIPPM) and Deputy Dean (Research), Faculty of Media and Communication, Bournemouth University. See <https://staffprofiles.bournemouth.ac.uk/display/dmendis>

⁵ The Higher Education Academy (Centre for Legal Education), Awards for National Teaching Fellow (2001) at <https://ials.sas.ac.uk/ukcle/78.158.56.101/archive/law/projects/past-projects/ntfs/index.html>
See also, Harries T., Whetting student appetites for a dry subject (6 July 2001) *The Guardian* at <https://www.theguardian.com/education/2001/jul/06/highereducation.uk5>

⁶ Mendis D., ‘Inventions and Intellectual Property Law comes alive at the Festival of Design and Innovation 2013’ at <https://blogs.bournemouth.ac.uk/research/2013/07/10/inventions-and-intellectual-property-law-comes-alive-at-the-festival-of-design-and-innovation-2013/>

At an operational level, the students are paired into groups at the beginning of the IP unit, which is run in the second semester of each academic year at BU. The groups normally include 2 law students to 2-3 D&E students. At a practical level, final year IP law students advise their 'clients' – in both written and oral formats.⁷

The project culminates in prizes for the best IP student and best IP-D&E group which until 2017, was awarded by Mr. Paul Turner (a retired patent attorney). Since then, the prize has been awarded by Mr. Paul Cole, a patent attorney based at Lucas & Co.⁸

3. How it benefits the Law Students

The benefits of this collaborative project are clear and have been assessed and analysed over the years. Particularly, Soetendorp and Roach⁹ contributed to the early analysis and the benefits of the project as outlined in their work in mid-2000's remain valid to this day.

The benefits for the law students can be summarised as follows:

3.1 Facilitates deep learning whilst complementing classroom teaching

Soetendorp's research¹⁰, based on Hennessey's work, identified five different styles of IP teaching, i.e., (a) the case method, (b) the problem-solving method, (c) the simulation model, (d) the doctrinal method and the (e) clinical method.¹¹ Of these, Soetendorp concluded that the first four methods apply to a large extent in lectures and seminars. However, the 'clinical

⁷ The oral format was introduced in 2013, firstly as a recording, which was delivered to the client as a podcast. In 2017 the assessed presentations were introduced which included each group coming into the classroom with the lawyers presenting the advice with an opportunity for the clients to ask questions. See *infra*, section 4.4 'Oral Advice – From assessed podcasts to assessed presentations (2013 onwards)'.

⁸ Paul Cole, Partner, Lucas & Co. and Visiting Professor, Bournemouth University at <https://microsites.bournemouth.ac.uk/cippm/2014/05/13/paul-cole/>

⁹ Soetendorp R., Intellectual property for engineers: a curriculum development project a paper delivered at Learning in Law Initiatives, University of Warwick (2006); Roach J. and Soetendorp R., Report - Intellectual property in the engineering syllabus – a model for integrating key but not core concepts across the disciplines (2008) *The Higher Education Academy* – Engineering Subject Centre, Loughborough.

¹⁰ Soetendorp R., Intellectual property for engineers: a curriculum development project a paper delivered at Learning in Law Initiatives, University of Warwick (2006); Soetendorp R., Developing the Curriculum for Collaborative Intellectual Property Education (2006) at http://eprints.bournemouth.ac.uk/1273/1/wolver_red.pdf

¹¹ For detail about the five different styles of IP teaching, see, Hennessey W. O., The Place of Intellectual Property in the Curricula of Universities and Technical Institutes (1997) at https://www.ipmall.info/sites/default/files/hosted_resources/Hennessey_Content/wipoegypt_curric.pdf pp. 13.15.

method' does not naturally apply in this context (of lectures and seminars) and it is this, that IP students benefit from, when they engage in the IP-D&E project. This is because the students' assessment, requires them to specifically identify the IP potential of design and engineering students' final year innovation projects. It is this clinical method of teaching IP law, which is applied outside the classroom as complementary to the teaching inside the classroom which ultimately facilitates students' deep learning.¹² It is facilitated by the D&E students creating 'real' projects which some of them go on to commercialise.¹³ IP law students require an understanding of this 'real-life' scenario or problem first, before they can apply the law and this requires deep learning. As Humphries-Smith stated, "*there is no possibility that this work can be conducted successfully by rote learning, even if the initial knowledge of the various forms of IP ... be gained this way; the application of that knowledge to a specific product requires understanding to take place*".¹⁴

