University IP Policy: perception and practice

how students and staff understand intellectual property policy at their HEI

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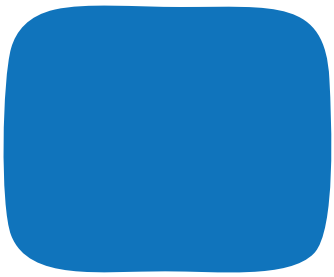

Intellectual Property Awareness Network

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Foreword

Nigel Carrington - Vice-Chancellor, University of the Arts London

We should be encouraged that IPAN's powerful survey has identified and described the lack of understanding of intellectual property so effectively. Amidst dismay at the scale of the challenge, I hope that the words "mandatory IP module" appear regularly at academic boards in universities across the country over the next years. The gap in staff and student understanding of IP may represent a failure in knowledge transfer so far, but at least we can teach our way out of it. The good news is that there is a shared recognition of the need for such teaching.

And how should we teach intellectual property?

Intellectual property is as much about recognising opportunities and the nature of university business as it is about managing threats. There is a need to emphasise the positive and to encourage students to think of IP rights as something of value which they themselves produce, own and exploit, rather than mainly being something which other people own and enforce against them.

With a background in commercial law, I have bought, sold, protected and created intellectual property in the shape of legal advice, international business programmes and high performance cars. In fact, most businesses understand that everything they do has potential value. The creation and protection of intellectual property is often fundamental to their strategy.

As knowledge businesses, this may require universities to change their institutional behaviour, which has to come from the top down. It is already well understood in most science and technology faculties, where there is a strong culture of IP exploitation and technology transfer.

The challenges to integrating awareness of IP into students' education and the methods of implementing this intention will vary by faculty. From an art and design viewpoint, products created in different disciplines must be considered in their separate contexts. For example, fashion products have value within a particular supply chain, and of course can be copied in a camera flash. Meanwhile, the emerging field of social design requires students to resolve real world problems through new process and ideas and this creates a different type of value for a different market. In turn, each such market requires a different approach to safeguard its creations.

Staff and students need to distinguish between products that are automatically protected or can be protected by registration as intellectual

property and ideas that do not attract IP rights and need to be protected by contract in the form of confidentiality or non-disclosure agreements.

Understanding the value of intellectual property also means a change in the power dynamic between students and business. An expectation of the recent higher education white paper is that students should work with commercial companies as part of their course. Businesses derive value from these relationships and are prepared to pay for this access. UAL students routinely work on live briefs for companies, protected by contract, and both the students and the companies often benefit from unexpected results.

As a sector, we should assume everything is valuable, and learn to recognise and plan for value creation. This needs to become the prevailing institutional approach, as much about our staff and strategy as about our students.

Nigel Carrington
Vice-Chancellor, University of the Arts London

Introduction and acknowledgments

IPAN Education Group

The Intellectual Property Awareness Network (IPAN) commissioned this new research, carried out by NUS Insight[1] (formerly NUS Services) into the perception and practice of Intellectual Property (IP) policy in UK Higher Education Institutions (HEIs) because it strongly believes all young people should be adequately equipped with a basic knowledge of IP to prepare them for life. Since its inception in 1993, IPAN has held improving IP education as a central tenet.

This research follows earlier study of student attitudes to IP and its teaching by NUS Services, commissioned by IPAN and the Intellectual Property Office (IPO) and reported in 2012[2].

Since the turn of the new century, all HEIs have been expected to have an IP Policy in place. Yet a limited investigation in a few HEIs by the IPAN Education Group[3] (which includes members working in HEIs and attending student product-design exhibitions and degree shows) confirmed that IP policies vary

[1] NUS Insight are an independent Market Research Agency, providing bespoke student market research of all shapes and sizes - http://www.nus.org.uk/en/commercial-services/research-services/

[2] Student Attitudes to Intellectual Property, 2012; http://www.nus.org.uk/PageFiles/12238/IP%20report.pdf

[3] **Ruth Soetendorp:** outgoing Chair of the IP Awareness Network (IPAN) and convenor of its Education Group, Ruth is a prominent Intellectual Property educator having worked with UK and International academic, professional and government organisations. She is Emerita Professor and Associate Director of Bournemouth University's Centre for IP Policy & Management where she teaches patent and trade mark foundation studies. She also teaches IP Management at City University of London. She was actively involved in the earlier NUS research into student attitudes to IP (published in 2012). She coordinated the OHIM IP Education in EU member state schools research (2015) and is currently researching Design Infringement (IPO, due 2016).

Mandy Haberman: IPAN Vice-Chair and member of the Education Group, Mandy is a successful inventor and entrepreneur, best known for the Anywayup® Cup and was awarded Female Inventor of the Year 2000. She is a strong advocate of IP rights and is committed to raising awareness, educating and campaigning about IP to help make it more accessible for SMEs and individuals. She is a regular member of the EPO Invention Awards and the Student Plastics Design Awards judging panels. She was appointed in 2016 as a non-executive director of the Steering Board of the Intellectual Property Office.

Stephen C Smith: IPAN webmaster and member of the IPAN Education Group, Steve has been actively involved in IPAN for the past 15 years, promoting improved education and understanding about IP, since he retired as Global Head of Patents at AstraZeneca. He was also involved with the earlier NUS research into student attitudes to IP (published in 2012). He is a Chartered and European Patent Attorney by profession and a pharmaceutical research chemist by training.

widely between institutions (particularly regarding IP ownership in student work).

This variability in IP policies, coupled with the continuing lack of basic awareness of IP amongst students and their tutors (in spite of improved resources from the IPO and other organisations), was the catalyst for IPAN to raise the funds necessary to commission the research reported here. As part of this new research into perception and practice of IP policy, further valuable insight was obtained of awareness of IP and the importance of IP learning in Higher Education supplementing and updating the 2012[2] findings.

We look forward to the findings of this research, carried out on our behalf by NUS Insight, and to our own conclusions and recommended areas for development, informing IP learning and policymaking in Higher Education.

Our grateful thanks are due to Lynsey Owens and her colleagues at NUS Insight. They carried out the surveys, analyses and graphical representations, reported in the Research Findings section and on which our conclusions and recommendations are based.

We extend our thanks for the support provided by the following organisations which assisted IPAN in funding this research and which actively support the need for continued research in this area:

Anti-Copying in Design (ACID)

Alliance for Intellectual Property

Chartered Institute of Patent Attorneys (CIPA)

RCUK Centre for Copyright and New Business Models in the Creative Economy (CREATe)

Federation against Software Theft (FAST)

McDaniel & Co

Sybaris Legal & IP

Institute of Trade Mark Attorneys (ITMA)

Ruth Soetendorp, Mandy Haberman, Stephen C Smith

July 2016

Executive Summary

"It is now more important than ever for University leaders to think strategically about how to best to protect and effectively use their intellectual assets. This guide (to formulating university IP policies) will help each institution seize the opportunity to use their Intellectual Property to secure maximum benefit for the economy and society."

Baroness Wilcox, Minister for Intellectual Property, 2011[4]

Commissioned by the Intellectual Property Awareness Network[5] (IPAN) for the public good, the key aim of this research is to understand how IP policy is perceived and practiced by students and staff in Higher Education Institutions[6] (HEIs). This report contains the findings of a new, two-part Intellectual Property (IP) research project conducted by NUS Insight[1] for IPAN across 152 UK HEIs.

From the turn of the new century, UK Government has expected HEIs to have an IP policy in place. However, there is no legal requirement as to what an IP policy is, nor is there a common understanding of what it is expected to achieve.

The majority of responses from students and staff show confusion at best, and ignorance at worst about their institution's IP policy and where it is to be found. Even when a formal HEI IP policy has been adopted then, irrespective of its quality (and this research did not review the content of IP policies as such), its existence does not impact significantly on the perception and practice of IP matters on campus.

Students, more than staff, found questions on intellectual property to be a challenge, suggesting a low level of understanding of the term 'intellectual property' or 'IP'. This was made clear in the number of free text responses that said:

'It was only while completing this questionnaire that I realised how important IP is and will be to my future career'.

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[4] https://www.praxisunico.org.uk/news-policy/news/new-guide-universities-manage-intellectual-property

[5] The Intellectual Property Awareness Network is a charitable company limited by guarantee, registered no. 07693250 with registered office: c/o CIPA, 3rd floor, 95 Chancery Lane, London, WC2A 1DT, having non-commercial charitable educational objects including raising awareness and understanding of intellectual property; http://www.ipaware.net

[6] Where the term "university" is used, it is intended to include any Higher Education Institution (HEI)

Importance of IP Education to students

- 75% of students consider it important to be creative or innovative in their higher education.
- 68% of students expect to engage in an IP activity related to their ideas.

But:

- many students have no idea whether there is any IP in their project work (19%), nor of how to protect it (14%), nor who to talk to about it (46%).

This suggests that there may be student appetite for gaining more knowledge and understanding of IP and HEI IP policy.

Nevertheless, 60% of students claim that they have never looked or asked for information about IP or its protection during their education, suggesting that they don't believe it to be an issue for them, or they feel they know enough. For those who did seek information about IP, 30% used the internet, 19% asked a member of staff and 11% asked another student. Relatively few (4%) used an external IP dedicated source such as the IPO, IPAN or British Library.

Informing students about IP policies

When prompted with a scenario that involved generating IP rights:

- 68% of students would look to their HEI for IP advice, either asking to see the IP policy (38%), asking a member of staff (27%), or asking to see the Technology Transfer office (3%).

This suggests that it is important for HEI staff to understand about IP rights and the institution's IP policy. But, when prompted with a similar scenario, some 44% of staff indicated that students should ask them for advice even though only a third expressed confidence in being to deal with student IP questions.

- 12% of students would ask their Students Union for IP advice

This suggests that it could be useful for students' unions and, in particular, their student advice centres, to carry information on IP or be able to signpost students to reliable sources of information.

- 9% of students would consult the internet for IP advice.

In general, it is evident that students are confused regarding both the content and location of their HEI IP policy. The majority of students (79%) reported being unaware of their institution's IP Policy, whereas 67% staff reported knowing about the IP Policy. The higher proportion of students believing in the importance of knowing about IP whilst at HEI is supported by their free text answers.

Staff see student knowledge of IP and being taught about IP as important for protecting student work and helping students understand rules, regulations and policies. Additionally, 58% students and 62% staff consider IP to be important for a student's future career.

Ownership of IP rights in student work

Uncertainty prevails amongst staff and students as to who owns IP in student work.

The majority of students do not know who owns any creative rights in work they produce while they are in higher education. Most staff claim to know about rights ownership, but three quarters indicate that their HEI owns the IP rights alone or jointly with the student. Since this may well not be the case, it suggests that staff don't fully understand the application of their IP policy.

> *This means that students seeking advice from staff may be informed incorrectly about their HEI's policy regarding ownership of IP rights in their own creative work.*

The majority of students (80%) believe that universities should offer some form of protection to the confidentiality of their creative works on display to the public in graduate exhibitions and Degree Shows.

Relatively few students have experience of involvement with commercial value projects. Only 10% describe having done project work with commercial IP potential, although a further 17% expect to be involved in such projects as their course proceeds.

Of students involved in projects with IP potential, 64% were not able to comment positively on whether their HEI IP policy had been adopted.

Inconsistent experiences and expectations in IP learning and teaching

Most staff (76%) believe that IP should be taught even though there is ignorance amongst staff as to whether it is actually taught at their HEI.

UK students have a lower expectation of receiving IP education in higher education than their international colleagues, with many not knowing what 'IP education' is, nor understanding what it is, nor thinking it relevant." As a consequence, 69% students said NO or DON'T KNOW when asked whether IP had ever been referred to in their education. The 31% who said YES were predominantly international, rather than UK, students.

This research is the second commissioned by the Intellectual Property Awareness Network (IPAN) with the National Union of Students Insight research group. IPAN looks forward to these findings informing intellectual property learning and policymaking in Higher Education.

About the research

Aims and objectives

The Intellectual Property Awareness Network (IPAN) commissioned this research with the objective of understanding how HEI Intellectual Property (IP) policies are perceived and practised.

Although HEIs have, since around 2000, been expected by UK Government to have IP policies in place, there is still no common understanding of what an HEI IP policy should be nor of what it is expected to achieve. The objective of this new research was to provide reliable survey data from students and staff across UK HEIs.

We aimed to investigate the awareness, perception and understanding of IP policies and practice of students and teaching staff.

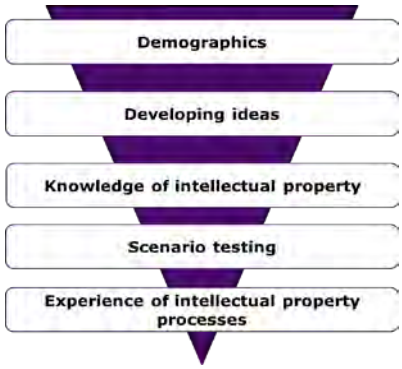
Methodology

The research consisted of two online surveys: one online survey of students[7] studying at UK HEIs, and a separate online survey of staff[8] involved in student teaching at UK HEIs. The survey questionnaires were devised and conducted by NUS Insight in collaboration with the IPAN Education Group.

1 Student online survey

The student survey was conducted in May and June 2015. It was designed to take approximately 15 minutes to complete. It was promoted to a sample of students from the NUS extra database and promoted on the NUS extra Facebook page. A reward of £250 was offered as an incentive to participate in the survey.

The following diagram shows the flow of questions in the student survey:



[7] See Appendix 6 for text of Student Survey Questionnaire

[8] See Appendix 7 for text of Staff Survey Questionnaire

Asking general questions first allowed the survey to build up to the subject of IP and HEI policies.

A total of 2773 students from 152 HEIs took part, split 29% men and 70% women. This reflects the greater tendency for women students to take part in surveys compared to their male counterparts. The Higher Education Statistics Authority[9] (HESA) indicates that the gender split within Higher Education is 56% women and 46% men. The survey results were therefore weighted to adjust for the over representation of women. This resulted in a gender split in this survey of 40% male and 59% female and a final weighted sample size of 2805.

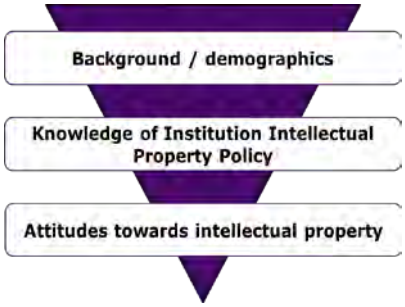
Information about the HEI and subject studied classifications used in the research is given in Appendix 1[10].

The sampled students were most commonly aged between 19 and 21 (49%), with a spread of year groups and levels of study: approximately a quarter of students were in their 1st year, 2nd year or 3rd year respectively, while around one in five were studying at a postgraduate level. The majority of the sample were UK citizens studying in the UK (80%), with 8% of international students from within the EU and 11% from without. More information about the student sample is provided in Appendix 5[11].

2 HEI staff survey

The online staff survey was conducted in June and July 2015 and was designed to be completed in approximately 10 to 15 minutes. A partner panel provider was used to obtain responses from a representative sample of 250 HE staff with teaching or research supervision contact with students. Information on the distribution by HEI and subject taught for the staff panel is given in Appendix 1[10].

The following diagram shows the flow of questions in the staff survey:



3 Meaning of "Intellectual property (IP)"

Because understanding of what is meant and included within the term "Intellectual Property (IP)" varies considerably and is often imprecise, both the

[9] Higher Education Statistics Authority - https://www.hesa.ac.uk/

[10] See Appendix 1: Report Parameters

[11] See Appendix 5: Student Survey Demographics

staff and student questionnaires included statements[12] attempting to set out the scope of the term and, in particular, emphasising that IP did not simply equate to copyright.

4 Significant differences

In the Research Findings section that follows, a number of survey questions have been broken down by demographic information and compared with each other. Where there were statistically significant differences between answers, a specific number has been reported i.e. to a sufficient base size (n>30) and valid at confidence level of between 95% and 99%. These are highlighted in an orange box in the Figures.

5 Institution and subject groupings

Information about the HEI and subject studied classifications used in the research is given in Appendix 1[13]. Individual HEIs are not identified in this report.

6 Data reporting

Most of the data is reported in graphical form as Figures, a list of which is provided at the end of the Research Findings section. A representative selection of replies to free text questions is included in some of the Figures. Some additional survey responses not included in the Research Findings section are set out in additional Figures in Appendix 3[14].

Except for free text replies, the respondent base is given as a footnote for each Figure, together with the relevant Survey question. Student survey questions are identified with the prefix **S** and staff survey questions with the prefix **T.**

[12] See Appendix 4: Survey statements about IP

[13] Appendix 1: Report Parameters

[14] Appendix 3: Additional Survey Responses

Background to the research

This research builds on an earlier online survey of student attitudes to intellectual property (IP) and its teaching, carried out by NUS Services on behalf of IPAN and the UK Intellectual Property Office (IPO) and reported in 2012[15]. It contained a future facing, quantitative survey about IP and its teaching with over two thousand students then in Higher Education (HE) and Further Education (FE). It demonstrated that students recognised understanding IP as important for their education and future careers but failed to see any link between IP and their eventual commercial success (or failure), emphasising the need for specific inclusion of intellectual property (IP) in the curriculum.

The importance of effective management of Intellectual Property in HE was highlighted in the UK Government White Paper: Excellence and Opportunity: a science and innovation policy for the 21st century, published in July 2000 (CM4814) which stated:

> *"The Government believes that effective IP management should be a fundamental goal of universities and research bodies in the public sector because: identifying and managing IP is essential for effective knowledge transfer out of the research base to benefit the wider economy; and IP can itself be a valuable asset deserving attention."*
>
> *"Research organisations need to follow some basic principles if we are to achieve this goal. First, the management and exploitation of IP needs to be recognised as important by the top management in research organisations – by vice chancellors and principals of universities and by their top management teams …. it is not enough to leave this task to the experts."*

As a result, the Higher Education Funding Council (HEFC) made IP management a requirement for UK universities in 2000/1. As part of the Department of Trade & Industry implementation plan following the 2000 White Paper, the "Guide to Managing Intellectual Property: Strategic Decision-making in Universities" was produced in 2002, as a joint initiative of Universities UK, the Association of University Research & Industry Links (AURIL) and the Patent Office[16]. It was intended to provide guidance on the strategic management of IP issues within HEIs and how this could be addressed within their strategic plans and policies.

The UK has an increasingly diverse Higher Education sector and individual institutions need different approaches to managing IP to reflect their individual academic strengths, their partners and stakeholder and business models[17].

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[15] Student Attitudes to Intellectual Property, 2012; http://www.nus.org.uk/PageFiles/12238/IP%20report.pdf

[16] Guide to Managing IP – strategic decision-making in universities 2002 http://www.auril.org.uk/Portals/26/documents/strategic_guide.pdf

[17] Intellectual Asset management for Universities 2014 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/308072/ip asset-management.pdf

Low proportion of UK population understands about IP

Research for the Office for Harmonization in the Internal Market (OHIM now EUIPO)[18] suggests that the majority of UK consumers are confused about copyright law, with 73% agreeing they are never quite sure what is legal and illegal under current legislation. In addition, 43% of UK respondents thought a site is legal if it has terms and conditions, while 29% thought the same if the site appears high in Google search results.

Mike Weatherley (then a Member of Parliament and IP Adviser to the Prime Minister) noted[19] that the difference between an objective and subjective understanding of copyright is important – essentially people think they know much more than they actually do. The OHIM survey showed that understanding of IP by Europeans is far from being consistent. Thus 73% of EU citizens surveyed believe that they have a good understanding of the term 'IP' but, using objective knowledge indicators, only 13% actually have a good knowledge.

The importance of enterprise and creativity

The Rt Hon Sajid Javid MP, former Secretary of State for Business has stated[20]:

> *"Intellectual property underpins our creative industries. It's what our past success was built on and it's what our future success depends on. We need to get the message across that if people value creativity – and most do – then it has to be paid for."*

But, in the paper 'Enterprise for All, the relevance of enterprise in education'[21], Lord Young fails to make any mention of the critical contribution of IP rights and the underlying need for basic IP education.

BIS ED Analysis[22], quoted by Lord Young, shows that people aged 18-24 are nearly twice as likely as other age groups to aspire to start a business. Lord Young's paper notes that many people in universities are looking for a commercial application for their research, as well as students who wish to use their time at university to prepare for leaving and working on a business idea; yet it is silent on the need for IP education.

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[18] Office for Harmonization in the Internal Market (OHIM), *European citizens and Intellectual Property: Perception, Awareness and Behaviour* (November 2013);

[19] Mike Weatherley MP, *Copyright Education and Awareness – A discussion paper* (October 2014) http://www.cubismlaw.com/wp-content/uploads/2015/06/mweatherly-copyright-education-awareness.pdf

[20] Mike Weatherley ibid

[21] Lord Young, *Enterprise for All – the relevance of enterprise in education,* (June 2014); https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf

[22] BIS ED Analysis of 2010-2012 Global Entrepreneurship Monitoring Adult Population Surveys.

The importance of addressing the lack of IP awareness and understanding in small and micro-enterprises is apparent from Pitkethly's 2006 survey[23] of UK IP Awareness for the UK IPO, which quotes:

> "SMEs and the mass of Micro-enterprises which form the cradle of IP and future large companies are in the main effectively unaware of the IP system."

In September 2013, a joint report[24] by OHIM (now EUIPO) and the European Patent Office (EPO) found that 26% of EU employment and 39% of its GDP was generated by intellectual property rights-intensive industries.

The need for knowledge of IP

The Association of University Technology Managers (AUTM; USA) report 'Managing Student Intellectual Property Issues at Institutions of Higher Education'[25] is relevant to UK HEI IP practice. Because undergraduate and postgraduate students are not generally regarded as being employed (in the legal sense) by their university, ownership of student-generated IP lies outside the employment context. This raises issues concerning ownership of IP and IP-related rights.

Depending on the HEI's policy, rights to a student's work could belong either to the institution or to the student. This can lead to a situation where, if a student consents to their institution's policy without knowing or understanding it, the policy may not be fully legally binding on the student.

The AUTM report also stated that student involvement in institutional research activities is the most frequent context in which potentially destructive IP ownership issues tend to arise.

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23 http://webarchive.nationalarchives.gov.uk/20140603093549/http://www.ipo.gov.uk/ipsurvey.pdf

24 European Patent Office and Office for Harmonisation in the Internal Market, *Intellectual property rights intensive industries: contribution to economic performance and employment in the European Union,* (September 2013): http://ec.europa.eu/internal_market/intellectual-property/studies/index_en.htm

25 Abigail Barrow et al., *Managing Student Intellectual Property Issues at Institutions of Higher Education: An AUTM Primer* (Association of University Technology Managers, August 2014) https://www.autm.net/AUTMMain/media/ThirdEditionPDFs/V2/TTP_Manual_3rd_Edition_Volume2_StudentIP.pdf

Research Findings[26]

Developing ideas

To understand how IP policies may impact students during their time in Higher Education, without specifically asking about it to begin with, we considered it important to ask students first how they felt about creativity and innovation whilst they are at their HEI. Asking general questions first also allowed the survey to build up to the subject of IP and HEI policies. This section also indicates what students would do when presented with scenarios involving potential IP policy issues as a result of working with creative ideas and innovation.

When presented with a scenario based on a student idea, around two thirds could identify an IP related activity. Students would like to know who to talk to about IP and final year projects, suggesting there is an appetite for gaining more knowledge and understanding of IP and the IP policy of the respective HEI. When asked about the commercial application of a new discovery made whilst in Higher Education, 38% of students say they would seek out their university IP policy and 27% their lecturer as the first step to understand their position. Similarly, staff believe that students would be most likely either to seek out their lecturer (44%) or the HEI IP policy (28%) as their first step.

1 Ideas whilst in Higher Education

In understanding what is important to students whilst at an HEI, it is clear that enjoyment of the subject and their academic course are the most central aspects, as shown in Figure 1.

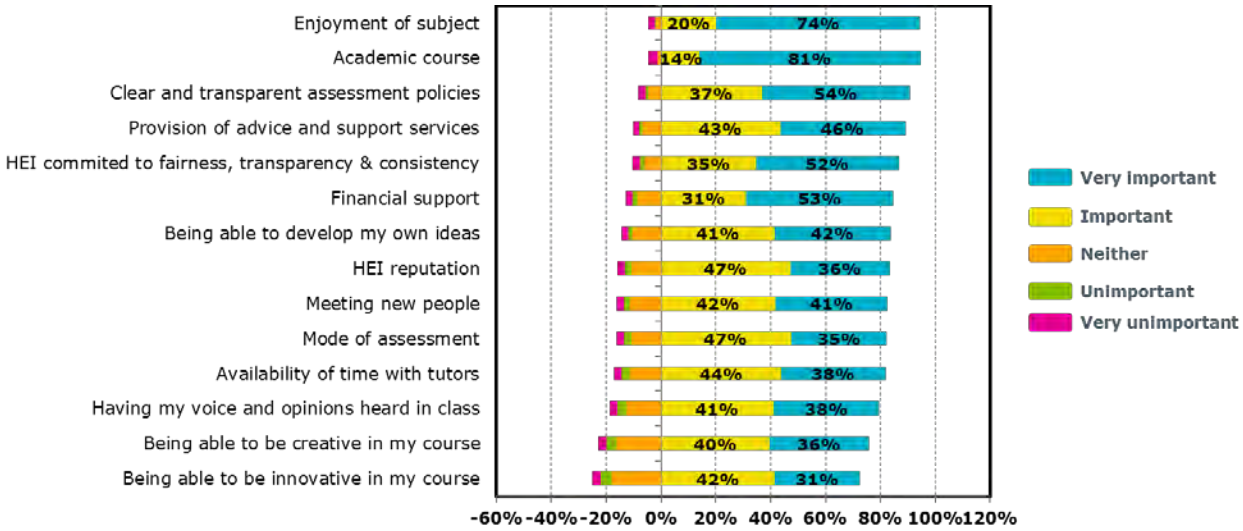


Fig. 1: Top 14 important aspects of university life for students[27]

[26] Some additional survey responses not included in this Research Findings section are set out in additional Figures in Appendix 3.

[27] Fig. 1: Weighted base: 2805 respondents

Being creative and innovative is relatively less so, but still sits within the top 14 choices. Room for innovation and creativity is significantly more likely to be very important to students studying subjects within the D subject grouping[28]. Innovation and creativity are also more important to students studying at institutions in TRAC grouping F.[29]

Those aspects which students considered of less importance, such as sports clubs and night time social activities, are shown in Figure 2:

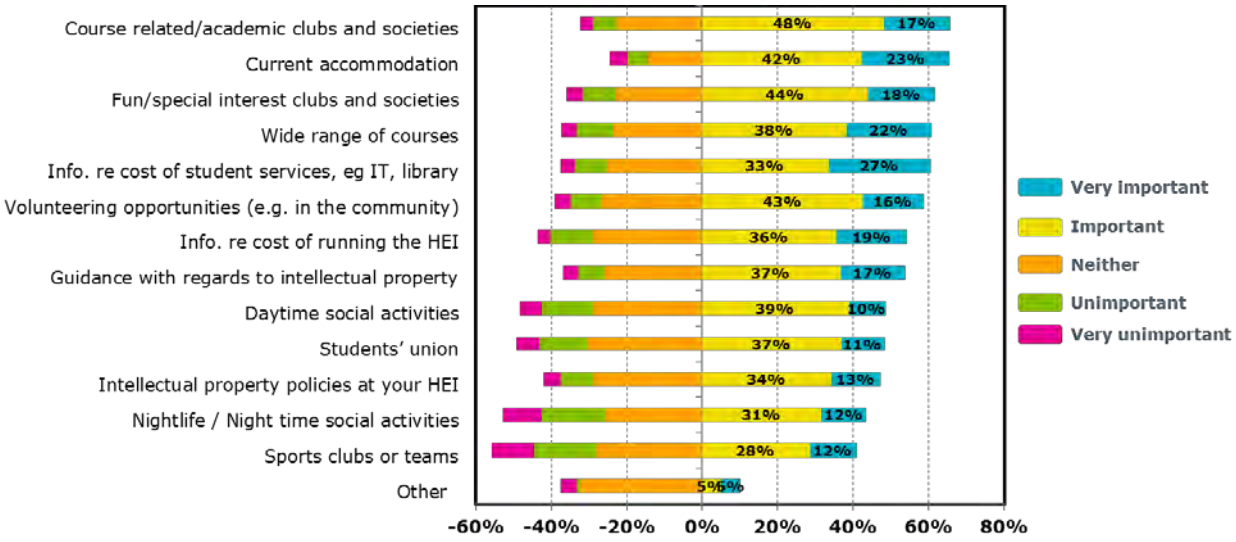


Fig. 2: Bottom 14 important aspects of university life for students[30]

Students were also asked about their *satisfaction* with the different aspects of life whilst at their HEI[31]. Their responses comparing the *importance* and *satisfaction* for creativity and innovation are shown in Figure 3. Satisfaction with creativity and innovation during their Higher Education is significantly lower than its importance, suggesting a need to address this gap within HEIs.

Q S-B1 and S-B2. *"Thinking about your life at university, how important, if at all, are the following?"*

[28] See Subject Grouping Classifications in Appendix 1: Reporting Parameters

[29] See TRAC Groupings of HEIs below in Appendix 2

[30] Fig. 2: Weighted base: 2805 respondents
Q S-B1 and B2. *"Thinking about your life at university, how important, if at all, are the following?"*

[31] See below in Appendix 2, Fig. A1, for details of student satisfaction with aspects of HEI life.

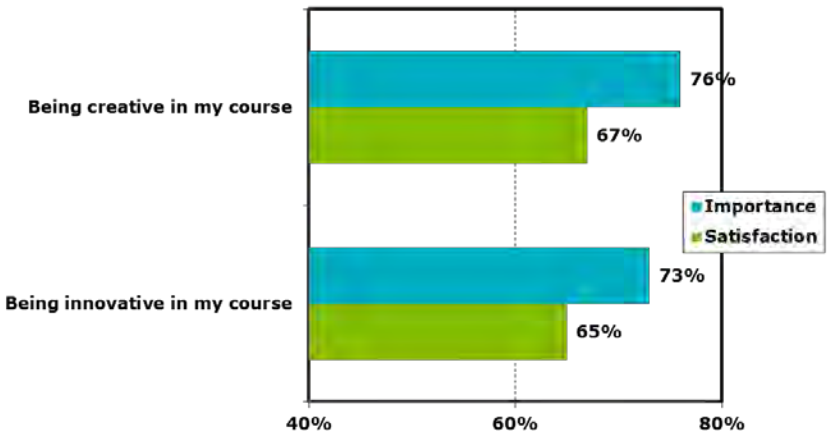


Fig. 3: Creativity and innovation - comparison of importance and satisfaction for students[32]

Students claiming the importance of innovation gave a range of ideas they might have whilst in Higher Education. These included ideas for their projects/research, future employment and businesses, as well as social activities, showing that life at university is full of student creativity and innovation (Fig 4).

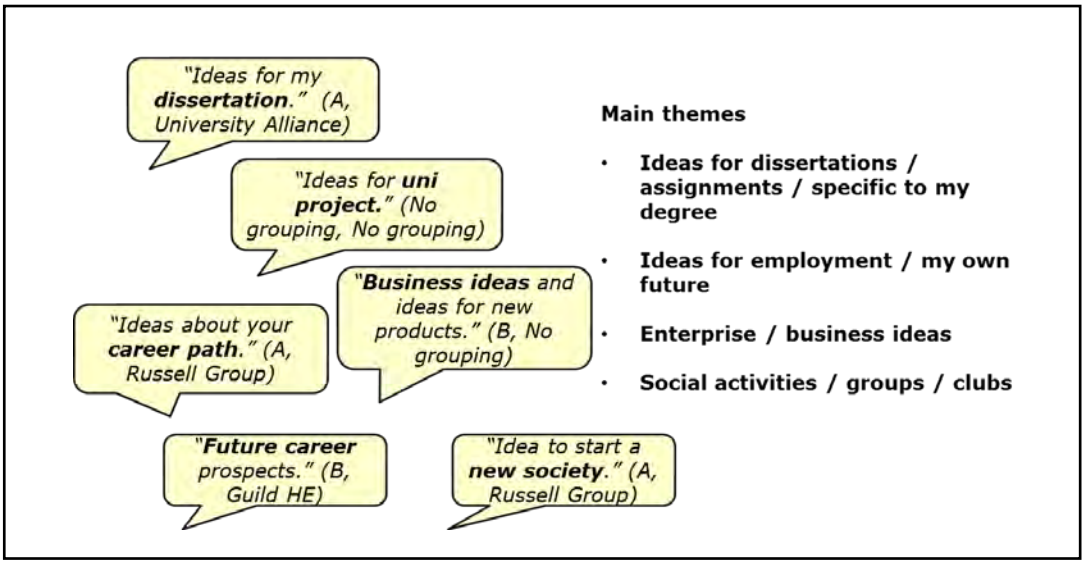


Fig. 4: Student ideas whilst in Higher Education[33]

Student responses to the question of who owns the rights in any creative works they make at the HEI are shown in Fig 5 below.

[32] Fig. 3: Based on: Q S-B1/B2 – *"Thinking about your life at university, how important, if at all, are the following?"* and Q S-B3 and B4. *"How satisfied are you, if at all, with the following, at university?"*

[33] Fig. 4: Q S-B5. *"You mentioned that being able to develop your own ideas was important to you at university. What sort of ideas do you think you may have while you're there?"*

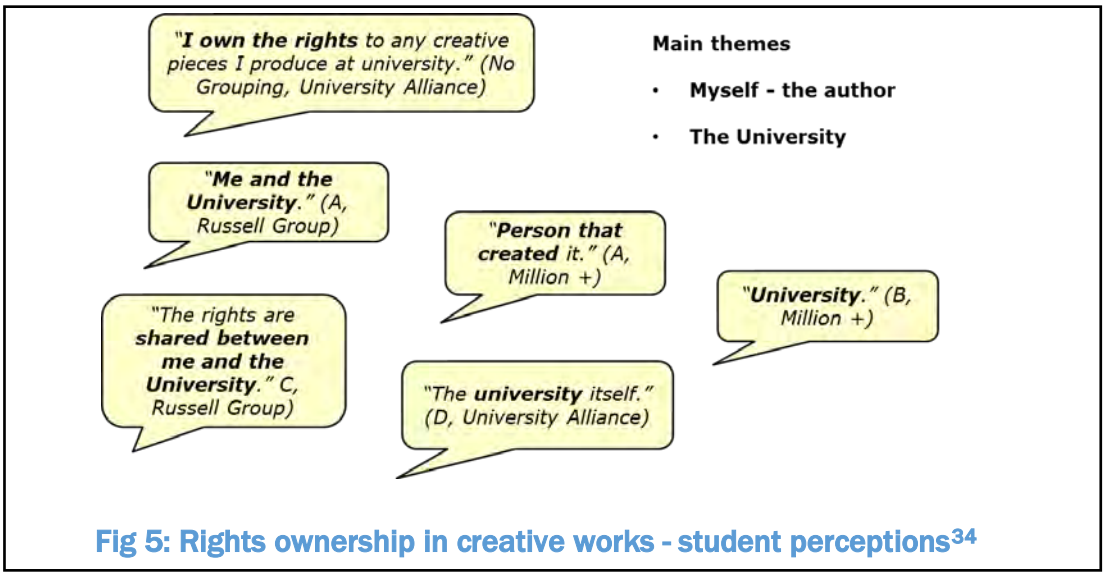


Fig 5: Rights ownership in creative works - student perceptions[34]

2 Scenario testing

Students were first presented in the questionnaire with a scenario based on a real-life example of a student discovery of a tattoo removal method and then asked what steps they would take next. Figure 6 shows that 68% would choose an IP related activity as their next step rather than just making it available for use, suggesting a high proportion appreciate the importance and benefits of IP.

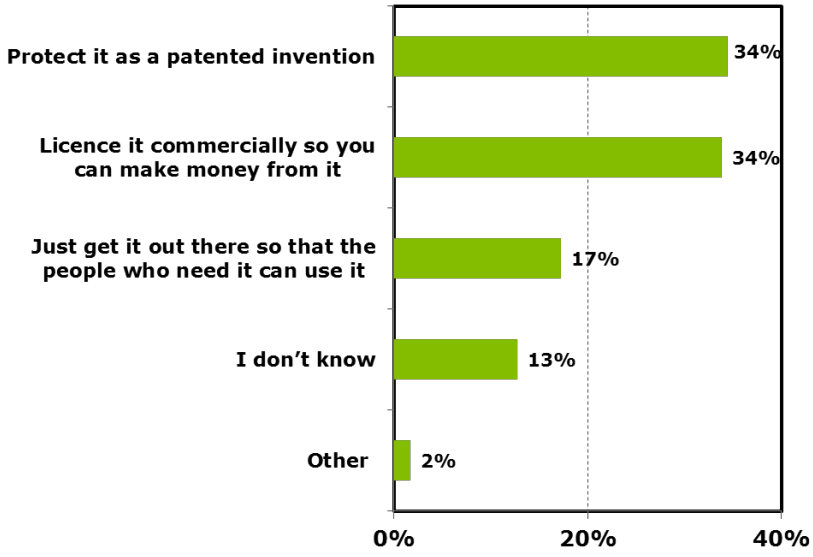


Fig. 6: Student actions for executing ideas[35]

[34] Fig. 5: Q S-C1c. "Who do you think owns these rights?"

[35] Fig. 6 Weighted base: 2793. Balance: No response

Q S-B6. *"If you were the student who had come up with the method of safe painless tattoo removal, or had another bright idea which of the following best describes what you would want to do about it?"*

Students were presented with a number of other scenarios in order to gauge their potential actions around issues impacted by IP policy. These scenarios are outlined below.

Student Scenario 1 - maintaining confidentiality

"Please imagine that your University holds an annual show displaying student work. This year your work is exhibited and includes your brilliant idea for safe, painless tattoo removal. The show attracts national and international interest from prospective employers, as well as people looking for ideas they can exploit commercially."

The majority of students (72%) believe that some form of confidentiality restrictions should be placed on visitors to exhibitions of their work, for example, by requiring visitors to sign a confidentiality agreement, as indicated in figure 7 below. This suggests that, in relation to the specific scenario, most students are aware of the need to take some steps to protect their work (and any rights in it) from being misappropriated.

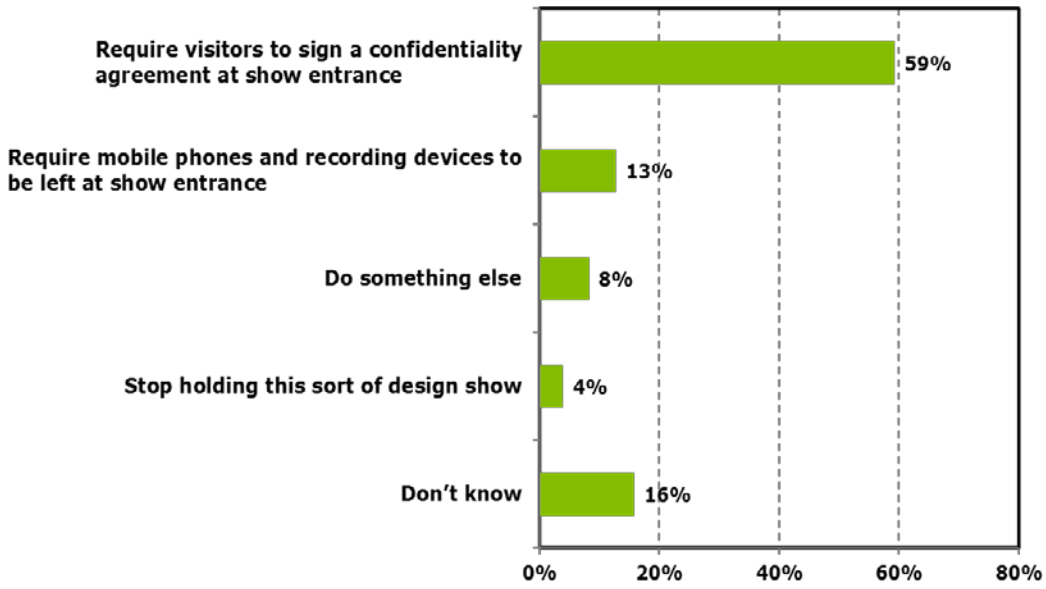


Fig. 7: Student suggestions for restrictions at design shows[36]

Student Scenario 2 - Commercially viable student ideas

"Please imagine that you have submitted a final year project and it has won a prize at the aforementioned University annual design show. A visiting design company director has said it is definitely a commercially viable idea."

[36] Fig. 7: Weighted base: 2805 respondents

Q S-D1. *"Thinking about this scenario and about protecting your potentially commercially valuable idea and the rights of your fellow students to exploit their work, which of the following best describes your view?"*

In reaction to this second scenario, students most commonly would like to know who to talk to, to find out what the position is on IP, suggesting there is a need an appetite for gaining more knowledge and understanding of IP and the policy of the respective HEI (Fig. 8).

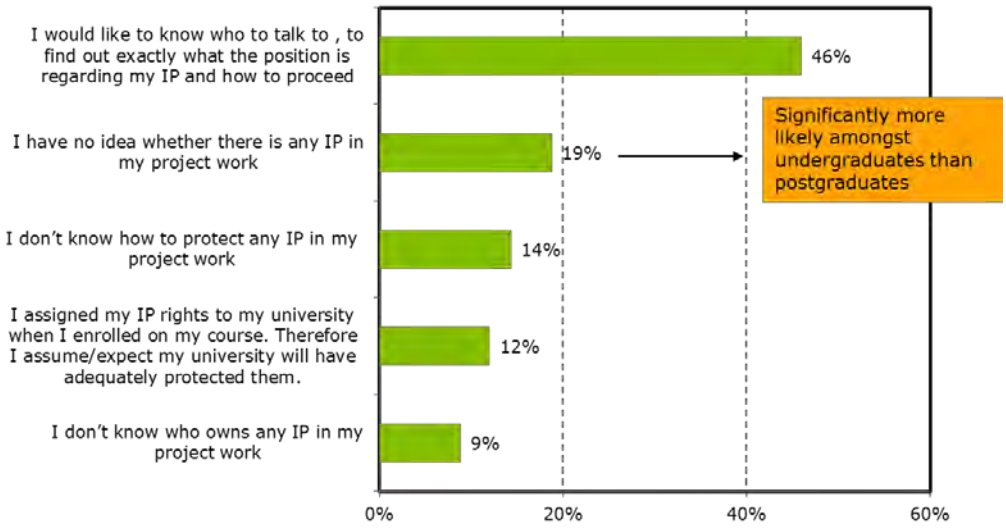


Fig. 8: Student knowledge about IP situation for project work[37]

Student Scenario 3 - Ownership of IP rights - students

"Now imagine that you are carrying out a research project as part of your course and think you have made a new discovery with commercial application. You believe your university has a history of requiring all students to assign any future IP rights to the institution, but then doing nothing to protect such student IP rights."

The majority of students would seek advice from their institution in relation to scenario 3 above; just over a third would ask to see the IP policy, with a quarter saying they would ask their lecturer. Only 3% would consult someone in their Technology Transfer Office (see Fig. 9).

[37] Fig. 8: Weighted base: 2790 respondents. Balance: No response
Q S-D2. *"Thinking about this scenario, which of the following best describe your knowledge of Intellectual Property in this situation?"*

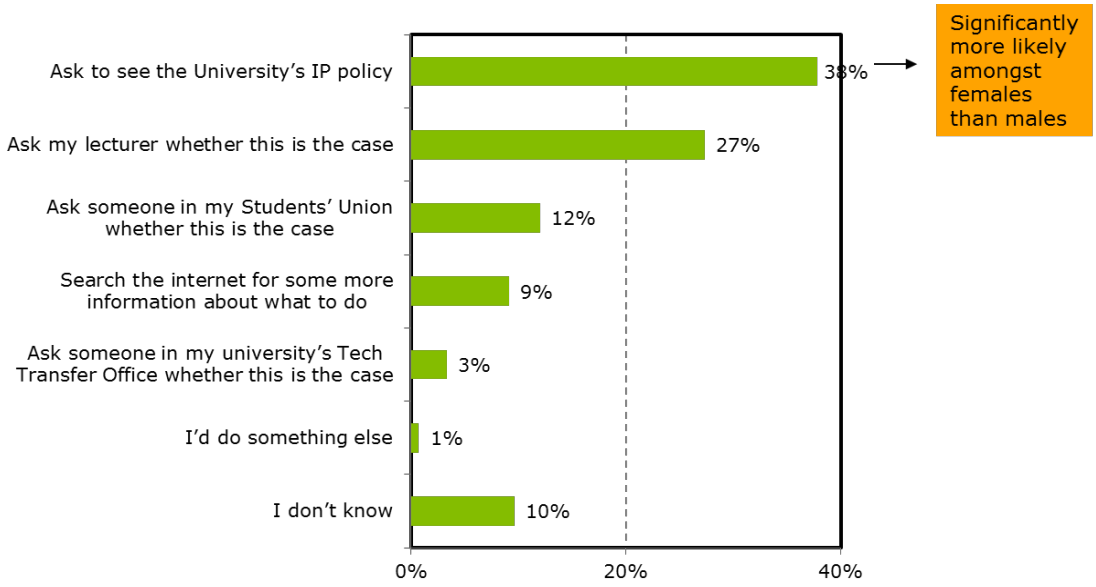


Fig. 9: Student actions about IP ownership[38]

Staff scenario

Staff were also presented with a similar scenario and asked for their thoughts on what a student should do after making a new discovery as part of a research project that has potential for commercial application.

"Imagine that a student is involved in a research project as part of their course and think they have made a new discovery that has potential for commercial application."