3.2 Fits into the employability and graduate skills agenda

The opportunity to engage in the application of IP law to actual products, beyond the theory learned in the classroom, develops the law students' skills, whilst making them attractive to future employers. As Roach et al points out "*[g]raduates from different disciplines need the capacity to cooperate with experts from other fields, to see problems in a complementary way, because employers want flexible, multi-skilled graduates, open to learning, and equipped to respond to the rapidly changing nature of the workplace*".¹⁵

Furthermore, the experience is beneficial for both law and D&E students. The law students benefit from acting as a solicitor for their 'clients' the D&E students. The opportunity to work with students from a different discipline during their undergraduate studies, whilst gaining an insight into the experience of working with designers and engineers engaged in innovation, further adds to their skills, team work and practical knowledge. As Humphries-Smith states, "*it*

¹² Soetendorp R. et al, *Engineering Enterprise through Intellectual Property Education – Pedagogic Approaches* (2006) at https://www.ipmall.info/sites/default/files/hosted_resources/Teaching_IP/RUTH_SOETENDORP_200X.pdf

¹³ Bournemouth University, *Graduate Design is Top of the Pop-Ups* at https://assets.bournemouth.ac.uk/news-archive/newsandevents/News/2006/pop_up_tent.html

¹⁴ Humphries-Smith T., *Collaborative Student Centred Learning – Intellectual Property for Product Designers* (2009) at <http://eprints.bournemouth.ac.uk/12504/3/humphries-smith.pdf>

¹⁵ McLaughlan R. G., Killen C., Soetendorp R., Childs B., and Roach J., *Engineering Enterprise through IP Education: What is Needed?* Proceedings of the 2005 ASEE/AaeE 4th Global Colloquium on Engineering Education at https://ipmall.law.unh.edu/sites/default/files/hosted_resources/Teaching_IP/Robert_McLaughlan_2005.pdf

demands that both parties take a level of responsibility and a professional approach to exchange of information and time planning."¹⁶

3.3 Enhances cross disciplinary learning

Since the project brings together students from design and engineering and law, it provides the perfect platform for cross-disciplinary learning. It develops opportunities between the two disciplines, separately and together to conduct trans-disciplinary teaching and research, and pursue knowledge transfer opportunities, which enriches teaching and learning.¹⁷ The manner in which this has assisted students in their professional career is captured in the feedback that was provided by one of the law students, some years ago.¹⁸

4 The IP-D&E project in practice: design and development over the years

As outlined above, the IP-D&E project at Bournemouth University has run for over two decades and during that time, it has been developed and designed in different ways, and has gone through many iterations.

In this section of the chapter, the author provides a detailed insight into the different phases of the project as well as elements of assessment and how it has transformed over the years, in part, due to student feedback, whilst attempting to continuously enhance it.

To summarise, as part of the IP-D&E project, the students are assessed on their written and oral skills as well as their ability to draw information from the clients. The latter has been achieved through the inquiry form and diagnosis sessions – which has transformed over the years. The assessed oral element was added recently i.e., assessed podcasts (2013-2016) and assessed presentations (2017-present) although it was adapted during Covid-19. The assessed written element – advice letter and legal references – has remained since the early days, although it's been revised in terms of assessment, as detailed below.

¹⁶ Humphries-Smith T., Collaborative Student Centred Learning – Intellectual Property for Product Designers (2009) at <http://eprints.bournemouth.ac.uk/12504/3/humphries-smith.pdf>

¹⁷ See, n. 15 McLaughlan R. G., p. 5.

¹⁸ See quote from past law student Danielle Foster (2013).

4.1 Masterclass – Introduction to the Project, NDAs, Meet and Greet

The Masterclass is the first step in the project. It brings together both the IP law and D&E students for an introduction to the project, whilst also providing an opportunity to hear from invited guest speakers, drawn from the legal, and design and commercialisation fields. It provides a basis for understanding the expectations of a lawyer – client relationship, whilst also giving an insight into the professions of a solicitor and designer who has experience in commercialisation.