Their responses are shown in the following Figure 10:

[38] Fig. 9: Weighted base: 2805 respondents
Q S-D3. *"Thinking about this scenario, which of the following best describes what you think you would do in the first instance?"*

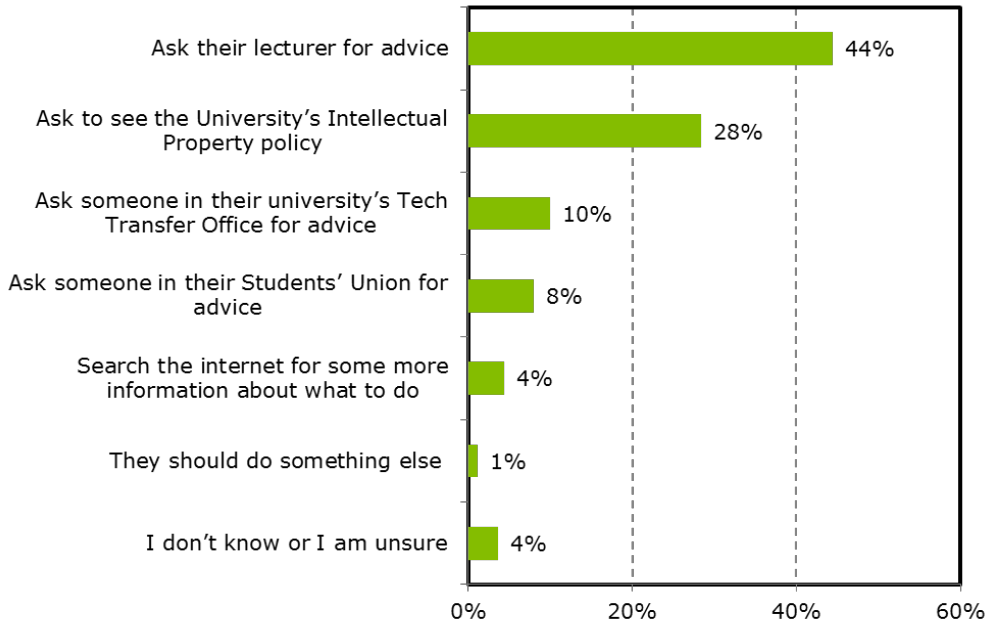


Fig. 10: Staff responses about student actions for executing ideas[39]

The staff responses in Fig. 10 are similar to those of students (see Fig. 9 above). However, staff most commonly suggest that students should ask their lecturer for advice before asking to see the institution's IP policy.

[39] Fig. 10: Base: 250 respondents
Q T-C5. *"Thinking about this scenario and its Intellectual Property implications, which of the following best describes what a student at your institution should do in the first instance?"*

Awareness of IP policy within HEIs

This section looks at the general awareness of local HEI IP policy and its impact on ownership of IP rights amongst both students and staff.

While the majority of staff indicate that they are aware of their institution's IP policy, awareness amongst students is much less evident. There are similar disparities between knowledge of ownership of the IP rights stemming from student ideas. However, while the majority of staff claim to know the ownership of IP rights in student's work, three quarters believe the institution has full or shared ownership over these rights, suggesting that they aren't entirely aware of the policy of their HEI.

1 Institution IP policy

Student awareness of their institution's IP policy is low (Fig. 11) with only one in five respondents claiming awareness although this figure rises to almost a third for respondents studying subjects in the B subject grouping[40]. By contrast, 63% of HE staff indicate that they know of their institution's IP policy (Fig. 12) but 37% say that they don't (both those replying "no" or "don't know").

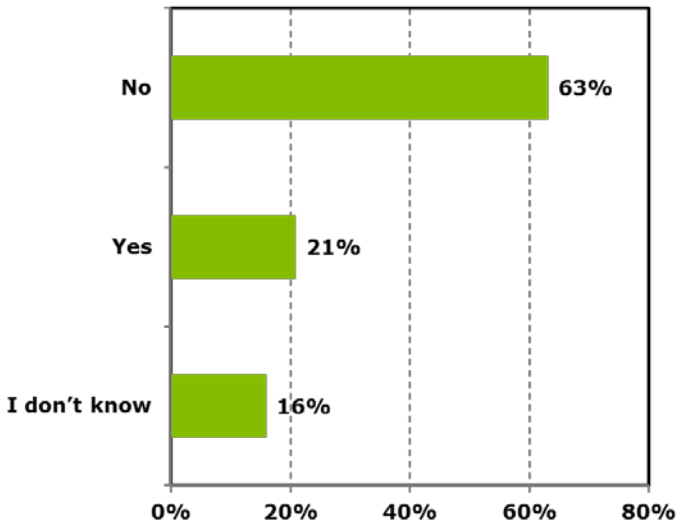


Figure 11: Student awareness of their institution's IP Policy[41]

[40] See Appendix 1 for Subject Groupings

[41] Fig. 11 Weighted base: 2805

Q S-C1a. "Firstly, are you aware of your university's IP Policy?"

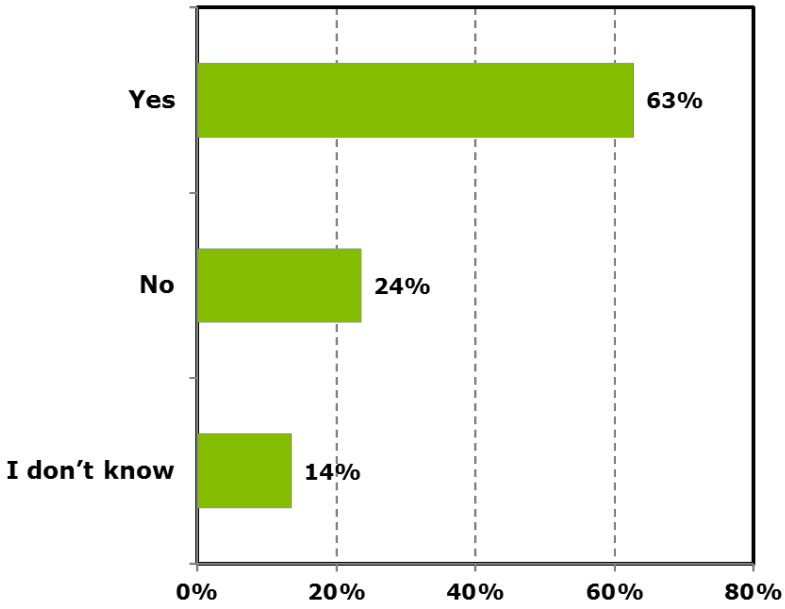


Figure 12: Staff awareness of their institution's IP Policy[42]

Of the staff who are aware of their institution's IP policy, 61% indicate that they have received a copy of this policy (Fig. 13) while just under three quarters claim to know where it is saved (Fig. 14). This leaves a quarter of staff who don't know where to find their institution's IP policy; this despite the IP policy being relevant to staff employment contracts.

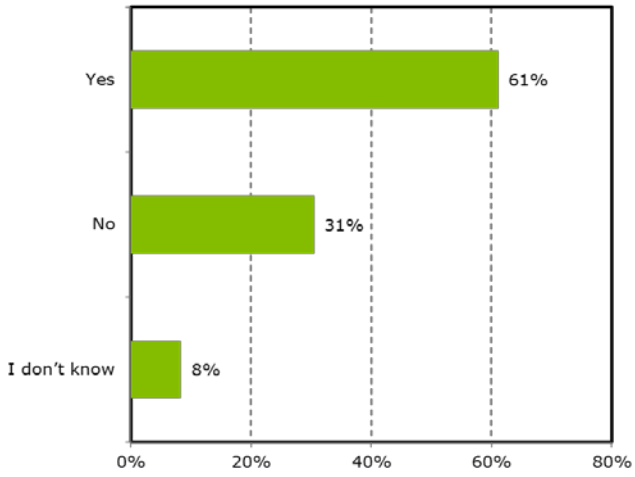


Figure 13: Staff receipt of copy of institution IP policy[43]

[42]Fig. 12: Weighted base: 250 respondents
Q T-B1. *"Firstly, are you aware of your institution's IP Policy?"*

[43] Fig. 13: Weighted base: 157 respondents. Balance: Respondents who are not aware of their IP Policy
Q T-B2. *"Have you received a copy of your institution's Intellectual Property Policy?"*

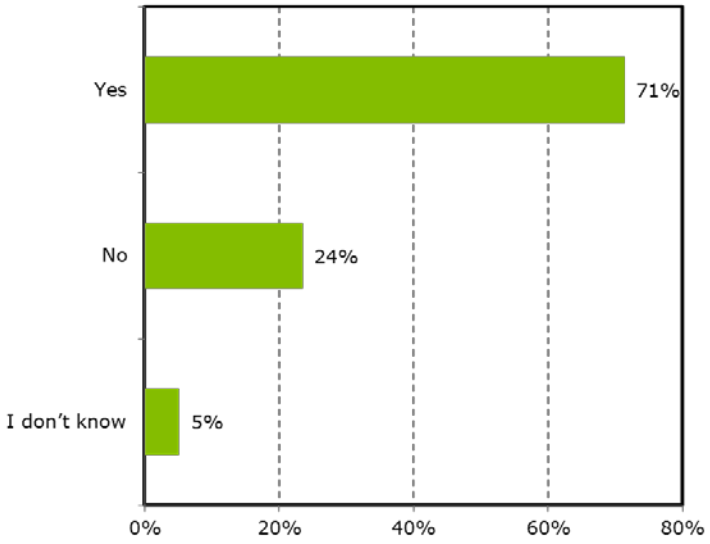


Figure 14: Staff knowledge of location of IP Policy document[44]

2 Ownership of IP Rights

Only one in five students claims to know the ownership of rights to any creative works produced whilst in Higher Education (Fig. 15). This is particularly true for postgraduates compared with undergraduates.

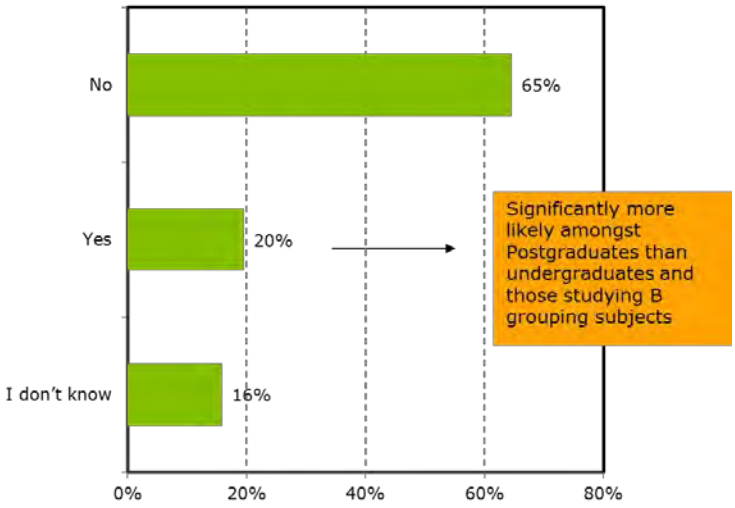


Fig. 15: Student knowledge about ownership of rights to creative works[45]

[44] Fig. 14 Weighted base: 157 respondents. Balance: Respondents not aware of their IP Policy
Q T-B3. "Do you know where a copy of your institution's Intellectual Property Policy is saved?"

[45] Fig 15: Weighted base: 2805 respondents
Q S-C1b. "Do you know who owns the rights to any creative works you produce whilst attending university?"

However, in answers to a free text question, similar numbers of students believe they own the rights as do those thinking their institution does (Fig. 16).

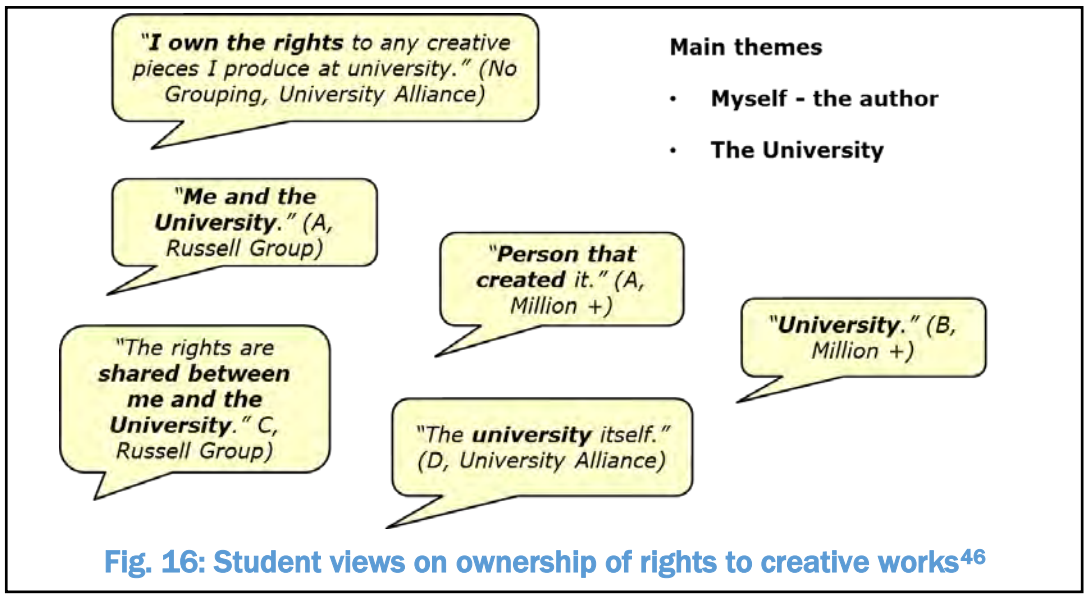


Fig. 16: Student views on ownership of rights to creative works[46]

Of the staff who said they were aware of their institution's IP policy, 78% claim to know who owns the rights of creative works carried out by students at university (Fig. 17).

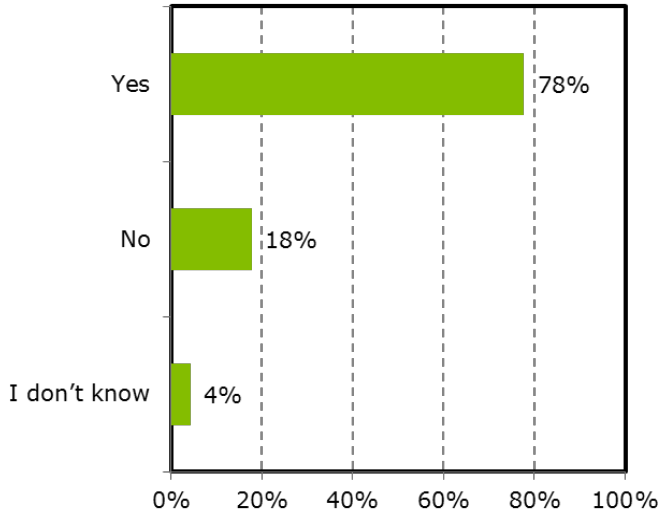


Fig. 17: Staff knowledge of ownership of IP rights[47]

[46] Fig. 16 Q S-C1c. "*Who do you think owns these rights?*"

[47] Fig. 17: Weighted base: 157 respondents. Balance: Respondents not aware of their IP Policy Q T-B4. "*Do you know who owns any Intellectual Property rights arising from creative works students produce whilst attending university?*"

Of these staff, 76% indicate that their institution has shared or full ownership of the IP rights to student creative works rather than the student alone, suggesting that they are perhaps not fully aware of the details of the IP policy.

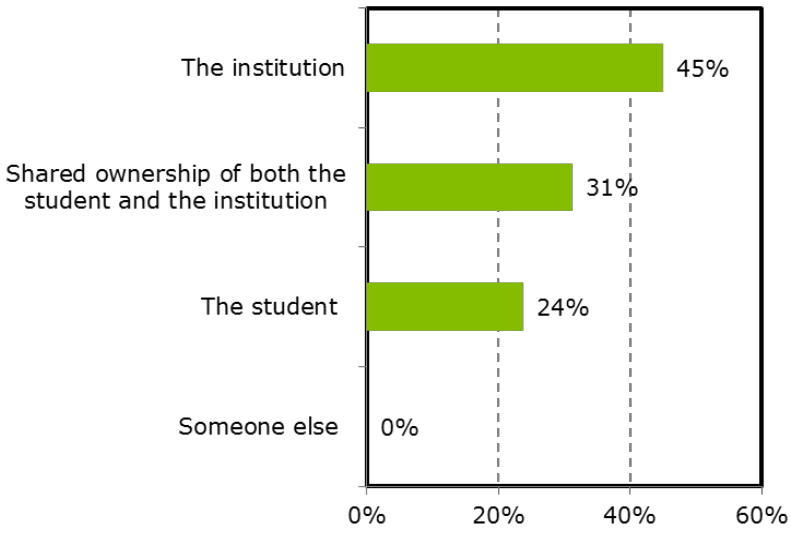


Fig. 18: Staff perception of actual ownership of IP rights[48]

[48] Fig. 18: Base: 122 respondents. Balance: Respondents who are not aware of who owns the rights to IP rights arising from students' creative work
Q T-B5. *"In the first instance, who owns these Intellectual Property rights at your institution?"*

Perception and attitude to IP learning and teaching

This section looks at the perceived importance of understanding IP and learning about it whilst at university.

Knowledge of IP is thought to be important by around half of the students surveyed and by two thirds of staff, perhaps due to ownership of IP rights featuring in their employment contracts. Learning about IP is also felt to be important in order to prepare students for their careers and for any impact it might have on their studies.

Specifically, knowledge and learning about IP is highlighted as important for students' future careers by both staff and students, because of the need to understand the different rules, regulations and policies concerning the protection of work outputs.

1 Knowledge of IP

Some 49% of students believe in the importance of knowing about IP whilst in higher education (Fig. 19). It is more likely to be of importance to students studying within subject grouping D and those studying at institutions in TRAC grouping F[49]. Perhaps surprisingly, a higher proportion of the 8% of respondents who thought it very unimportant, were male.

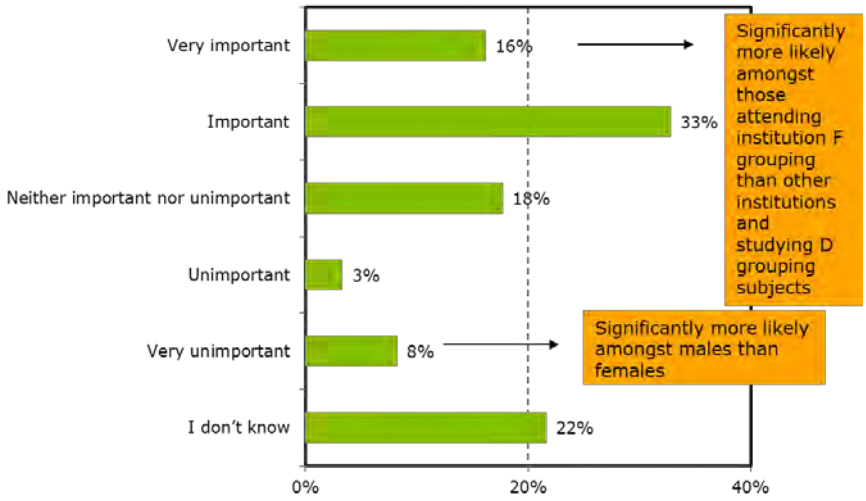


Figure 19: Importance to students of knowledge about IP[50]

[49] See TRAC Grouping of HEIs in Appendix 2

[50] Fig. 19: Weighted base: 2805 respondents

Q S-C10. "*How important, if at all, do you think it is to know about intellectual property during your time at university?*"

The reasons given by students for this importance (Fig. 20) included understanding the legal constraints of copyright, avoiding plagiarism and protecting student ideas and understanding ownership of rights to their work.

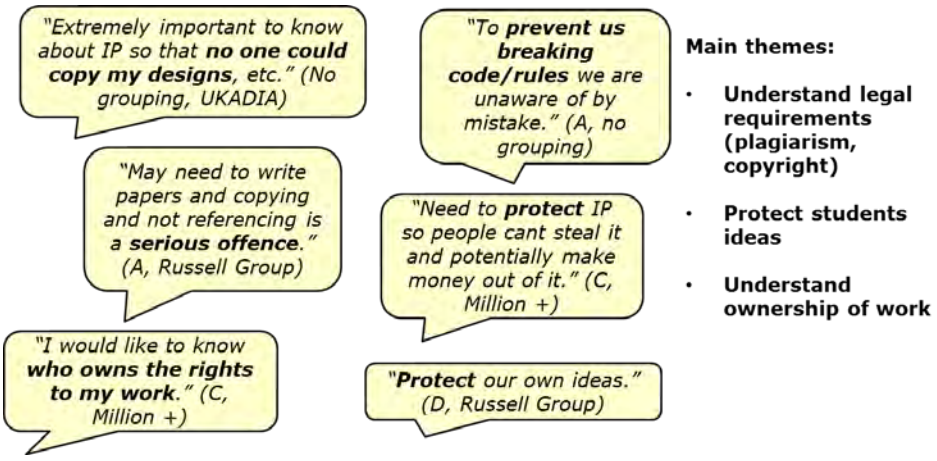


Figure 20: Reasons for importance of knowledge of IP to students[51]

However, when the free text answers for those who had classified IP knowledge as "very unimportant" or "unimportant" are analysed, it is clear from their responses that, in reality, the majority believe the opposite to be true i.e. they actually consider it to be "important or very important". In addition, some 10% of these said they "had become aware of IP's importance through completing the survey/questionnaire". If these inconsistent "unimportant" classifications are reassigned as "important", the proportion considering knowledge about IP important whilst at HEI rises from 50 to 55% and those thinking it unimportant falls from 11 to 6% (Fig. 21).

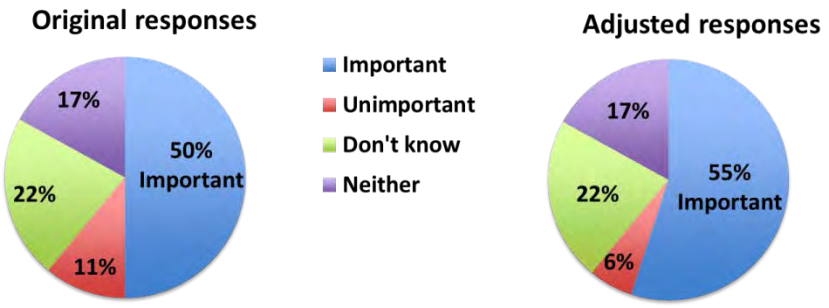


Figure 21: Importance of IP knowledge to students
(adjusted for anomalous responses)

Rather more staff believe that IP knowledge for students is important (Fig. 22) with 60% stating it is important or very important.

[51] Fig. 20: Q S-C11. *"Why do you say that?"*

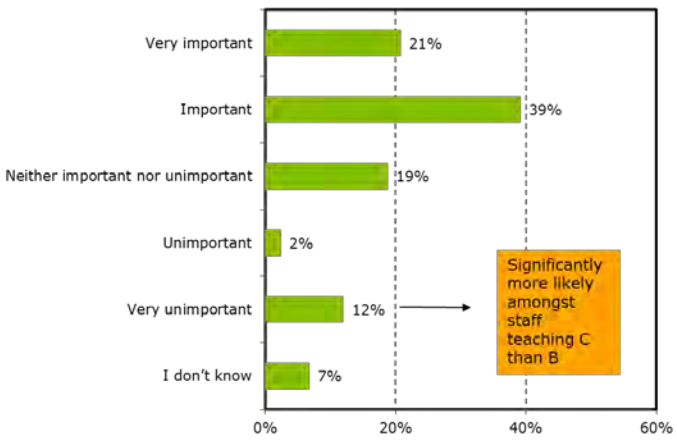


Fig. 22: Staff views on importance of students knowing about IP[52]

The main reasons given include the importance for students to understand the legal rights in their works and to set them in good stead for their future careers (Fig. 23).

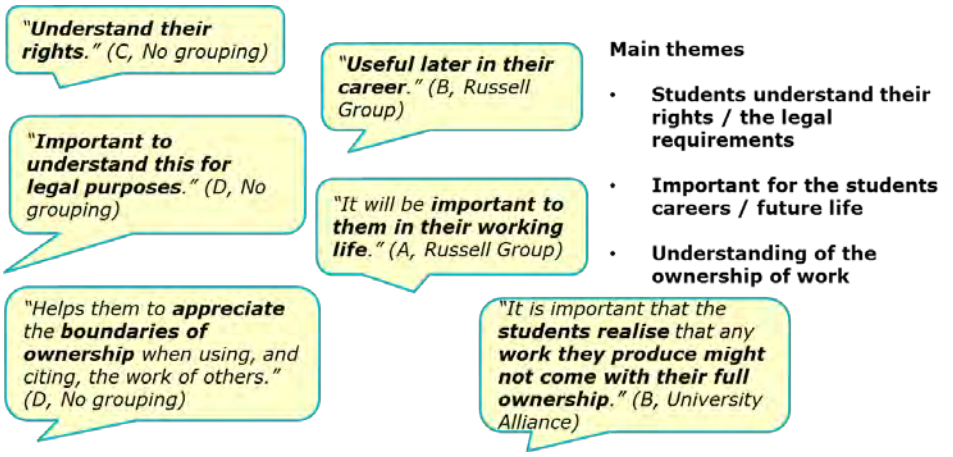


Fig. 23: Staff reasons for importance of students knowing about IP[53]

Although 60% of staff thought it important for students to know about IP during their Higher Education (Fig. 22 above), only 24% believed that students understood how any IP rights arising from their study were handled (Fig. 24).

[52] Fig. 22: Weighted base: 250 respondents
Q T-C1. "How important, if at all, do you think it is for students to know about Intellectual Property during their time at university?"
[53] Fig. 23: Q T-C2. "Why do you say that?"

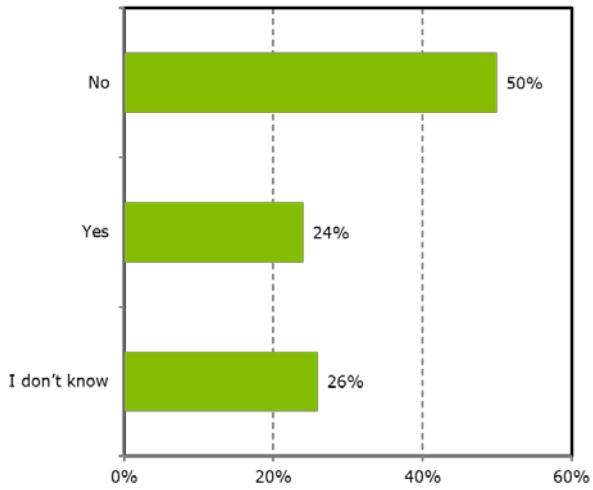


Fig. 24: Staff views of student knowledge about handling IP rights[54]

2 Teaching of IP

The actual teaching of IP during Higher Education is also believed to be important with 58% of staff indicating it is important or very important. However, with 19% of staff being ambivalent and 14% stating that teaching of IP is unimportant (Fig. 25), there is an opportunity to change perceptions and attitudes.

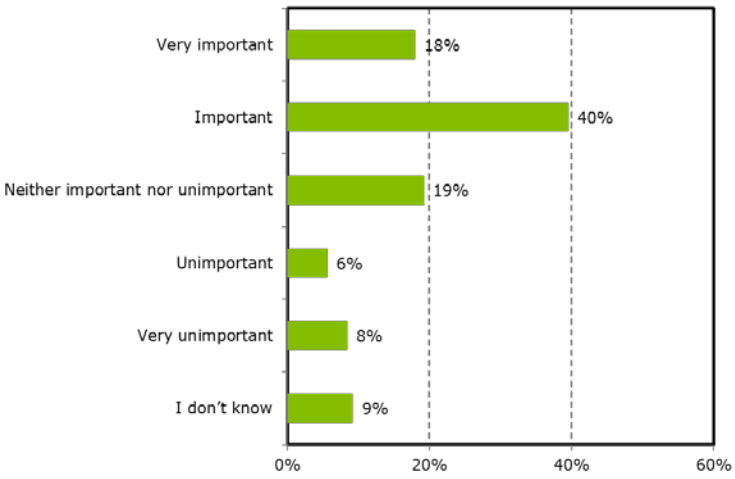


Fig. 25: Staff views on importance of teaching about IP[55]

Staff believe that being taught IP prepares students for their future careers by allowing them to understand the rules and regulations. They also indicate that

[54] Fig. 24 Base: 250 respondents
Q T-B6. *"In your experience, do students at your institution understand how any Intellectual Property rights arising from their study are handled?"*

[55] Fig. 25: Weighted base: 250 respondents
Q T-C3. *"How important, if at all, do you think it is for students to be taught about Intellectual Property during their time at university?"*

it's important to learn about IP as it may have an impact on students' studies or project work (Fig. 26).

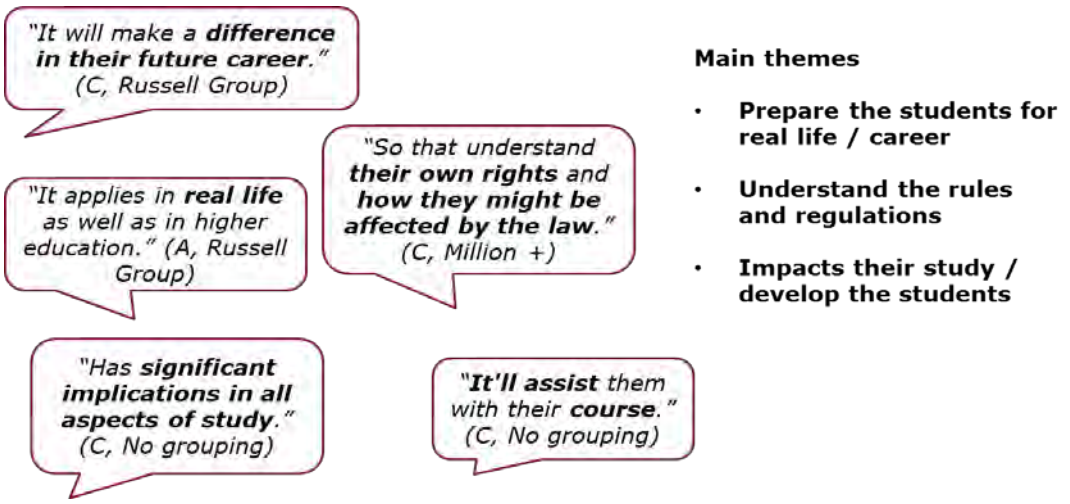


Figure 26: Staff reasons for importance of teaching about IP[56]

When explicitly asked about the importance of IP knowledge for a student's career, 62% of staff believe it to be important or very important (Fig. 27).

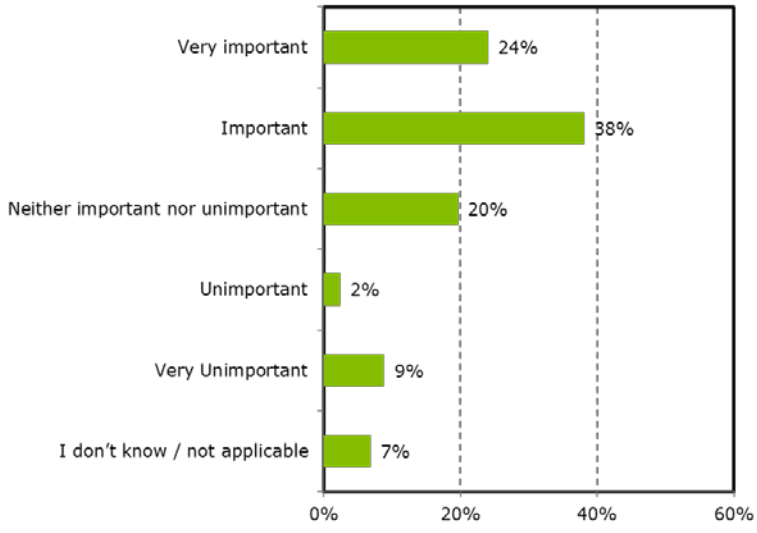


Fig. 27: Importance of IP knowledge in student careers – staff views[57]

Reasons for this included helping them protect their own work and understand about IP rights and how regulations and ownership policies might apply to them during their career (Fig. 28).

[56] Fig. 26: Q T-C4. *"Why do you say that?"*

[57] Fig. 27: Weighted base: 249 respondents. Balance: No response
Q T-C7. "*Thinking about Intellectual Property and students' future careers, how important is it, if at all, for them to know about Intellectual Property for their future career?*"

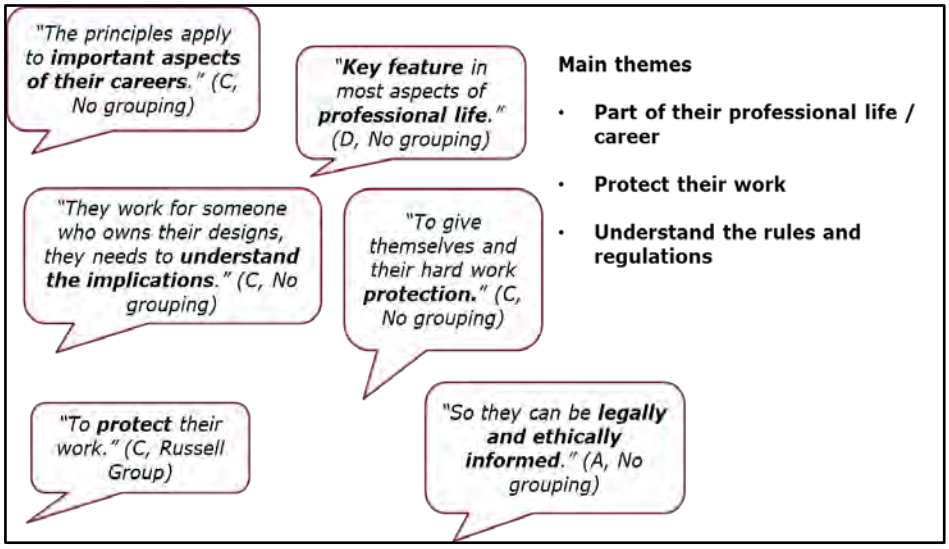
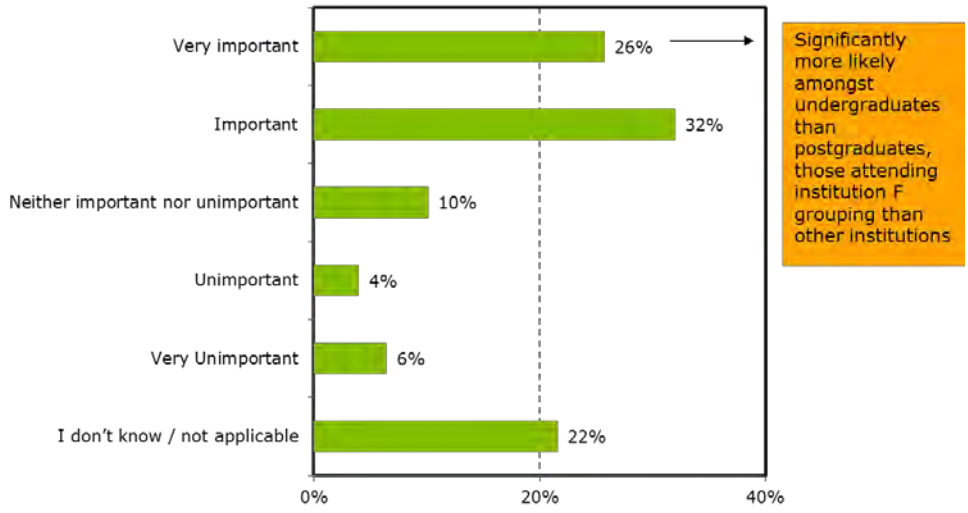


Fig. 28: Staff reasons why IP knowledge is important in student careers[58]

Reinforcing the staff responses, students believe knowledge about IP is vital in the development of their future careers. Figure 29 indicates that over half of students think it important that they know about IP for their future careers.



Weighted base: 2803 respondents. Balance: No response

Figure 29: Student views of the career importance of IP knowledge[59]

[58] Fig. 28: Q T-C8. "Why do you say that?"

[59] Fig. 29: Weighted base: 2803 respondents. Balance: No response
Q S-E12. *"And finally, thinking about Intellectual Property and your future, how important is it, if at all, to know about IP for your future career?"*

Students cited similar reasons as staff for the career importance of IP, with protecting work and understanding rights and policies highlighted (Fig. 30 below). Some students also indicated the relevance of IP to their subject or career of choice.

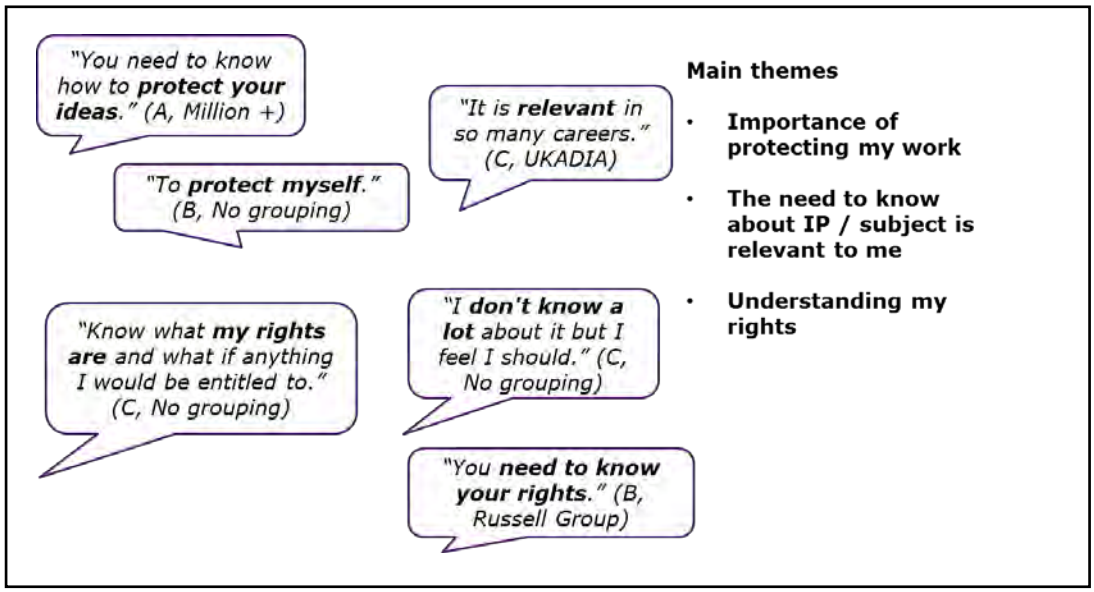


Figure 30: Students' reasons for career importance of IP knowledge[60]

[60] Fig. 30: Q S-E13. *"Why do you say that?"*

IP learning in practice

This section outlines the extent of IP learning and expectations for its teaching within HEIs from the experiences of both students and staff.

Only a third of students claim to have heard IP referred to during their time in education, a proportion rising significantly amongst international students who also expect to learn about it. Most of the students who have heard IP referred to during their education claim this was whilst at university, while only a third of staff believe that IP is taught at their institution.

Whilst expectations among students of learning about IP are mostly either low or non-existent, international students are more likely to expect to learn about IP.

1 Place of first contact with IP

Just under a third of all students surveyed claim that someone has referred to IP while they have been at school, college or university. This is significantly more likely amongst international students (both those from within and outside the EU) than students from the UK (Fig. 31).

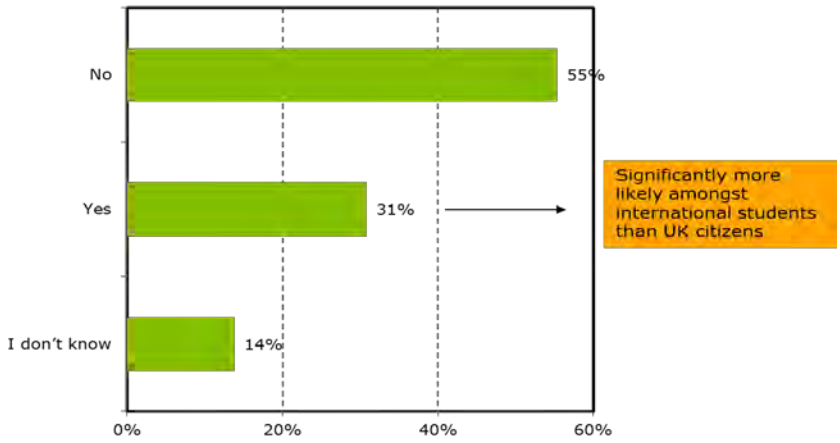


Fig. 31: Was IP referred to during your student education?[61]

Of those who have heard of IP whilst in education, 70% indicate that this has been as part of a university course, as shown below in figure 32.

Undergraduates were more likely than postgraduates to indicate that they had already learnt something about IP, suggesting that teaching about IP in schools may now be improving since undergraduates are likely to have gone to school more recently.

[61] Fig. 31: Weighted base: 2805 respondents
Q S-C2. *"During your time at school, college and university, has anyone ever referred to intellectual property (IP) and its protection e.g. by keeping ideas confidential, by copyright, design registration, patents, trade marks etc."?*

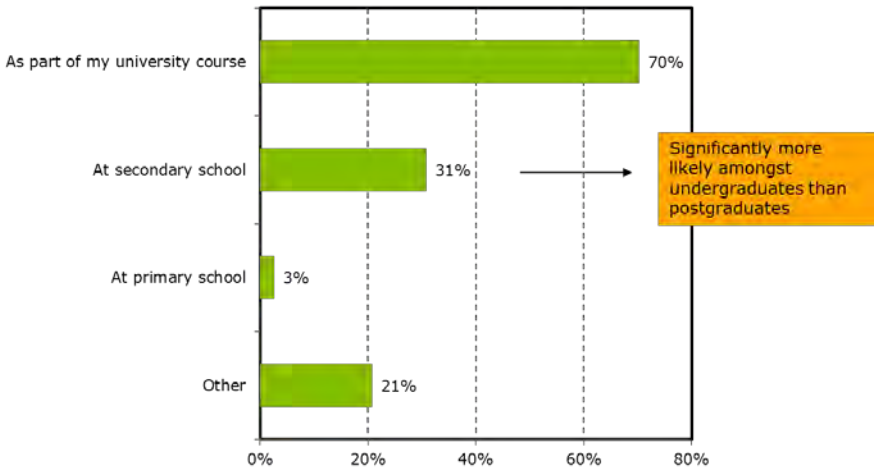


Fig. 32: Place where students learnt about IP[62]

The high proportion (70%) of students indicating teaching of IP as part of their university course is not supported by the staff responses with only a third of staff stating that IP is taught at their institution (Fig. 33).

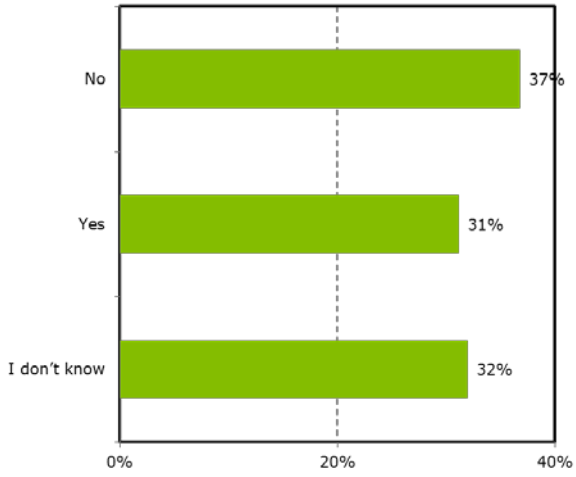


Fig. 33: Staff knowledge of teaching about IP at their HEI[63]

This suggests either there is a lack of knowledge amongst staff regarding IP teaching or policy at their HEI, or that it is being taught informally rather than as a distinct part of the curriculum. However, whether it's taught or not, three quarters of staff believe that IP *should* be taught at their institution (Fig. 34).

[62] Fig. 32: Weighted base: 865 respondents. Balance: Respondents who have not heard of IP during their time at school, college and university
Q S-C3. *Where have you heard of or been taught about IP?*

[63] Fig. 33: Base: 250 respondents
Q T-B7. *Is Intellectual Property taught at your institution?*

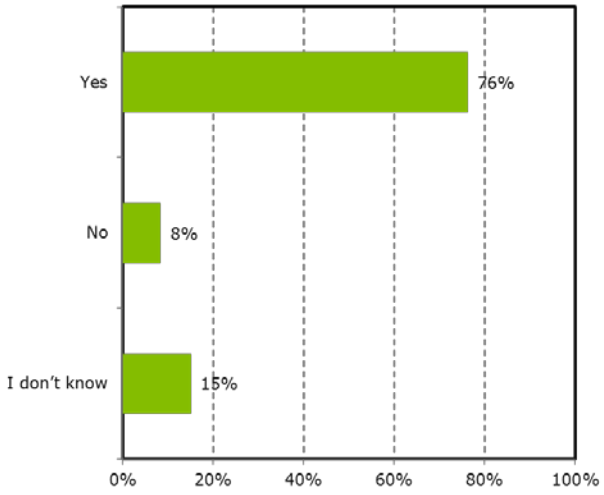


Fig. 34: Should IP be taught at the HEI - staff responses[64]

2 Expectations of teaching

There are low expectations of IP education amongst students. The highest proportion who haven't received IP teaching did not have any expectations (72%), and this is more likely the case amongst students from the UK, compared with their international classmates (both those from within and outside of the EU) (Fig. 35 below). Those attending institutions grouped under F[65] (small specialist institutions) and those studying subjects grouped under D[66] are more likely to expect IP to be taught.