Following the introduction to the project and talks from the invited speakers, the students are placed in their groups and encouraged to begin their discussion. This is done in an informal setting over refreshments. The invited guest speakers also move between the groups, thereby providing an opportunity for the students to network with specialists in their area of specialism.

The size of these groups has varied over the years, depending on the size of the IP law cohort which can range between 50-70 IP students, in any given academic year. Whilst all final year D&E students have to engage in their final year project, not all law students have to take IP law, as it is an option in final year. As such, the project has seen groups of 5-6 clients to 3 lawyers, 4-5 clients to 2 lawyers or 2 clients to 2 lawyers. The most preferable has been the ratio of the latter group (2 clients to 2 lawyers), but, it is very much dependent on the size of the law cohort as mentioned above.

Once the groups are formed, each student signs a Non-Disclosure Agreement (NDA). This is an important step for the client whilst raising awareness of the need for confidentiality and protection between both groups of students.

How has it developed over the years? The Masterclass has remained almost the same during since its inception, except for the manner in which the students have been put into groups which has been streamlined and improved through the use of technology. It continues to be a successful element of the project.

4.2 Assessing IP law students' ability to draw relevant information from the clients: Inquiry Form and Diagnosis Sessions

Following the Masterclass, the first piece of work the IP law students engage in, is creating an inquiry form. The aim of the inquiry form is to obtain all the necessary information from the client, in relation to their project, the design, their thoughts on a logo, their intentions regarding extent of protection (UK, EU, International), budget, marketability, commercialisation etc. The more information the IP law students gain, the more specific advice they can provide to the D&E students. A well-designed form should be easy for clients to understand and will seek sufficient and relevant information which is needed for providing correct advice. The clients are also requested to attach any drawings or graphic representations of their products, if they have such documents, at the time of completing the inquiry form. As such, the inquiry form closely replicates a 'consultation form' used in practice, which in turn reflects the 'clinical method' of learning, discussed above.¹⁹

After the IP law student obtains all the required information from their clients, they are expected to meet the clients twice and offer them two 'diagnosis sessions' regarding IP protection and exploitation relating to his/her project. At these meeting(s), the IP law students will utilise the completed forms to comment on the individual innovations of their clients. Following the two meetings, the law students will provide diagnosis notes to each D&E student based on the discussion which happened during the sessions.

How has it developed over the years? During the past few years, these two components of the inquiry form and diagnosis sessions have changed and have been developed differently, as part of the IP law students' assessment. The inquiry form continues, however since 2018, is *unassessed*. The diagnosis sessions continued until 2016, but in order to make way for an oral component, the grading for both the inquiry form and diagnosis notes were reduced to 25%. In 2017, the diagnosis notes were done away with altogether in favour of an assessed presentation, as discussed below.²⁰

¹⁹ See *supra*, section 3.1.

²⁰ See *infra*, section 4.4.

4.3 Assessing the IP law students' written skills: Written Advice – the advice letter and legal references

Based on the information received, the IP law students produce an advice letter, which covers IP protection and exploitation issues which the D&E students need to be informed about. Its aim is to set out a clear and correct explanation of the relevant IP law issues; correct identification of potential IP rights; practical advice on IPR acquisition, enforcement and exploitation whilst demonstrating good writing and communication skills. For a number of years, the advice letter took the form of a generic letter to the group of clients the lawyers were advising, taking account of the product characteristics of their particular group. With a word count of 1500 words, the students were expected to produce a letter and design it as a letter should be – i.e., no footnotes and legal jargon, addressed to the client(s) with contact details of the lawyers (usually adopting the name of a fictitious law firm). To ensure that the law students are relying on the correct use of law, they are required to provide legal references, as end notes. The legal references are important as they provide authoritative support to the advice letter and can be utilised to add comments and explain the legal issues which have been highlighted in the advice letter. Furthermore, the legal references assist the marking teams to assess the students' use of correct case law, legislation and other sources.