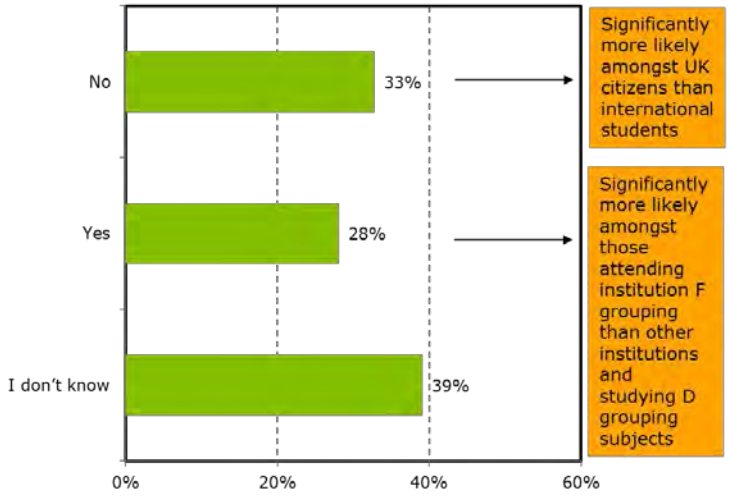


Fig. 35: Student expectation that IP should be taught[67]

[64] Fig. 34: Weighted base: 250 respondents
Q T-B8b. *"Do you think it should be taught at your institution?"*

[65] See Appendix 2 for TRAC HEI groupings
[66] See Appendix 1: Report Parameters, for subject classification groupings

[67] Fig. 35: Weighted base: 2198 respondents. Balance: Respondents who were taught about IP at university.
Q S-C5. *You indicated that you did not receive this teaching as part of your university course – is this something you would have expected to receive?*

Figure 36 below gives the main themes to a free text answer question - why students would expect to receive IP teaching at university. Those who would expect to learn about IP at university believe it's important for them to understand in order to know the rights and policies, and to protect their work.

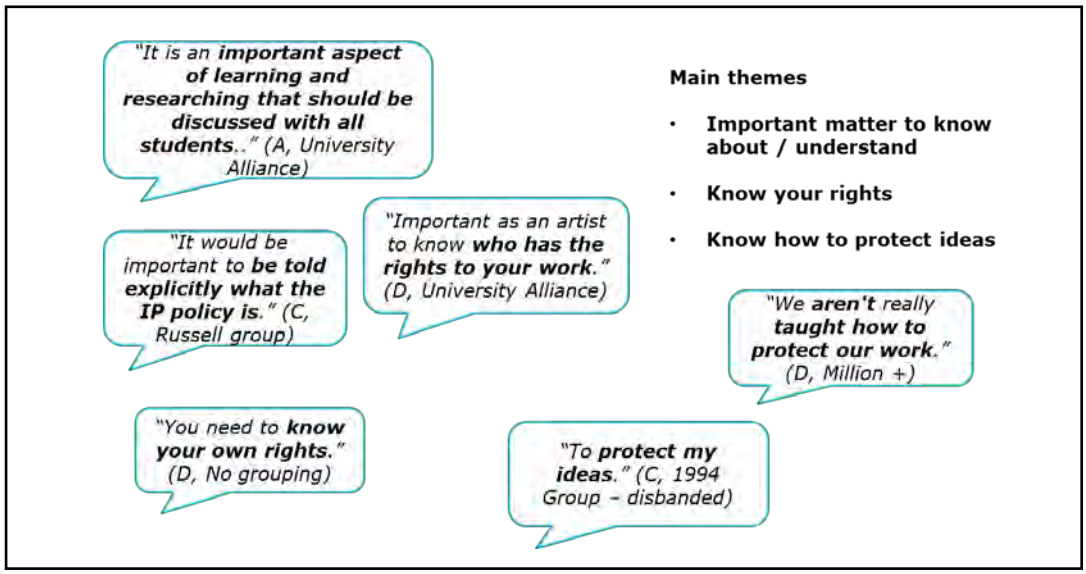


Fig. 36: Student reasons for expecting IP teaching[68]

The main reasons that students would not expect IP teaching are highlighted below in figure 37 and include the belief that it's of little or no relevance to them, or that they simply haven't heard of the term, indicating a need for increased awareness and understanding of IP.

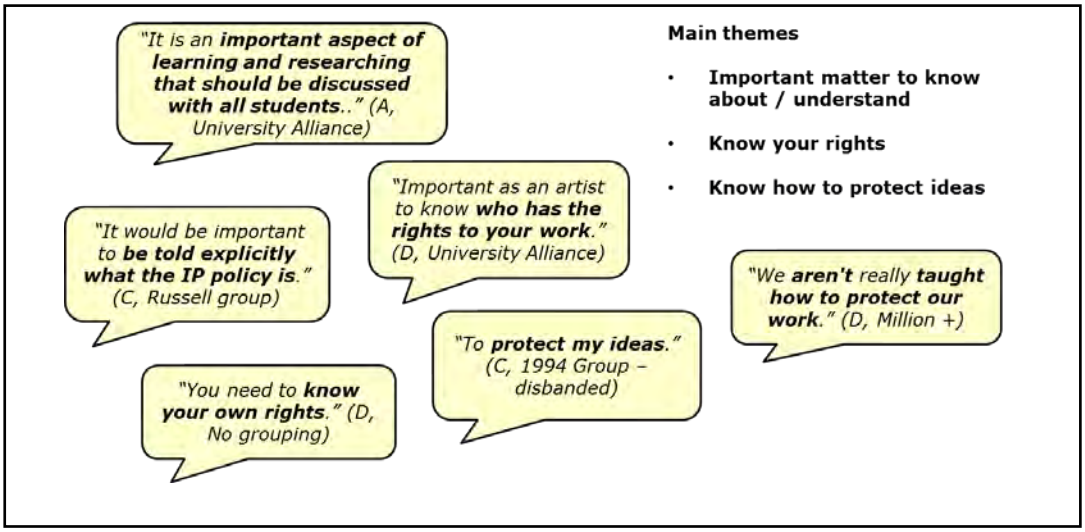


Fig. 37: Student reasons for NOT expecting IP teaching[69]

[68] Fig. 36: Q S-C6. "YES - *Why do you say that?*"
[69] Fig. 37: Q S-C6. "NO - *Why do you say that?*"

IP Education in HEIs

This section provides an insight into the ways in which students in HE currently learn about IP and into what the most appropriate methods for its teaching could be.

The reported experiences of staff and students regarding teaching about IP are at odds. Thus a quarter of staff stating that IP is taught in their institution say that it is provided during a class whereas over half of the students surveyed say this is the method of teaching in their HEI.

Regarding methods of teaching for postgraduates and undergraduates, some staff believe the approach should be different since the abilities and needs are different. They believe both levels should be taught separately in specific modules with tailored content for each level.

Other staff feel that content should be the same for both postgraduates and undergraduates, believing IP to be an important subject for all to learn and that it should be taught during registration/induction so that guidelines are set from the start of higher education or course.

The 31% of staff indicating that IP is taught at their institution (Fig. 33 above) mention a variety of methods of delivery (Fig. 38) i.e. as part of a specific module, during initial registration or in the course of a class.

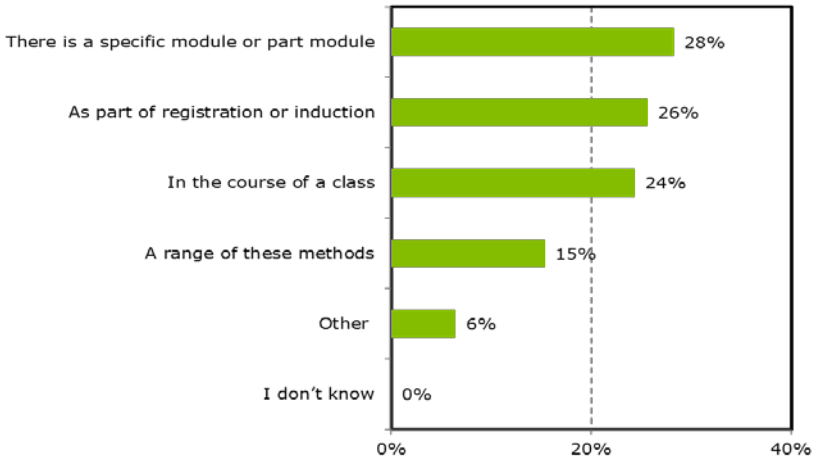


Figure 38: Method of teaching IP – staff responses[70]

Figure 39 indicates that students who have learnt about IP at university are most likely to have done so as part of a class. However, those studying A grouping subjects are more likely than those studying other subjects to say that it occurred as part of registration or induction. The perceptions of staff and students are at odds with each other, perhaps suggesting that what constitutes IP is uncertain for both groups.

[70] Fig. 38: Base: 78 respondents. Balance: Respondents who said IP is not taught at their institution
Q T-B8a. *"How is Intellectual Property taught at your institution?"*

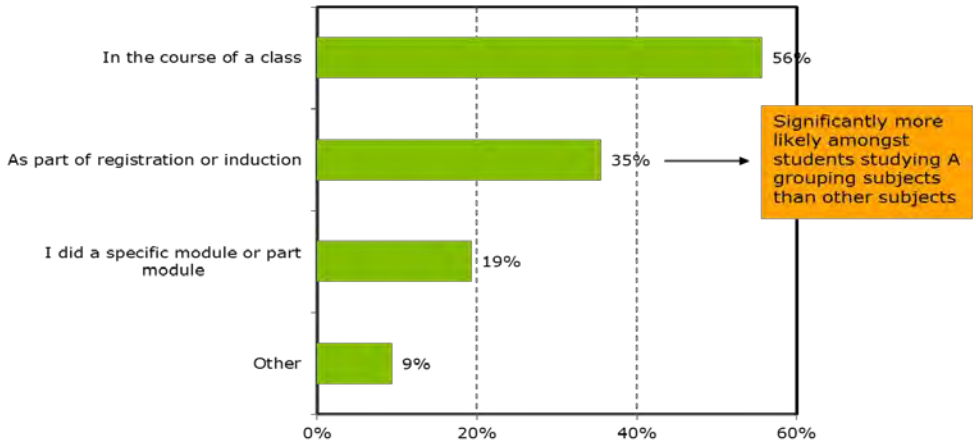


Fig. 39: Method of teaching IP – student responses[71]

Of those staff whose institution currently teaches IP, 44% indicate that the teaching is different for undergraduates and postgraduates. Of those who state that it's not currently taught at their institution, the majority believe that it should be taught differently across these two levels of study (Fig. 40).

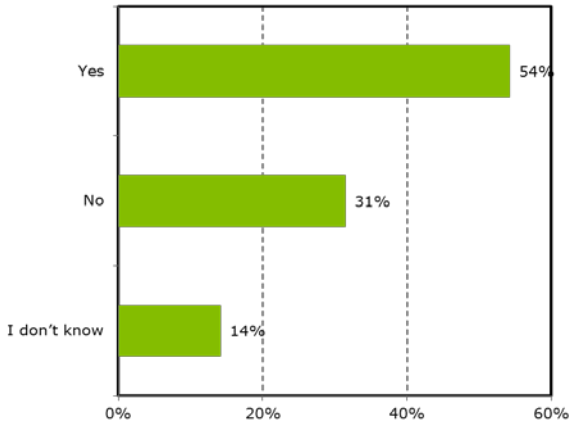


Fig. 40: Staff views on having different teaching of undergraduates and postgraduates[72]

The reasons given by those staff who believe that the teaching of IP should be different include the varying skills, abilities and needs of undergraduates and postgraduates (Fig. 41).

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[71] Fig. 39: Weighted base: 608 respondents. Balance: Respondents not told about IP as part of their HEI course – when answering Q S-C3 about where they learnt about IP – see Fig. 32 above
Q S-C4. *"And when did you receive this teaching as part of your university course?"*

[72] Fig. 40: Weighted base: 197 respondents. Balance: Respondents who said IP is not taught at their institution
Q T-B10. *"Do you think that the teaching should be different for undergraduates and postgraduates?"*

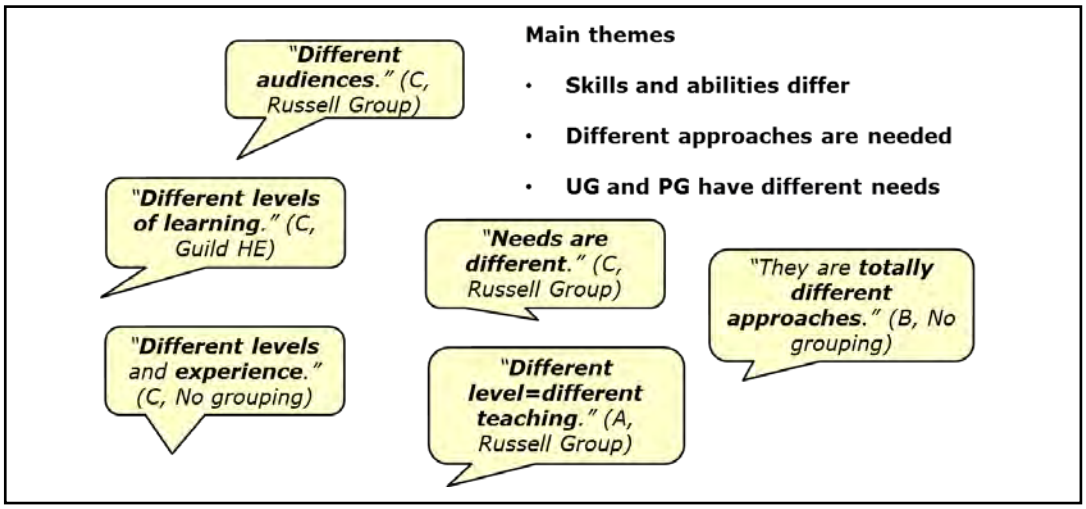


Fig. 41: Staff reasons for using different approach to IP teaching of undergraduates and postgraduates [73]

The method of teaching for both undergraduates and postgraduates most cited by staff was as a specific or part module. Although they stated that IP teaching should be different for postgraduates and undergraduates (Fig. 40 above) they indicated the actual methods should be the same (Figs. 42, 43 below), perhaps indicating more concern about differentiating teaching content.

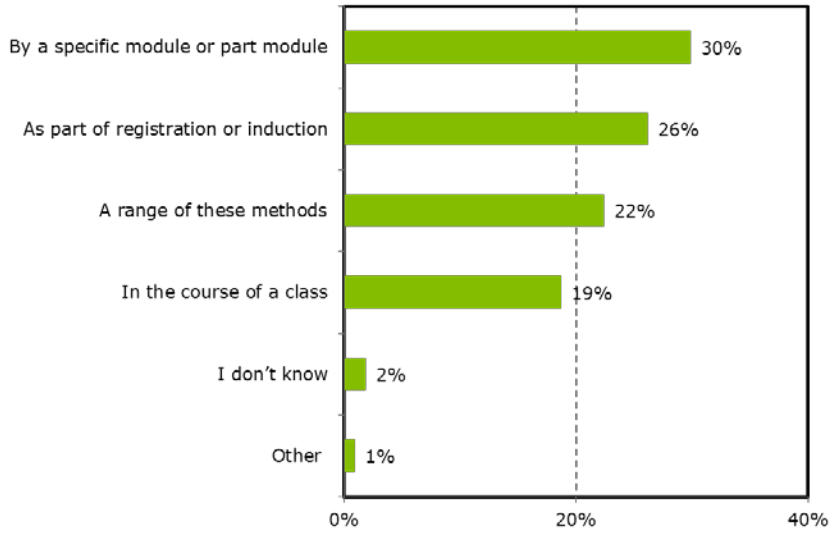


Fig. 42: Staff choices of methods of IP teaching for undergraduates [74]

[73] Fig. 41: Q T-B11. *"Why do you say that?"* after answering "YES" to Q T-B10; see Fig. 40

[74] Fig. 42: Base: 107 respondents. Balance: Respondents who don't think teaching should be different for undergraduates and postgraduates
Q T-B12. *"And how do you think it should be taught for undergraduates at your institution?"*

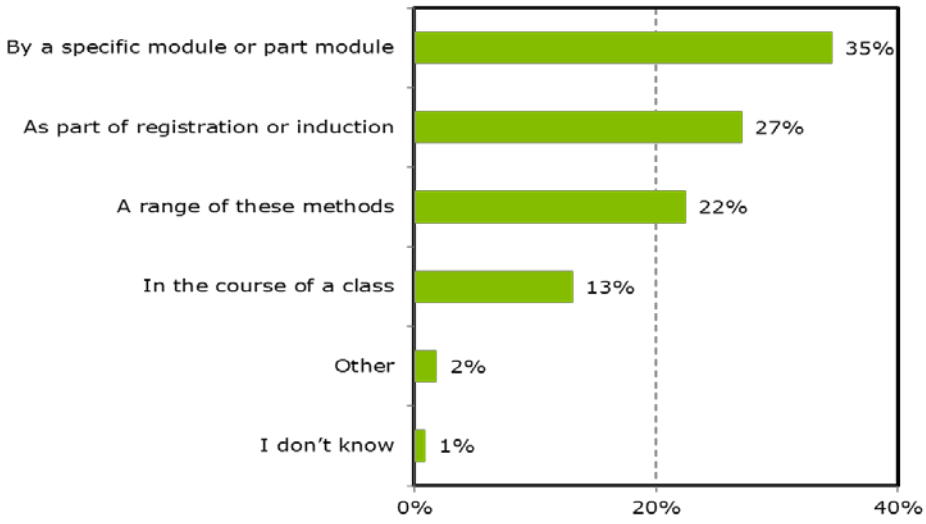


Fig. 43: Staff choices of methods of IP teaching for postgraduates[75]

Those staff who said that IP teaching should be provided in the same way to both undergraduates and postgraduates, pointed out the importance for everyone to learn and that all students will face the same kinds of issues and problems around IP (Fig. 44).

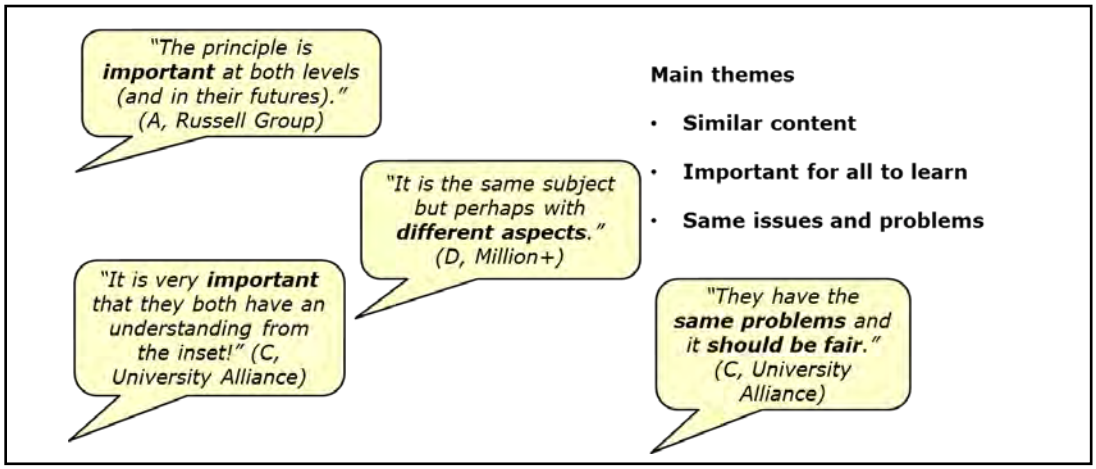


Fig. 44: Staff reasons for using the same approach to IP teaching for undergraduates and postgraduates[76]

The most common method of teaching given by these staff respondents was as part of registration or induction (Fig. 45).

[75] Fig. 43: Base: 107 respondents. Balance: Respondents who don't think teaching should be different for undergraduates and postgraduates
Q T-B13. "*And how do you think it should be taught for postgraduates at your institution?*"

[76] Fig. 44: Q T-B11. "*Why do you say that?*" after answering "NO" to Q T-B10; see Fig. 40

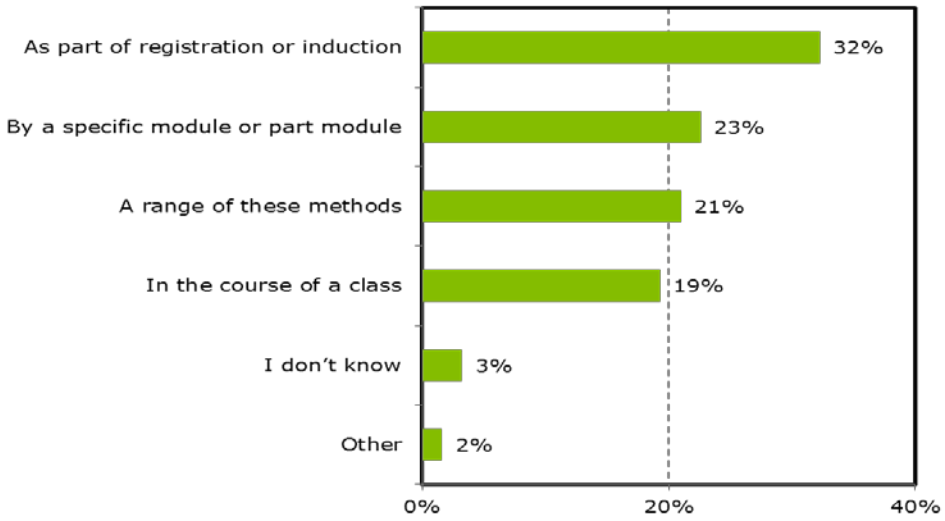


Fig. 45: Staff preferences for method of teaching IP for all students[77]

Staff gave a variety of reasons (Fig. 46) for the different preferences for teaching IP (Figs. 42-44). Registration or induction (Fig. 45) was preferred because it helps to set guidelines and awareness from the start of a student's time at university.

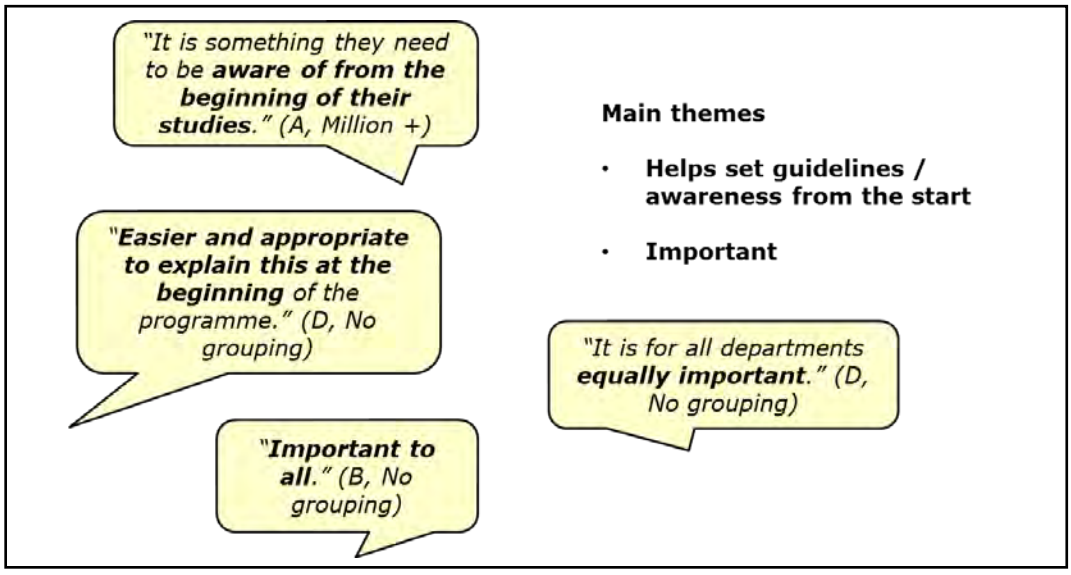


Fig. 46: Staff reasons for teaching IP at registration or induction[78]

Teaching through a specific module was preferred (Fig. 47) because "IP deserves to be taught in its own right".

[77] Fig. 45: Base: 62 respondents Balance: Respondents who think teaching should be different for undergraduates and postgraduates
Q T-B14. *"And how do you think it should be taught for all students at your institution?"*

[78] Fig. 46: Q T-B15. *"Why do you say that?"* – registration or induction

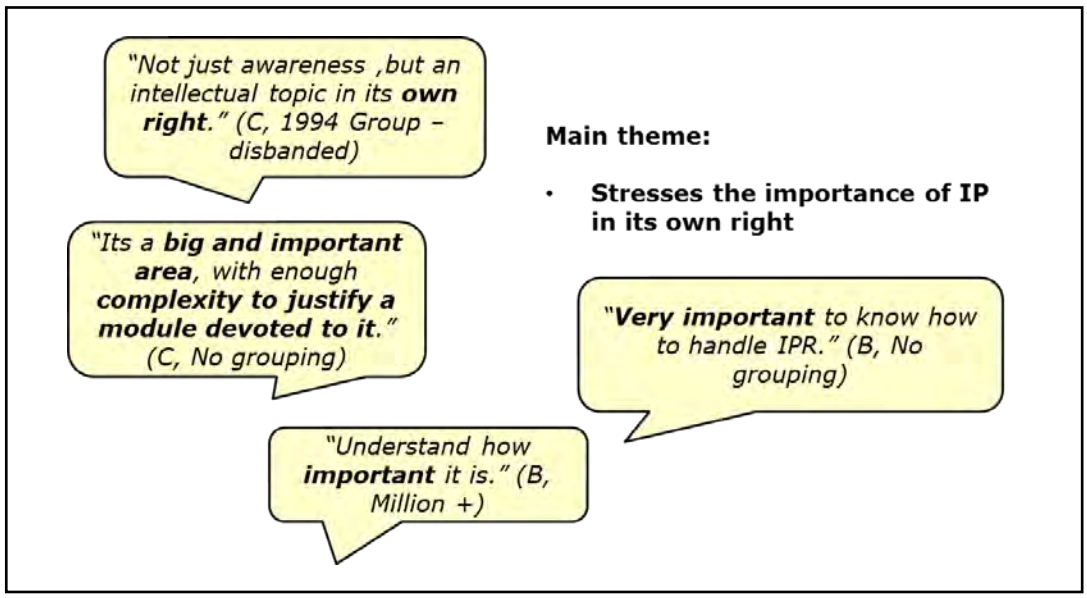


Fig. 47: Staff reasons for teaching IP in a specific module[79]

Use of a range of methods for teaching IP was preferred by some staff because there is a need for different approaches as no one method is appropriate for all students and repetition of a subject is good for learning.

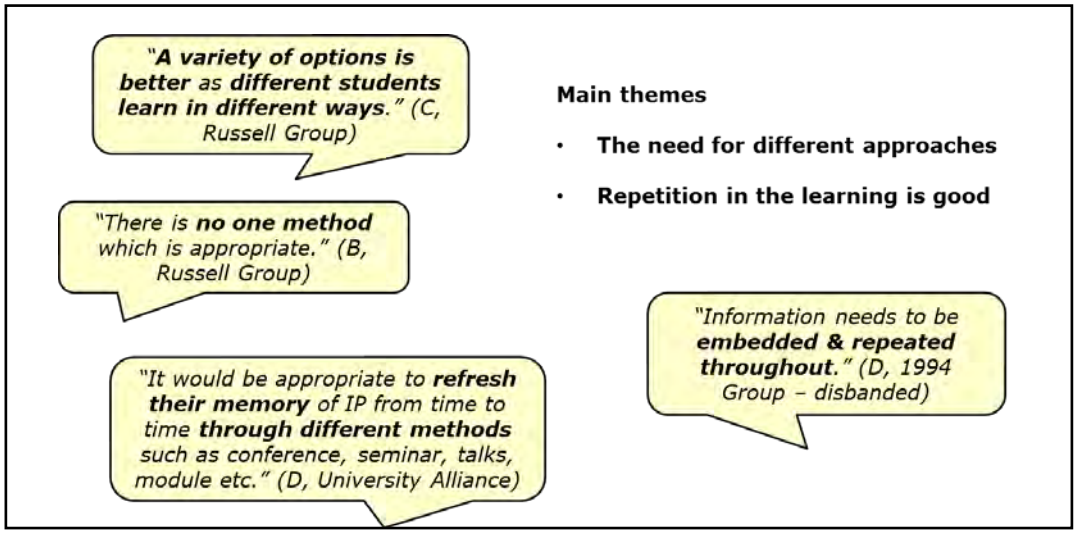


Fig. 48: Staff reasons for using a range of methods in IP teaching[80]

[79] Fig. 47: Q T-B15. *"Why do you say that?"* – separate Module

[80] Fig. 48: Q T-B15. "Why do you say that?" – range of methods

IP policy in practice

This section gives an insight into whether and in what ways students have used their knowledge of IP and IP policies whilst in higher education.

While a quarter of staff believe that students would know how to handle any IP issues arising during their projects, almost two thirds of students claim they haven't looked for any information, indicating that either they feel they know enough about IP policies, or that they don't believe IP is an issue for them. Although staff appear to be the first source of advice about IP policies for students seeking it, a third of the staff themselves lack confidence in providing that advice. Despite this, the small numbers of students who have sought advice from staff were satisfied with the information they received.

Of those who have had (or will have) a work placement as part of their course, the majority did not receive (or didn't expect to receive) any information concerning IP issues which could arise. However, those who did, and who discussed their institution IP policy, were generally satisfied with the process.

1 Seeking advice on IP whilst at university

A quarter of staff (24%) believes that their students would know how any IP issues arising in their institution would be handled. However, 60% of students claim that they have never looked or asked for information about IP or its protection, suggesting that either they feel they know enough, or that they don't believe it to be an issue for them. For those who would look, the internet is claimed to be the most common source, as indicated in figure 49 below. Positively, 80% of those who have looked on the internet for information found the information they needed.

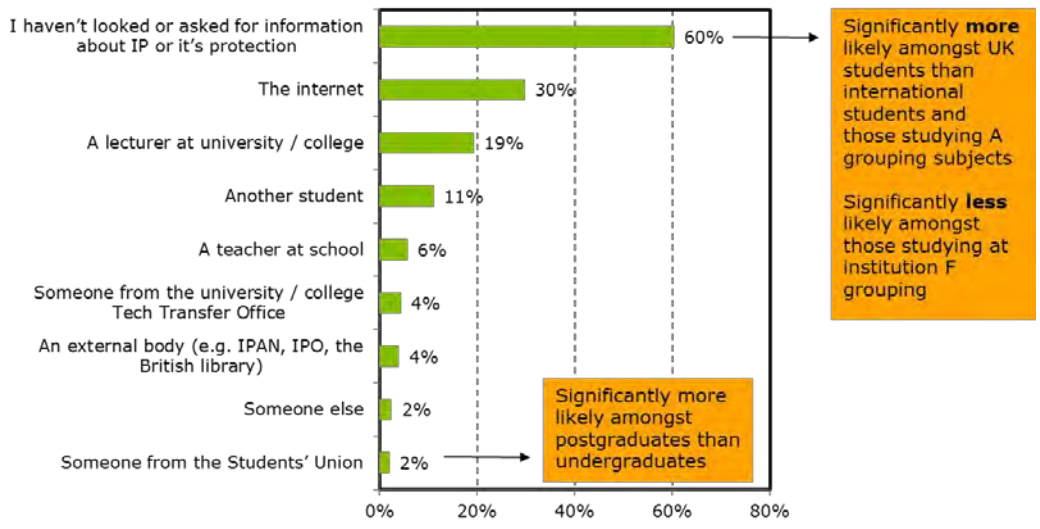


Fig.49: Student sources of information about IP[81]

[81] Fig. 49: Weighted base: 2805 respondents
Q S-C7. "*Which of the following have you used or asked for information about IP or its protection?*"

Although the internet is the most commonly used source for those who have sought information about IP, Figure 9 above indicates that students would seek advice from their institution when faced with certain scenarios around commercially viable ideas. There is a need to ensure that the institution can answer student questions satisfactorily, and also that students know they can seek this advice from someone in their institution that they can easily identify.

Indeed, of those who sought advice from a lecturer, the vast majority say that they received the support or information they were looking for (Fig. 50).

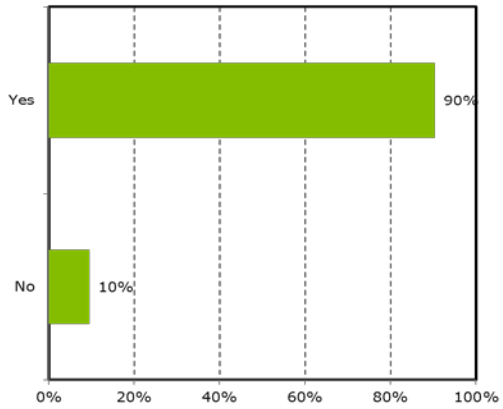


Fig. 50: Student satisfaction with IP information from a lecturer[82]

However, the levels of staff confidence in giving IP advice were relatively low, with almost a third indicating a lack of confidence in this area (Fig. 51). This lack of confidence should be addressed because the survey indicates that many students would expect and choose to go to their teaching staff for authoritative IP advice.

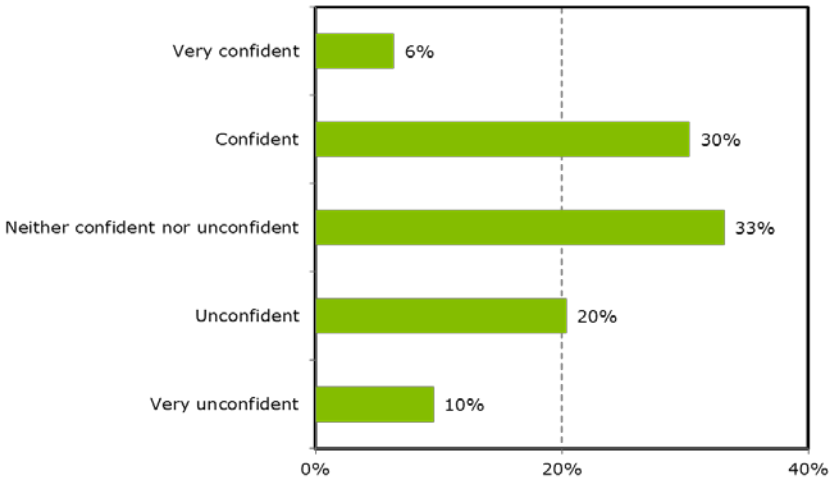


Figure 51: Staff confidence in giving IP advice[83]

[82] Fig. 50: Weighted base: 543 respondents. Balance: Respondents who have not heard about IP information from a lecturer at university / college
Q S-C9. *"Was your lecturer able to give you the information you needed?"*
[83] Fig. 51 Weighted base: 250 respondents
Q T-C6. *"How confident would you feel in giving Intellectual Property advice if a student asked you for it?"*

2 Work placements and project work

Over half of the students sampled are offered work placement opportunities as part of their course (54%), particularly those studying at institutions grouped as D or E and studying subjects grouped as A (Fig. 52).

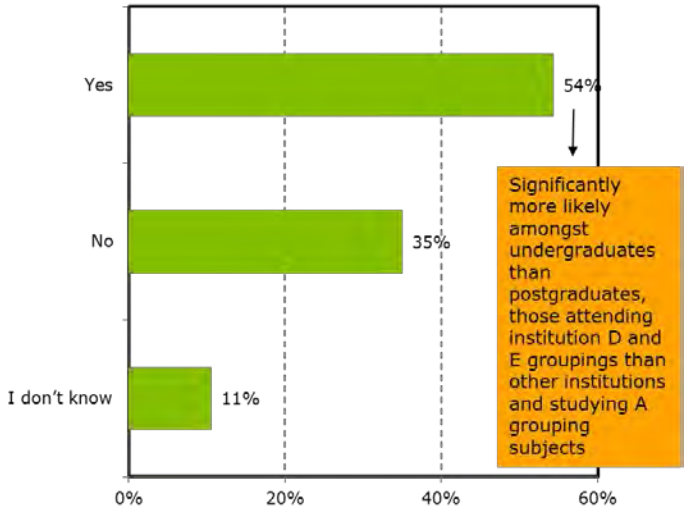


Fig. 52: Students offered work placement opportunity[84]

Approximately two thirds (64%) take up the offer of a work placement (Fig 53).

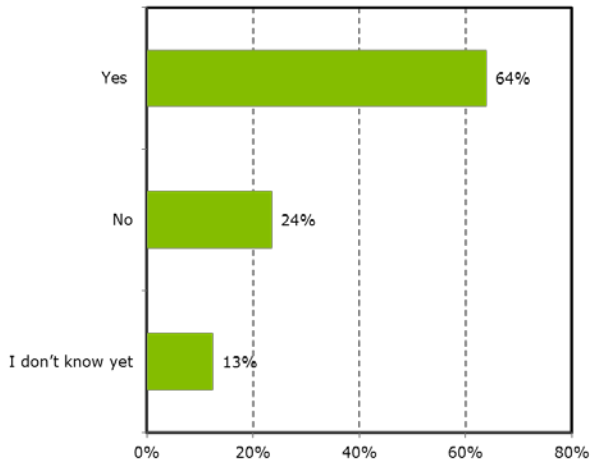


Fig. 53: Student take-up of work placement opportunity[85]

[84] Fig. 52: Weighted base: 2801 respondents. Balance: No response
Q S-E1. *"Does your current course offer any kind of work placement opportunity?"*

[85] Fig. 53: Weighted base: 1517 respondents. Balance: Respondents whose current course does not offer a work placement opportunity
Q S-E2: *"Have you taken up, or do you intend to take up, the work placement opportunity that has been offered?"*

Figure 54 shows that three quarters of those taking up a work placement received no information regarding IP, with half not expecting to, leaving them unprepared for any IP issue arising.

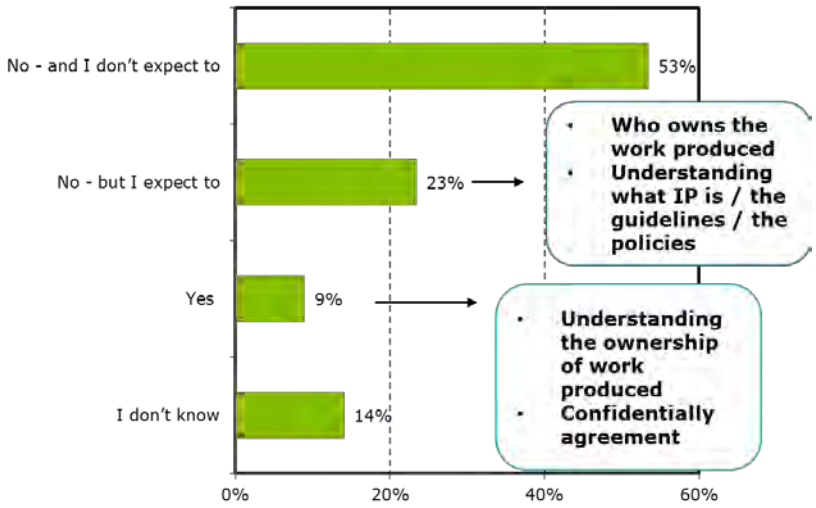


Fig. 54: Student receipt of information about IP on work placement[86]

One in 10 students has been involved in a project which produced novel results of commercial potential involving IP rights (Fig. 55).

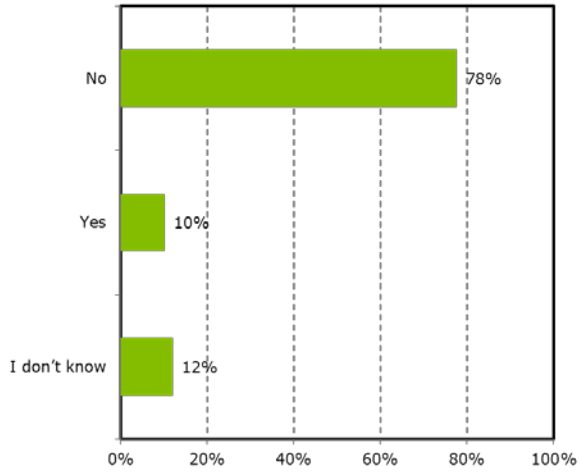


Fig. 55: Students involved in projects producing novel results of commercial potential with IP rights[87]

[86] Fig. 54: Weighted base: 968 respondents. Balance: Respondents who have not taken up or do not intend to take up the work placement opportunity
Q S-E3. *"Have you received any information regarding intellectual property while you're working on this placement?"*

[87] Fig. 55: Weighted base: 2797 respondents. Balance: No response
Q S-E5. *"Have you ever been involved in a project which produced novel results of commercial potential with IP rights such as copyright, designs, patents etc.?"*

But a further 17% of students expect to be involved in this kind of project before the end of their course (Fig. 56).

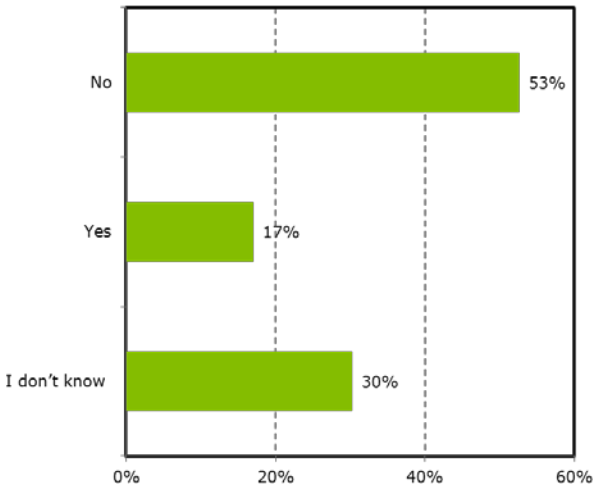


Fig. 56: Students expecting involvement in projects of commercial potential with IP rights whilst at their HEI[88]

However, only 37% of students undertaking such projects (or those expecting to do so) were involved in discussions about protecting any IP which might arise (Fig. 57).

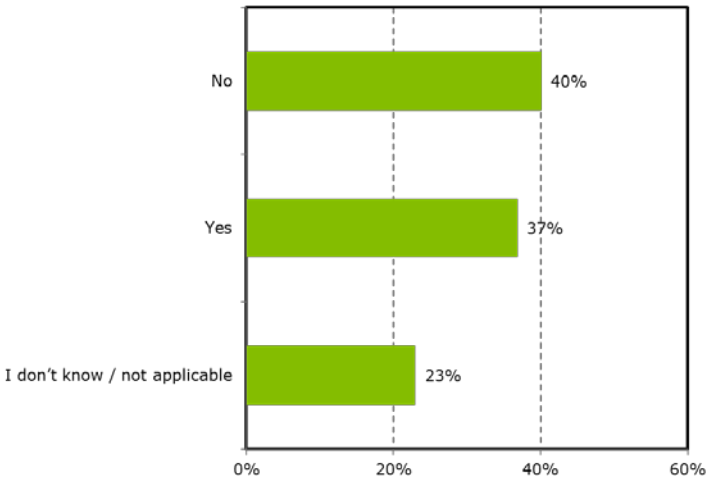


Fig. 57: Student involvement in discussion of IP protection in projects[89]

[88] Fig. 56: Weighted base: 2510 respondents. Balance: Those who have been involved in a project which produced novel results of commercial potential
Q S-E6. *"Do you expect to be involved in this kind of project before the end of your course?"*

[89] Fig. 57: Weighted base: 712 respondents. Balance: Respondents who do not expect to be involved in projects before the end of their course.
Q S-E8. "Were you involved in any discussions of protecting the IP from any of the projects, or do you expect to be?"

Of those students who were involved in discussions, almost two thirds indicated that their university IP policy was mentioned (Fig. 58). Of these, a third claimed their HEI IP policy was followed (36%), with three quarters of these respondents claiming satisfaction with the process (76%).

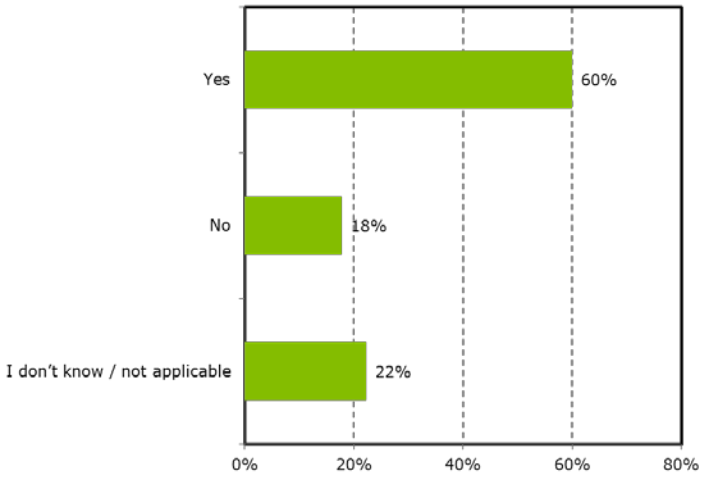


Figure 58: Were students informed about HEI IP policy?[90]

[90] Fig 58: Weighted base: 262 respondents. Balance: Those who are not involved in discussion of protecting the IP of projects
Q S-E9. *"Was the University's IP Policy mentioned, or would you expect it to be?"*

List of Figures in Research Findings

List of Figures in Research Findings

List of Figures in Research Findings

Note: *Student survey questions are identified with the prefix **S** and staff survey questions with the prefix **T**.*

Conclusions and areas for development

This quantitative survey involving some 2,800 students and 250 academic/tutorial staff, drawn from 152 UK based Higher Education Institutions (HEIs), provides insight into attitudes to, and awareness of, IP and IP policy at UK HEIs. The following conclusions and areas for development can be drawn from the research findings.