In terms of mark awarded, the advice letter accounted for 50% of the mark whilst the legal references accounted for 25% (and inquiry form and diagnosis notes also accounted for 25%).

How has it developed over the years? During 2012, this format was reviewed by the present author and the following conclusions were identified. Whilst the advice letter is a vital piece of the IP law assessment, it was felt that the IP students' ability to convey the advice – both in written and oral formats – was important. To pave way for the oral advice, the following grading was adopted between 2013-2016 (the percentage of the overall mark is reflected): advice letter – 25%; legal references – 25%; oral advice – 25%; and inquiry form and diagnosis notes – 25%.

4.4 Assessing the IP law students' oral skills: Oral Advice – From assessed podcasts to assessed presentations (2013 onwards)

In 2013, the IP-D&E project was enhanced through the addition of an oral advice element. Whilst the advice letter retained its format of producing a generic letter to the group of clients

the lawyers were advising, the oral advice adopted a more direct approach. The students were requested to provide specific advice to each client by recording their advice using *Echo360* (later *Panopto* was used). The law students were requested to restrict the recording of the oral advice for their clients to approx. 15 minutes, but, no more than 20 minutes in length. The recording was assessed by the teaching team and delivered to the client as a podcast. As such, the oral advice had to be very specific to each D&E client's product/innovation. As part of the oral advice, the law students were expected to outline the areas of IP protection (trademarks, copyright, patents and design) most beneficial to the client, whilst including information on IP exploitation and any pitfalls the client should be aware of (infringement issues). Expenses the client would have to incur for purposes of exploitation were also considered as part of the oral advice. Ultimately, marks were awarded for the level of IP application to each client's product / innovation.

In practice, the recording of the oral advice worked as follows. If a group of two IP students had to advise four D&E students, each law student could choose to focus on two IP rights each (i.e., student A focuses on copyright and designs and student B focuses on trade marks and patents), and apply it to the four clients' innovations. Alternatively, the law students could choose to advise two clients each and advice each client on all four IP rights. The teaching team left this choice to the students.

How has it developed over the years? The oral advice element was welcome by the law students, and very much by the D&E students. Whilst the advice letter focused on generic aspects relevant to the group of clients the law students were advising, taking account of the product characteristics of their particular group, the oral advice concentrated on the specific application of the law to each client and their product. Furthermore, it assessed the law student, on both their written and oral skills, in providing IP advice.

From 2013 -2016, the oral advice was recorded and delivered to the client as a podcast as outlined above. However, during these years it became clear that the experience of providing specific, oral advice would be enhanced, if the D&E students had the opportunity to ask questions, at the time of the assessment itself. The answers by the lawyers could then be assessed by the teaching team. During these years, recording the advice also presented some challenges from an IT perspective.

Therefore, in 2017, *assessed presentations* were introduced and it involved law students as well as D&E students coming together into a classroom, in their individual groups. The lawyers would then present the specific advice to their clients, complemented by power point slides or

Information Packs²¹, after which the clients would be invited to ask questions from the lawyers, followed by questions from the teaching team. The answers provided by the law students would be assessed as part of the assessed presentations. The assessed presentations are recorded for the sole purpose of sending to the external examiner.

The combination of the advice letter and assessed presentations, assessing a student's written and oral skills, worked effectively.

As the assessed presentation included assessing the law students' ability to answer questions, the grading for the oral element and advice letter and legal references, was set at 40% each. The diagnosis notes were removed from the assessment in 2017 although the inquiry form continued to be assessed at 20%.

However, in 2018, the teaching team had to adhere to the Institutions requirements of streamlining assessments. As the IP unit is assessed through the IP-D&E project and a 2-hour written exam, each accounting for 50% of the of the overall mark, the team had to once again reflect on the various elements of assessment in the IP-D&E project. In 2018, the IP-D&E project was tweaked to retain the focus mainly on the advice letter and legal references (50%) and assessed presentation (50%). The inquiry form continues and needs to be submitted together with the advice letter, but, since 2018 is unassessed as mentioned above.