1 Importance of student IP education

It is clear from their responses that IP and HEI IP policy have consequences throughout a student's academic life. Students recognise the importance of being creative and innovative whilst in higher education and the impact of IP on their course and project work. Almost half of students believe knowledge of IP is important during their higher education, although a significant number of responses indicated that it was only through completing the survey questionnaire that they came to appreciate the significance of IP.

IP clearly has impact beyond students' time in higher education. But it was only when asked to consider various scenarios that both students and staff appeared to realise the importance of IP knowledge for their future careers (58% of students and 62% of staff).

Areas for development:

- **Student IP Learning** – provide adequate and explicit opportunities for students to learn about broad aspects of IP – should apply in general to all students although some subject disciplines may require more focused learning on specific IP such as design protection and patents.
- **Institution IP policies** – raise student awareness of their existence and relevance.
- **Learning and teaching resources** - convey the importance and breadth of IP at induction and in specific modules throughout the year.

2 Informing students about IP Policies and rights in their work

Despite stating the importance of IP and its impact on life at university and beyond, two thirds of students and a third of staff indicate no awareness of their institution's IP Policy. The majority of students do not know who owns any intellectual property rights in work they produce while they are in higher education. Most staff do claim to know, but largely assume that the HEI owns the rights alone or jointly with the student. This means that students seeking

advice from staff may receive inaccurate advice about the policy regarding ownership of IP rights in their own creative work.

Eighty percent of students state that HEIs should provide some form of protection against compromise of any IP rights relating to student work displayed to the public, for example at graduate exhibitions.

Students see academics and tutors as a key source of information and advice regarding IP and IP policy. Some 27% of students said they would seek help from their lecturer with regards to a new discovery with commercial application. However, while 44% of staff respondents believe that students should ask their lecturer for advice about this kind of issue, only a third indicate confidence in their own or their colleagues' ability to deal with student IP issues.

Areas for development:

- **Institution IP policies** – should be written in plain English and regularly reviewed for correct legal effect
- **IP policy wording** – should be improved, particularly regarding ownership of IP rights arising in student work.
- **Staff IP knowledge and confidence** – improve staff ability to advise and enable students to understand how Institution IP policy may impact them.
- **Public exhibition of student work** – develop good practice guidelines that ensure necessary confidentiality and control so that IP rights are not compromised.

3 Inconsistent experience and expectation of IP Learning and Teaching

Only a third of students claim to have heard IP referred to during their time in education. This small proportion could be because students are unsure of what the term IP means. International students are more likely than UK students to have heard about IP during their earlier education and are more likely to expect to learn about it, or have it referred to, during their time in higher education.

A student's experience of IP learning may be determined by the discipline studied, and the size and specialist nature of the institution. Respondents studying at specialist institutions and those undertaking creative subjects are more likely to see the importance of IP knowledge and teaching. IP education should be provided for all students undertaking work experience, despite their not understanding its importance.

Seventy-six percent of staff believe that IP should be taught at their HEI, with 58% regarding teaching students as important (and unimportant by 14%) for their future careers. But only just over a third of staff claim that IP is actually taught in their institution.

Staff differ in their opinions about preferred methods of teaching IP. Some believe that it should be quite general, with the same content for both

postgraduates and undergraduates being included as part of initial registration or induction, providing all students with the same level of understanding and knowledge. Others believe that IP should be taught as a discrete module with content tailored to the different skills and abilities of undergraduates and postgraduates and the demands of different disciplines.

A provision for IP education should be included in HEI IP policies, which in turn should be comprehensible and available to both students and staff.

Areas for development:

- **IP learning and teaching:**
  - opportunities should be provided across all HEI disciplines.
  - the best methods should be identified from UK and international HEIs and applied for UK undergraduates and postgraduates.
  - a consistent approach should be provided across institutions and subject disciplines.
- **IP rights learning** – should feature in Quality Assurance Agency subject benchmark statements.
- **IP learning** – should be provided for staff and for students preparing for student work experience.
- **HEI IP policies:**
  - should be available in comprehensible form to staff and students.
  - should include specific reference to IP education of staff and students.

Postscript

Clear messages come through from the responses in this research from around 2800 students in 150 UK HEIs. These merit attention from Higher Education policy makers and HEI managements alike.

Students:

- Want to know more about IP once they know what it is;
- Recognise the importance of IP in their future careers;
- Expect HEI staff to be able to advise and inform them about IP; and
- Are largely unaware of the IP policy in their HEI.

HEI IP policies:

- Need to be more accessible and easier to understand; and
- Should include specific provision for IP learning.

The survey findings suggest that there would be benefit from further research to map the extent and scope of:

- IP teaching in UK Business Schools; and
- IP teaching in education programmes fostering enterprise and innovation;

and to establish employer expectations of IP awareness and understanding in graduate applicants.

The IPAN Education Group welcomes enquiries of interest in developing the research further.

Please contact <ipan@ipaware.net> tel. +44 207 440 9360

Appendices

Appendix 1

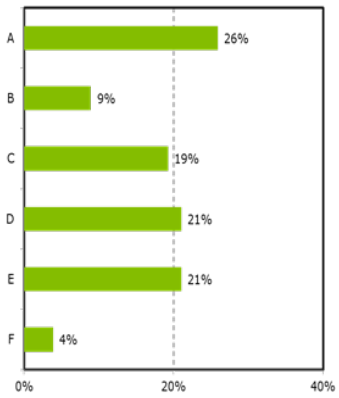
Reporting Parameters

Institution groupings

Transparent Approach to Costing (TRAC) Peer Groups are now used to categorise HEIs by the financial costing of their core activities (teaching, research and other). The 2014-2015 TRAC Peer Groups are set out in Appendix 2[91]. Individual HEIs are not identified in this report.

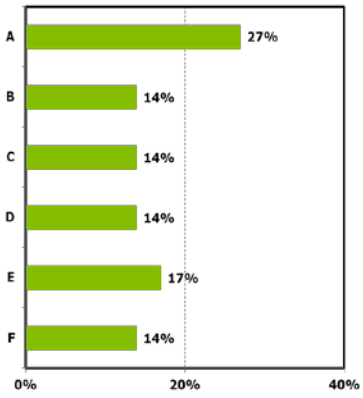
TRAC Peer Groups A-C represent institutions by research income, with Group **A** representing the most research-intensive institutions. **Peer Groups D and E** categorise by total income for institutions with low research intensity and broadly represent the more teaching-focussed, "post-92" institutions. **Peer Group F** represents small and specialist arts institutions. The breakdown of the HEIs surveyed in this research is:

Student HEI Groupings



Weighted Base: 2805 respondents

Staff HEI Grouping



Base: 250 respondents

Subject groupings

The subject courses followed by survey respondents were also grouped together for analysis purposes using the Units of Assessment[92] classification of research submissions under the Research Excellence Framework 2014. These 36 units of assessment (set out below) are used to assess the quality of academic research in UK Higher Education. Although they do not always align

[91] See Appendix 2

[92] Research Excellence Framework 2014 – see http://www.ref.ac.uk/panels/unitsofassessment/

completely with UK HEI courses, they provide a fair proxy for most disciplines studied and, as such, a further way of comparing the views of students and teaching staff on IP in their institution.

Units of Assessment – panel groups

Group A:

- Clinical Medicine
- Public Health, Health Services and Primary Care
- Allied Health Professions, Dentistry, Nursing and Pharmacy
- Psychology, Psychiatry and Neuroscience
- Biological Sciences
- Agriculture, Veterinary and Food Science

Group B:

- Earth Systems and Environmental Sciences
- Chemistry
- Physics
- Mathematical Sciences
- Computer Science and Informatics
- Aeronautical, Mechanical, Chemical and Manufacturing Engineering
- Electrical and Electronic Engineering, Metallurgy and Materials
- Civil and Construction Engineering
- General Engineering

Group C:

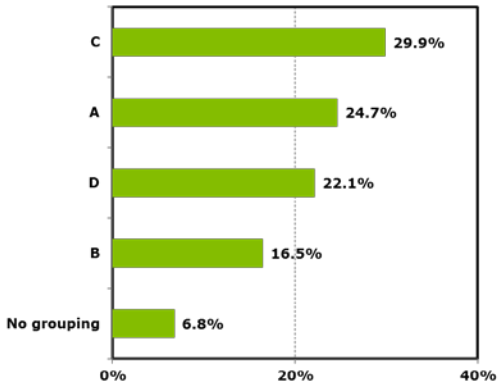
- Architecture, Built Environment and Planning Geography, Environmental Studies and Archaeology
- Economics and Econometrics
- Business and Management Studies
- Law
- Politics and International Studies
- Social Work and Social Policy
- Sociology
- Anthropology and Development Studies
- Education
- Sport and Exercise Sciences, Leisure and Tourism

Group D:

- Area Studies Modern Languages and Linguistics
- English Language and Literature
- History
- Classics
- Philosophy
- Theology and Religious Studies
- Art and Design: History, Practice and Theory
- Music, Drama, Dance and Performing Arts

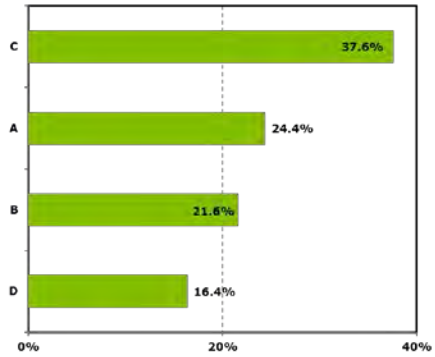
The subject grouping distribution of survey respondents is shown below:

Student subject groupings



Weighted Base: 2805 respondents

Staff subject groupings



Base: 250 respondents

Data reporting

Most of the data is reported in graphical form as Figures, a list of which is provided at the end of the Research Findings section. A representative selection of replies to free text questions is included in some of the Figures. Except for free text replies, the respondent base is given as a footnote for each Figure, together with the relevant Survey question. Student survey questions are identified with the prefix **S** and staff survey questions with the prefix **T.**

Appendix 2

Peer Groups for annual TRAC, TRAC fEC and TRAC(T)[93] benchmarking for 2014-15[94]

Criteria (references to income are to 2012-13 data)

Peer group A: Institutions with a medical school and research income* of 20% or more of total income
Peer group B: All other institutions with research income* of 15% or more of total income
Peer group C: Institutions with a research income* of between 5% and 15% of total income
Peer group D: Institutions with a research income* less than 5% of total income and total income greater than £150M
Peer group E: Institutions with a research income* less than 5% of total income less than or equal to £150M
Peer group F: Specialist music/arts teaching institutions

Peer Group A

10006840 The University of Birmingham
10007786 University of Bristol
10007788 University of Cambridge
10007792 University of Exeter
10003270 Imperial College London
10003324 The Institute of Cancer Research
10003645 King's College London
10007768 The University of Lancaster
10007795 The University of Leeds
10007796 The University of Leicester
10006842 The University of Liverpool
10003958 Liverpool School of Tropical Medicine
10007784 University College London
10007771 London School of Hygiene and Tropical Medicine
10007798 The University of Manchester
10007799 University of Newcastle Upon Tyne
10007154 The University of Nottingham
10007774 University of Oxford
10007775 Queen Mary University of London
10007157 The University of Sheffield
10007158 The University of Southampton
10007782 St. George's, University of London

[93] HEIs in Wales do not complete a TRAC(T) return and are therefore are not included in TRAC(T) benchmarking.
[94] http://www.hefce.ac.uk/media/HEFCE,2014/Content/Funding,and,finance/Financial,sustainability/TRAC,Guidance/Annex_4.1b.pdf

10007806 University of Sussex
10007163 The University of Warwick
10007167 The University of York
10007783 University of Aberdeen
10007852 University of Dundee
10007790 University of Edinburgh
10007794 University of Glasgow
10007803 University of St Andrews
10007814 Cardiff University
10007855 Swansea University
10005343 Queen's University of Belfast

Total number of institutions in peer group A = 33

Peer Group B

10007759 Aston University
10007850 The University of Bath
10007760 Birkbeck College
10000961 Brunel University London
10007822 Cranfield University
10007143 University of Durham
10007789 The University of East Anglia
10007791 The University of Essex
10007766 Institute of Education, University of London
10007767 The University of Keele
10007150 The University of Kent
10004063 The London School of Economics and Political Science
10004113 Loughborough University
10007802 The University of Reading
10005553 Royal Holloway, University of London
10007779 The Royal Veterinary College
10007160 The University of Surrey
10007764 Heriot-Watt University
10005700 SRUC
10007804 University of Stirling
10007805 University of Strathclyde
10007856 Aberystwyth University
10007857 Bangor University
10007807 University of Ulster

Total number of institutions in peer group B = 24

Peer Group C

10007785 The University of Bradford
10000886 University of Brighton
10001478 The City University
10001883 De Montfort University
10002718 Goldsmiths' College

10007146 University of Greenwich
10007147 University of Hertfordshire
10007148 The University of Huddersfield
10007149 The University of Hull
10007151 University of Lincoln
10003957 Liverpool John Moores University
10007773 The Open University
10007780 The School of Oriental and African Studies
10007801 University of Plymouth
10007155 University of Portsmouth
10007156 The University of Salford
10007164 University of the West of England, Bristol
10007165 The University of Westminster
10007849 University of Abertay Dundee
10007772 Edinburgh Napier University
10007762 Glasgow Caledonian University
10005337 Queen Margaret University, Edinburgh
10005500 The Robert Gordon University

Total number of institutions in peer group C = 23

Peer Group D
10000291 Anglia Ruskin University
10007140 Birmingham City University
10007141 University of Central Lancashire
10001726 Coventry University
10007144 University of East London
10003678 Kingston University
10003861 Leeds Beckett University
10004180 Manchester Metropolitan University
10004351 Middlesex University
10001282 University of Northumbria at Newcastle
10004797 Nottingham Trent University
10004930 Oxford Brookes University
10005790 Sheffield Hallam University
10007166 The University of Wolverhampton
10007793 University of South Wales

Total number of institutions in peer group D = 15

Peer Group E
10000571 Bath Spa University
10007152 University of Bedfordshire
10000712 University College Birmingham
10007811 Bishop Grosseteste University
10006841 The University of Bolton
10000824 Bournemouth University
10000975 Buckinghamshire New University

10001143 Canterbury Christ Church University
10007848 University of Chester
10007137 The University of Chichester
10007842 University of Cumbria
10007851 University of Derby
10007823 Edge Hill University
10007145 University of Gloucestershire
10040812 Harper Adams University
10003863 Leeds Trinity University
10003956 Liverpool Hope University
10007797 University of London
10007769 London Business School
10004048 London Metropolitan University
10004078 London South Bank University
10007832 Newman University
10007138 The University of Northampton
10007776 Roehampton University
10005545 The Royal Agricultural University
10006022 Southampton Solent University
10037449 University of St Mark & St John
10007843 St Mary's University, Twickenham
10006299 Staffordshire University
10007159 University of Sunderland
10007161 Teesside University
10006566 The University of West London
10003614 University of Winchester
10007139 University of Worcester
10007657 Writtle College
10007713 York St John University
10007114 University of the Highlands and Islands
10007800 University of the West of Scotland
10007854 Cardiff Metropolitan University
10007833 Glyndwr University
10008574 University of Wales
10007858 University of Wales Trinity Saint David

Total number of institutions in peer group E = 42

Peer Group F

10000385 The Arts University Bournemouth
10007162 University of the Arts, London
10001653 The Conservatoire for Dance and Drama
10007761 Courtauld Institute of Art
10006427 University for the Creative Arts
10008640 Falmouth University
10007825 Guildhall School of Music & Drama
10007765 Heythrop College
10003854 Leeds College of Art

10003945 The Liverpool Institute for Performing Arts
10004511 The National Film and Television School
10004775 Norwich University of the Arts
10005127 Plymouth College of Art
10005389 Ravensbourne
10005523 Rose Bruford College of Theatre and Performance Ltd.
10007835 The Royal Academy of Music
10007816 The Royal Central School of Speech
10007777 The Royal College of Art
10007778 The Royal College of Music
10007837 Royal Northern College of Music
10008017 Trinity Laban Conservatoire of Music and Dance Ltd
10002681 Glasgow School of Art.
10005561 Royal Conservatoire of Scotland

Total number of institutions in peer group F = 23

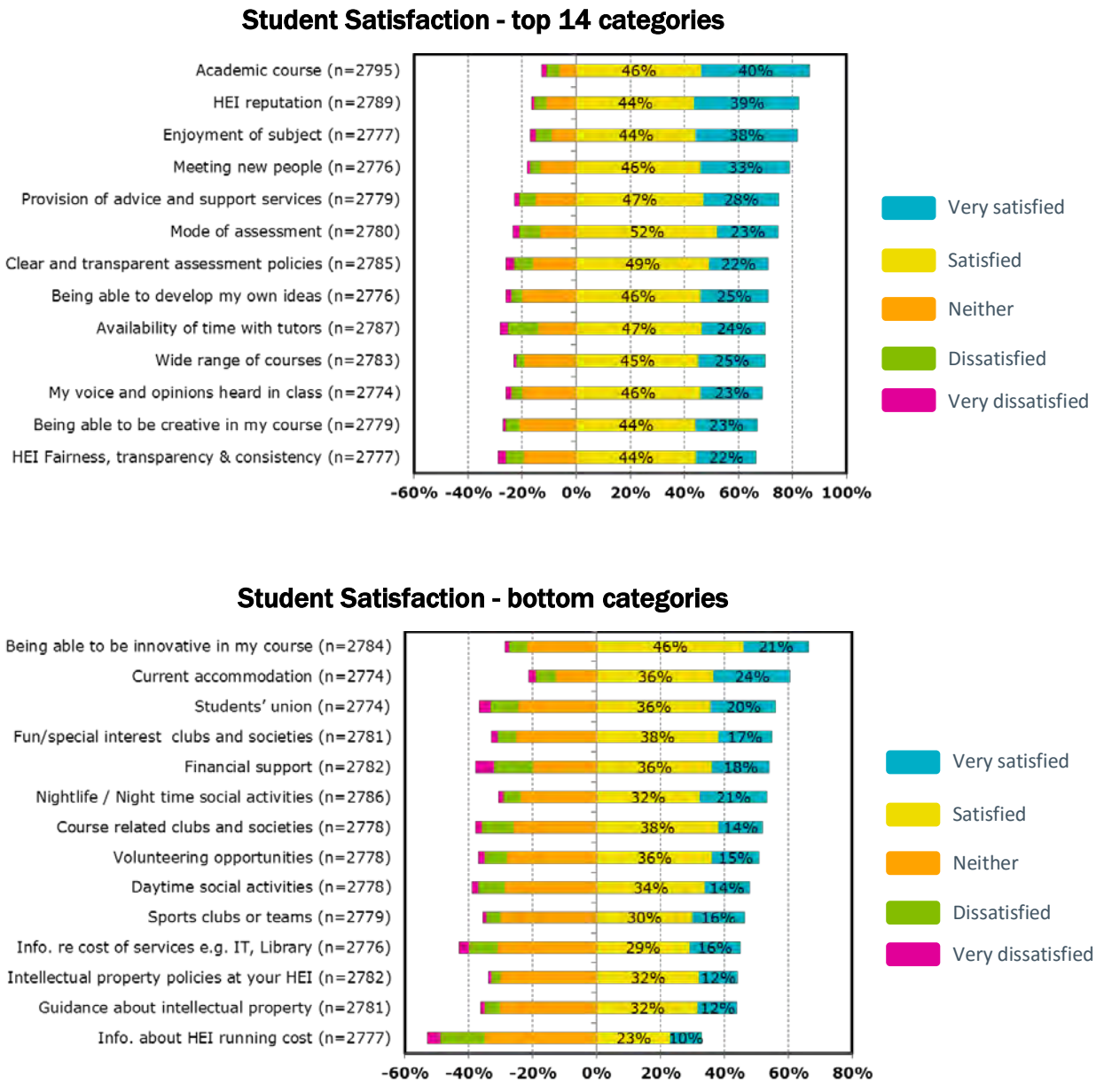
Total number of institutions	
UK	**160**

*Research income is defined as the funding council recurrent research grant plus the total research grants and contracts returned in the HESA Finance Statistics Return (FSR).

Appendix 3

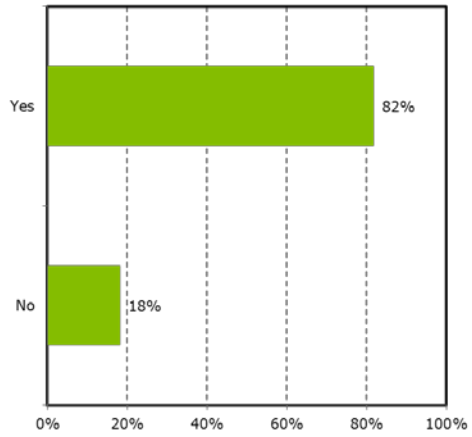
Further survey responses

Figure A1: Student satisfaction with course, university reputation and ability to be creative



Base: (in brackets). Balance: No response
Q S-B3. and B4. *"How satisfied are you, if at all, with the following, at university?"*

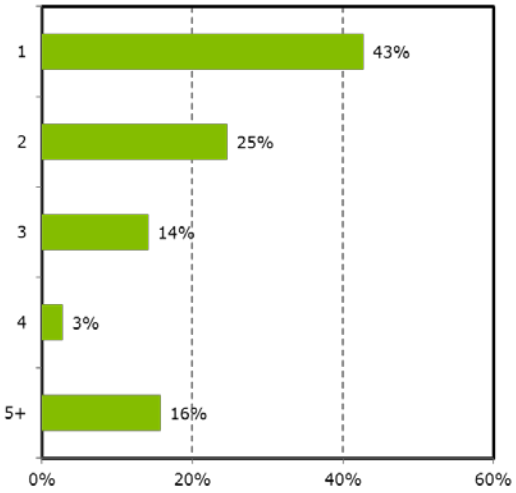
Figure A2: Student success in accessing Internet information



Weighted base: 835 respondents. Balance: Respondents who have not used the internet for information about IP

Q S-C8. *"Were you able to find the information you needed on the internet?"*

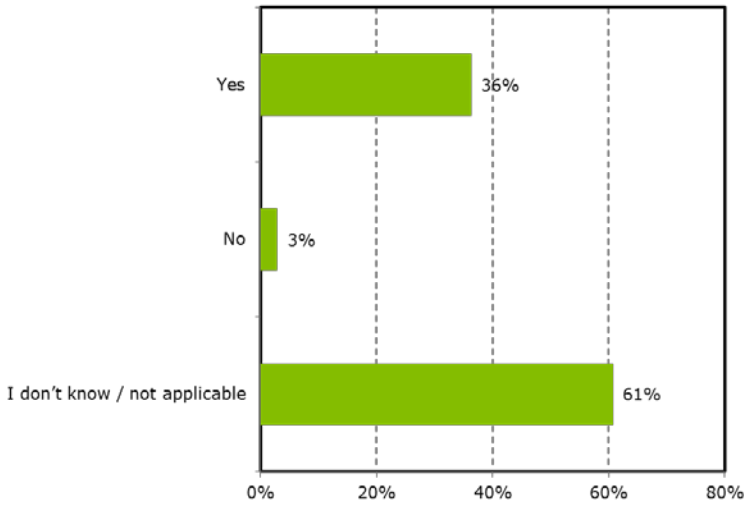
Figure A3: Student expectations of number of projects with IP rights



Weighted base: 713 respondents. Balance: Respondents who do not expect to involved in projects before the end of their course.