4.5 Feedback from D&E students

At the end of the process, D&E students are required to offer feedback regarding the quality of the (a) advice letter; and (b) oral advice. The feedback received is not assessed; however, it provides an idea on how the IP students have acted as lawyers. It also provides the Unit Leader and the teaching team an opportunity to reflect on the feedback and develop the IP-D&E project as relevant – and as it has been done during the last decade.

²¹ These information packs provided by the law students, contains a summary of the main points which they present as part of the assessed presentation. Student can choose to use power point slides or an information pack to complement their presentation.

4.6 Best Law and Design and Engineering Prizes and Best IP-D&E Group Prize

The IP-D&E project has always culminated in prizes for the Best IP Law student, best D&E student and best IP-D&E group. The best IP law student prize is awarded to the student who produces the best advice letter whilst the best IP-D&E group prize is awarded to the group, able to demonstrate excellent engagement between the lawyers and clients through their work together as a group. For many years, these prizes were awarded by Paul Turner, a Patent Attorney. Since 2017, the prize has been awarded by Paul Cole, also Patent Attorney²². The individual prizes (best IP student and best D&E student prize) are awarded at the graduation ceremony by the Vice Chancellor whilst the group prize is awarded at the Festival of Design and Engineering.²³

5 Addressing Challenges

5.1 FAQs

The IP-D&E project is very different to all other assessments which the law students have been exposed to, and naturally, this leads to a number of questions each year, more so than it would be if a student was asked to critically analyse a statement or write an essay on a particular topic. Therefore, since 2015, the present author has been collating the questions and answers to the most frequently asked questions about the IP-D&E project. At the beginning of the Unit, the FAQ document is shared with students and complemented by a discussion board, which has proved to be a great success, in enhancing the learning experience.

5.2 Group work – lack of engagement from the law students

As part of the IP-D&E project, law students have to work in groups, which at times can lead to issues within the law group such as lack of engagement from the other law students.

²² See *supra*, n. 8.

²³ Intellectual Property comes alive at the Festival of Design and Innovations 2013 at <https://microsites.bournemouth.ac.uk/cippm/2013/07/16/intellectual-property-law-comes-alive-at-the-festival-of-design-and-innovation-2013/>

Furthermore, whilst the advice letter has always been marked as an individual piece of work, the inquiry form and oral advice / assessed presentation are conducted in groups, and therefore a group mark is awarded. It is also worth noting that the IP unit is offered as an option in final year; therefore, where there is lack of engagement from students, it can adversely affect another student's mark in their final year. For this reason, the law students are now awarded an individual mark for the assessed presentation, even though they will carry it out in a group setting. This allows the continuation of group work as well as team work, especially in creating the inquiry form and in working as a group with law and D&E students on something that they have not been exposed to before. The ability to discuss with another law student(s) therefore remains helpful. However, in terms of awarding marks at the end of the unit, the move to individual marks for the advice letter and assessed presentation (inquiry form is unassessed) has proved beneficial for the students. Furthermore, it has allowed the teaching team to address issues which could have an impact on the client.

5.3 Lack of engagement from the clients, D&E students

At the time the IP-D&E project was introduced, IP law at undergraduate level, was conducted over a full academic year. However, this changed in the late 2000's and since 2009, the unit has run over a single (second) semester. It means that issues need to be addressed rapidly and efficiently to ensure that a student is not adversely affected. As the IP assessment is dependent on law students providing advice on D&E students' innovations, engagement from the client is crucial – to ensure that the law student has a brief to work with, without which their assessment could be in jeopardy. Where such issues have arisen, past briefs have been used with the client's consent, although due to Non-Disclosure Agreements being signed at the beginning of the unit, it is not always a viable option. Since 2014, the unit leader of the D&E programme²⁴ and the present author, have established deadlines for the clients. Where there is a lack of engagement from the client (due to valid reasons such as ill health, personal reasons etc.) the teaching team looks into solutions such as past briefs, moving a client from one group to another etc. Setting deadlines early in the unit, and following up where there has been a lack of engagement from the clients, has allowed the project to progress smoothly, whilst allowing the lawyers to also progress without hindrance to their final-year assessment.

²⁴ Dr. Tania Humphries-Smith, Associate Professor of Design and Engineering, Bournemouth University.

5.4 Time and collaboration with the Faculty of Science and Technology

Following on from the above points, it should also be emphasised that the time needed to successfully run the IP-D&E project is quite substantial – in contrast to other units. The cross-collaboration between two Faculties requires a higher level of clarity and precision in delivering the unit. There are also more questions which arise – tackled partly by the FAQs as detailed above in 5.1. Furthermore, for the IP-D&E project to work well, the Faculty of Science and Technology (or equivalent) needs to be as committed to the cause and an academic willing to collaborate effectively needs to be identified. Whilst the IP-D&E project presents a rewarding experience for both sets of students, from a law student's perspective, it is their IP assessment and forms one of their final year marks – and without the client's engagement, it can negatively impact their mark as detailed in 5.3. Therefore, as academics in charge, it is important to have 'back-up' plans as outlined above, should a client fail to engage, for various reasons. Addressing these potential issues is time consuming and it is for this reason that both Faculties need to collaborate equally and be supportive towards each other, whilst understanding the time commitments required, for this project to work successfully.

5.5 Challenges presented by Covid-19

In 2019-2020 and 2020-2021, the unit was affected by the outbreak of the Covid-19 pandemic. The students had had the Masterclass and were in the midst of sending out their inquiry forms when the pandemic hit in March 2020. The collaboration continued with the assistance of Microsoft Teams, WhatsApp groups and so on. However, the in-person assessed presentations had to be halted. Instead, the word count of the advice letter was increased to allow students to provide more focused advice to the client(s). It worked well during the two academic years, where many changes had to take place, to ensure the delivery of a learning experience, that was meaningful to the students.

6 Conclusion

The IP-D&E project is rewarding in many ways. Although students may find it unusual at the start, they are always appreciative of it at the end of the unit. The learning they gain is evident, as they present IP advice at the assessed presentations and through the advice letters. From a students' perspective, the experience of conducting patent, trade mark and design searches for their clients, thereby showing an understanding of IP practice procedure; demonstrating commercial awareness; understanding information about fees and ultimately being able to accurately apply IP law to various products is a learning experience, that can only be achieved through a project such as this. Through their engagement in the unit and this project, a number

of students have chosen IP law as their career choice and a few have opted for the postgraduate certificate in IP law, in their desire to pursue a career as a trade mark or patent attorney.

For the teaching team, it continues to be an exciting project in many ways too. As outlined above, over the past 10 years, the project has continued to evolve and develop – from the introduction of the oral advice as podcasts to assessed presentations from law students with involvement from clients, to FAQ documents whilst removing elements such as diagnosis sessions and moving to the unassessed element of the inquiry form, as part of their formative learning. It is a project which truly provides a hands-on experience in the application of IP law at undergraduate level and one to be advocated across all law schools. Apart from the manner in which the IP-D&E project has evolved and developed since its introduction in the late 1990s, it can continue to develop, in looking ahead to the future. Capturing the essence and the elements of the project into a recording will assist others to truly understand the intricacies of the project thereby providing a platform for its wider adoption across more law schools – and is something that is currently being developed by the present author. In the meantime, and in conclusion, the feedback from one of the students captures the benefits of the IP-D&E project:

“I became interested in Intellectual Property Law whilst on a 13-month Internship at a multinational software corporation. I was fascinated by just how important it is in today’s world, where technology has vastly expanded over the years and continues to do so at an unprecedented rate. I subsequently chose to study Intellectual Property Law in the fourth year of my Law degree. What I really enjoyed about the Intellectual Property course was the inter-academic School collaboration. It gave me the opportunity to advise D&E students in a ‘lawyer-client’ scenario on Intellectual Property Rights relating to their projects. It was great to have this hard work acknowledged through achieving a first and winning ‘The Paul Turner Prize for Intellectual Property – Member of Best Group’. I have now started a career in a well-respected multinational technology corporation and I am reminded on a daily basis of the significance of Intellectual Property Rights.”²⁵

²⁵ Danielle Foster, Member of Best IP-D&E Group and LLB (Hons) (First Class), 2013; MSc (Assoc CIPD), 2016.