Q S-E7. *"Approximately how many projects with this commercial potential have you, or do you expect to be, been involved in?"*

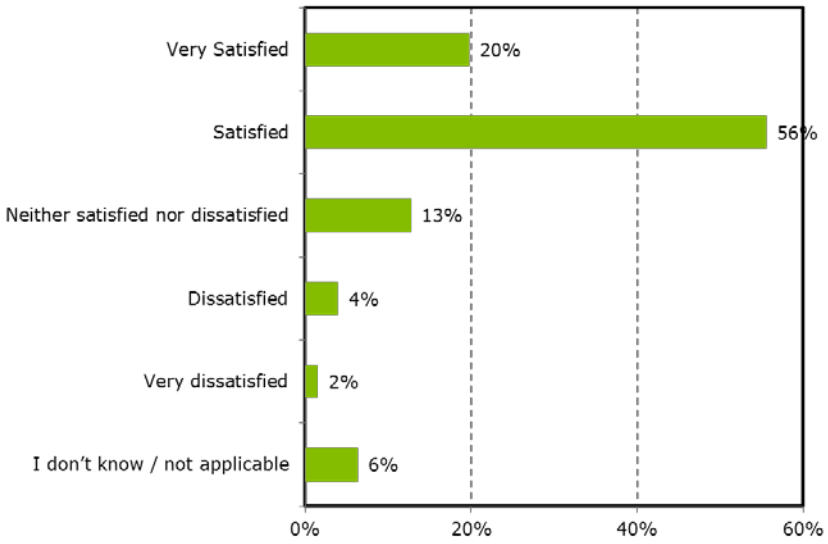
Figure A4: Student experience of IP policy being followed at HEI



Weighted base: 155 respondents. Balance: Those who are not involved in discussion of protecting the IP of projects

Q S-E10. *"Was the University's IP Policy followed for ownership of IP rights?"*

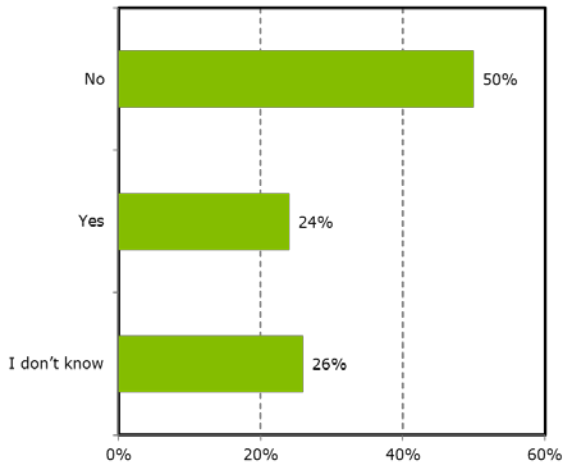
Figure A5: Student satisfaction with application of HEI IP Policy



Weighted base: 56 respondents. Balance: Respondents that did not follow the university's IP policy regarding the ownership of IP rights

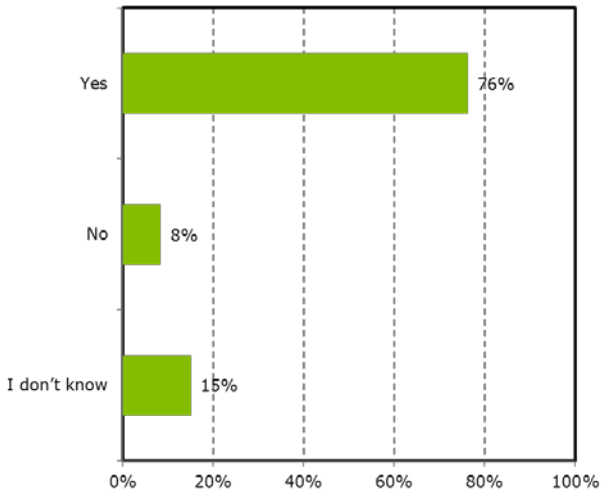
Q S-E11. "*How satisfied were you, if at all, with the process by which the University's IP Policy was applied?"*

Figure A6: Staff experience of student awareness of handling IP rights



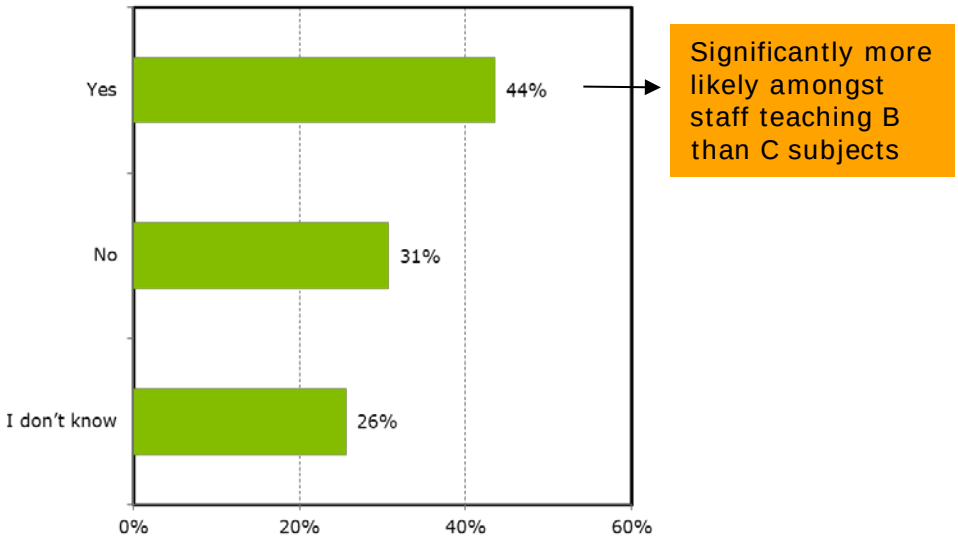
Weighted base: 250 respondents
Q T-B6. *"In your experience, do students at your institution understand how any Intellectual Property rights arising from their study are handled?"*

Figure A7: Should IP be taught in your HEI – staff views



Weighted base: 250 respondents
Q T-B8b. *"Do you think it[IP] should be taught at your institution?"*

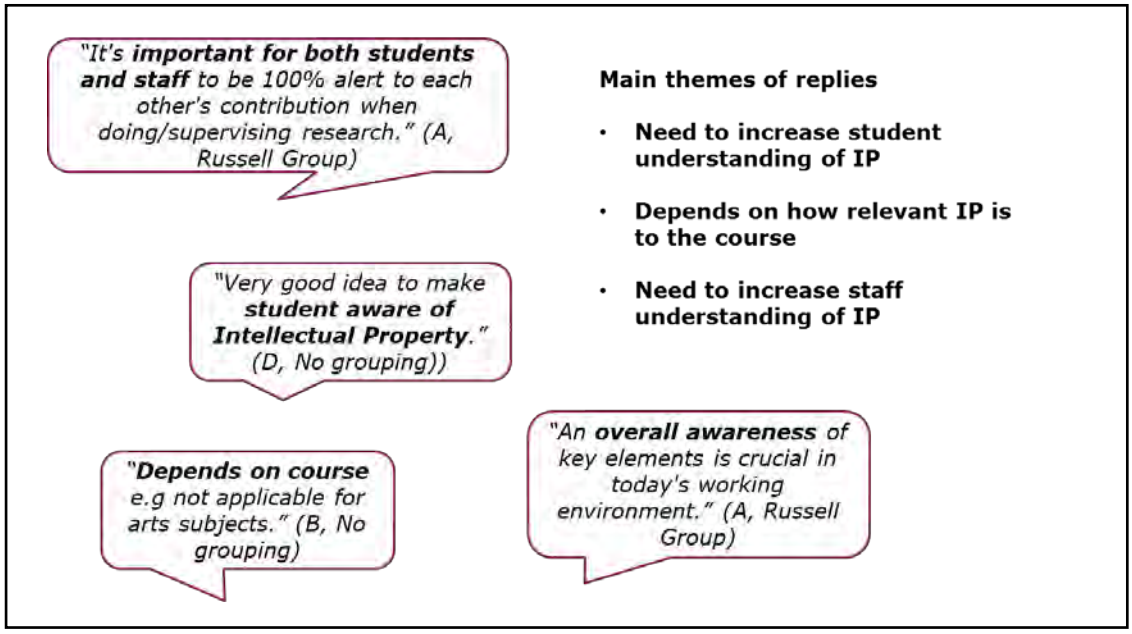
Figure A8: Are undergraduates and postgraduates taught differently at your HEI? – staff views



Base: 78 respondents. Balance: Respondents who said IP is not taught at their institution

Q T-B9. *"Is the teaching of IP different for undergraduates and postgraduates at your institution?"*

Figure A9: Summary of final thoughts from staff about IP teaching



Q T-C9. And finally, if you'd like to add anything that may help our research into Intellectual Property in Further and Higher Education institutions, please do so in the box below

Appendix 4

Statements in Survey Questionnaires[95] about "What is IP?"

STUDENT QUESTIONNAIRE - KNOWLEDGE OF IP POLICY

SECTION C subheading:

"We'd now like to find out what you know about Intellectual Property.

When we exercise our brain-power, our own thinking and ideas can produce valuable outputs called "intellectual property" – original drawings, pictures, writings, designs, music, new ways of doing things, new or improved machines and other useful articles etc.

Most of this intellectual property (IP) can be protected from copying or imitation by legal rights – IP rights – such as copyright, design rights, trade marks, patents etc. Our own ideas and concepts themselves can't be protected; only when they are converted to some tangible output.

During your time at university or college and when you move into the world of work, at some time you may be involved in working with other people's IP or producing IP, whether on your own or with others. This applies whatever your field of study. So it's really important for everyone to be aware of the possibility and understand how IP is best dealt with."

STAFF QUESTIONNAIRE - SURVEY INTRODUCTION HEADING

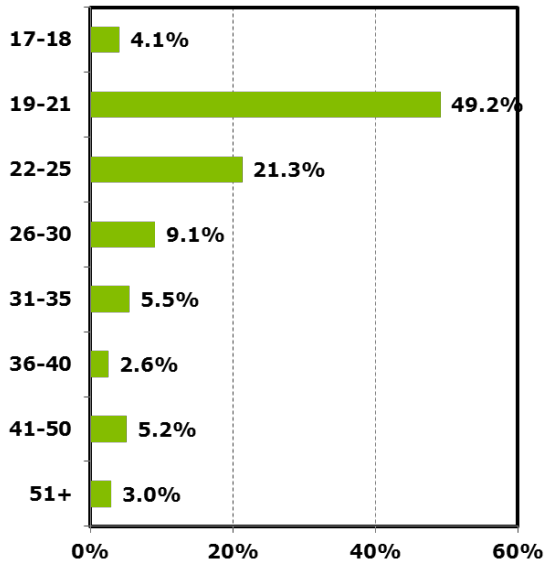
"Intellectual property (IP) is the general term for the "property" generated or associated with some form of human mental or intellectual activity. It includes inventions, designs, literary and artistic works, technical drawings, specialist know-how, business good-will etc. IP is usually encountered in the legal arrangements provided to protect it - IP rights - such as patents for inventions, trademarks for products and services, copyright for original literary and artistic works, registered designs for the shape or appearance of product etc."

[95] See student survey in Appendix 6 and staff survey in Appendix 7

Appendix 5

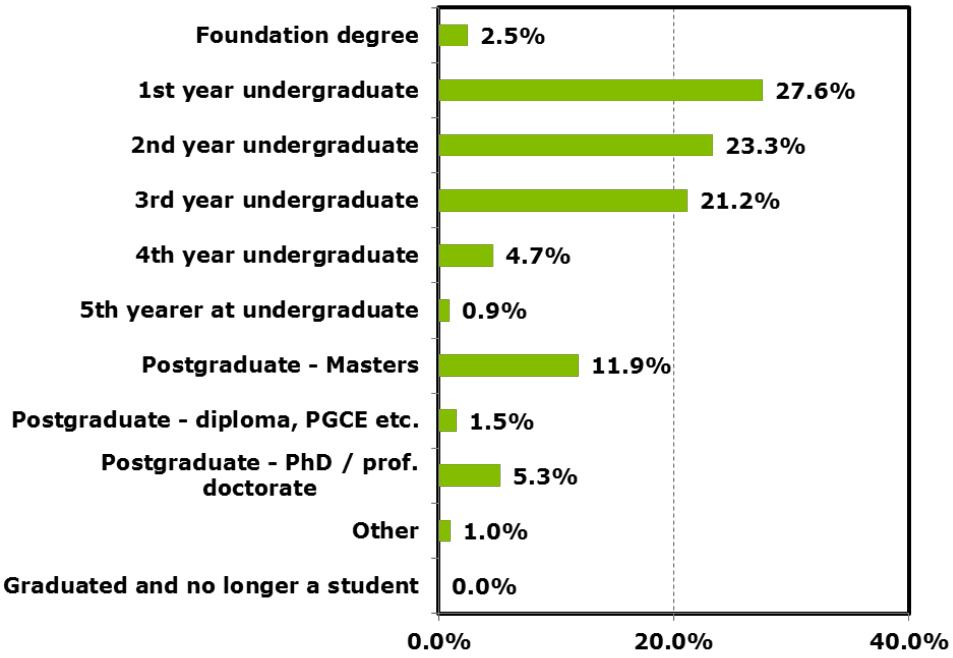
Student Survey Demographics

Student - age



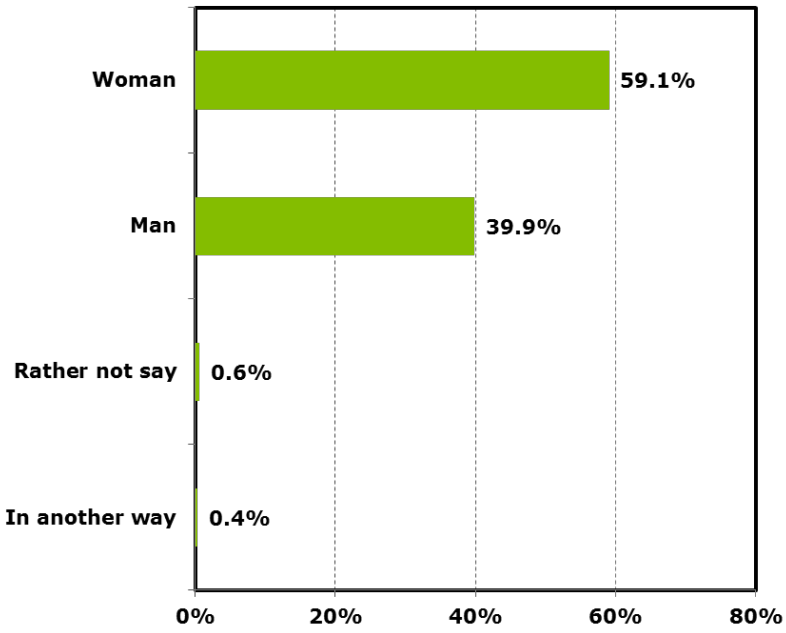
Weighted base: 2805 respondents **Q S-A1.** ***"How old are you?"***

Student - year of study



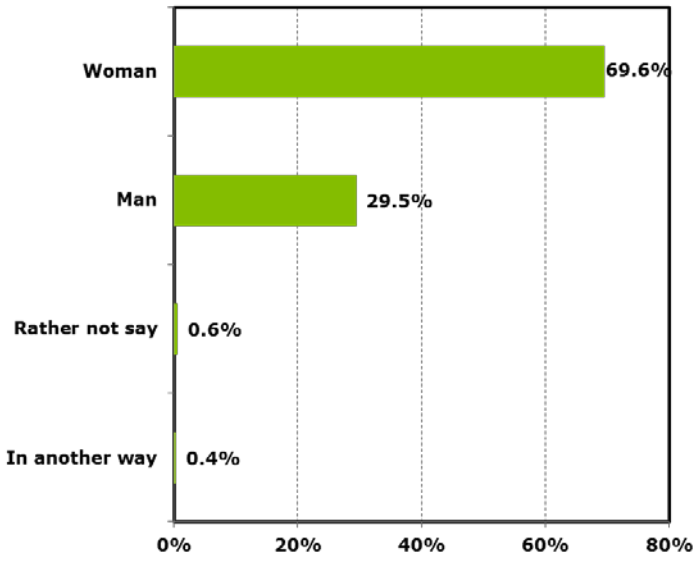
Weighted base: 2805 respondents Q S-A2. *"What year of study are you in?"*

Student – gender (weighted data)[96]



Weighted base:2805 respondents
Q S-A5. *"Which of the following best describes your gender?"*

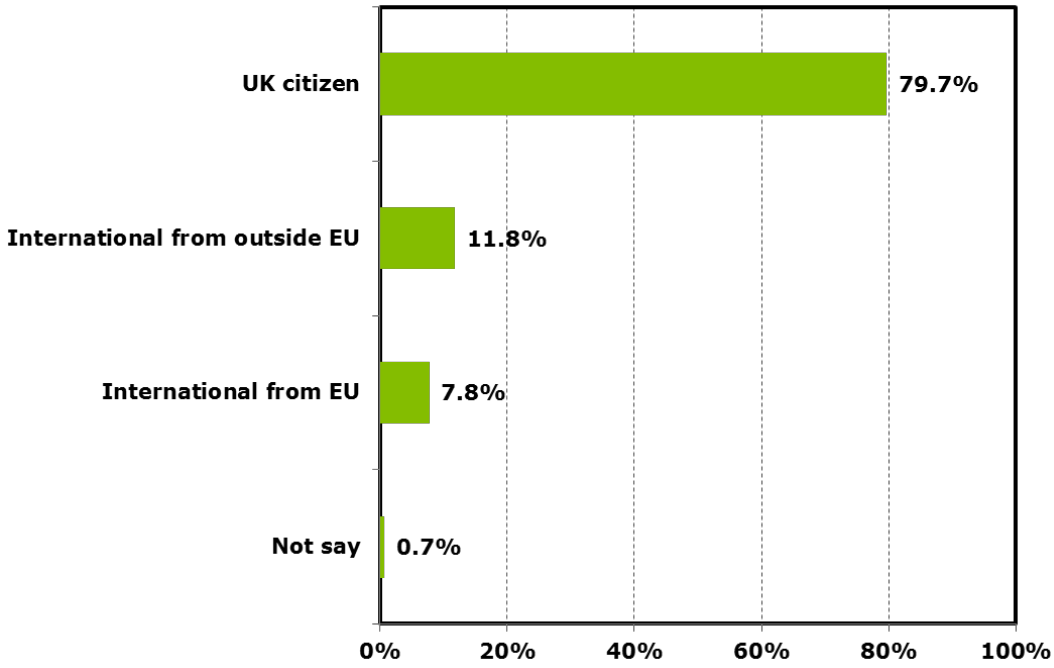
Student – gender (as stated)[97]



[96]The survey results were weighted to adjust for the over representation of women. This resulted in a gender split in this survey of 40% male and 59% female and a final sample size of 2805 – see earlier in this report: Methodology – Student Survey

[97] Base: 2773 respondents
Q S-A5. *"Which of the following best describes your gender?"*

Student – citizenship



Weighted base: 2802 respondents. Balance: No response
Q S-A6. *"And finally for this section, which of the following statements best describes your citizenship?"*

Appendix 6

Student Survey Questionnaire

A. BACKGROUND / DEMOGRAPHICS

Subheading: Firstly, we would just like to know a little more about you...

A1. **How old are you?**
Please enter your age in the box below

A2. **What year of study are you in?**
Please pick one

Foundation degree
1st year undergraduate
2nd year undergraduate
3rd year undergraduate
4th year undergraduate
5th year or higher at undergraduate
Postgraduate – studying for a Masters
Postgraduate –diploma, PGCE etc.
Postgraduate – studying for a PHD / professional doctorate
Other **[please specify]**
I have already graduated and am no longer a student

A3. **Which university do you attend?**
Please pick one

A4. **Which of the following best describes the subject you are studying?**
Please pick one

Clinical Medicine
Public Health, Health Services and Primary Care
Allied Health Professions, Dentistry, Nursing and Pharmacy
Psychology, Psychiatry and Neuroscience
Biological Sciences
Agriculture, Veterinary and Food Science
Earth Systems and Environmental Sciences
Chemistry
Physics
Mathematical Sciences
Computer Science and Informatics
Aeronautical, Mechanical, Chemical and Manufacturing Engineering
Electrical and Electronic Engineering, Metallurgy and Materials
Civil and Construction Engineering
General Engineering

Architecture, Built Environment and Planning
Geography, Environmental Studies and Archaeology
Economics and Econometrics
Business and Management Studies
Law
Politics and International Studies
Social Work and Social Policy
Sociology
Anthropology and Development Studies
Education
Sport and Exercise Sciences, Leisure and Tourism
Area Studies
Modern Languages and Linguistics
English Language and Literature
History
Classics
Philosophy
Theology and Religious Studies
Art and Design: History, Practice and Theory
Music, Drama, Dance and Performing Arts
Other ***(please specify)***

A5. **Which of the following best describes your gender identity?**
Please pick one

Man
Woman
In another way
Prefer not to say

A6. **And finally for this section, which of the following statements best describes your citizenship?**
Please pick one

I am a UK citizen studying in the UK
I am an international student from within the EU studying in the UK
I am an international student from outside the EU studying in the UK
I would rather not say

B. DEVELOPING IDEAS

Subheading: We'd now like to find out a little about what is important to you at university...

B1-2. **Thinking about your life at university, how important, if at all, are the following?**
Please select one answer per row

Scale	Very unimportant	Unimportant	Neither important nor unimportant	Important	Very important	Don't know / Not applicable
Academic course						
University reputation						
Current accommodation						
Students' union						
Nightlife / Night time social activities						
Daytime social activities						
Availability of time with tutors						
Intellectual property policies at your university						
A wide range of courses						
Guidance with regards to intellectual property						
Mode of assessment						
Sports clubs or teams						
Being able to be innovative in my course						
A commitment by the university to fairness, transparency and consistency						
Clear and transparent assessment policies						
Access to information about the cost of running the university						
Course related/academic clubs and societies						
Fun/special interest clubs and societies						
Volunteering opportunities (e.g. in the community)						
Enjoyment of subject						
Access to information about the cost of providing student support services, such as IT or the library						
Meeting new people						
Being able to be creative in my course						
The provision of advice and support services						
Being able to develop my own ideas						
Financial support						
Having my voice and opinions heard in class						
Other ***(please specify)***						

B3-4. **And how satisfied are you, if at all, with the following, at university?**
Please select one answer per row

Scale	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Don't know / Not applicable
Academic course						
University reputation						
Current accommodation						
Students' union						
Nightlife / Night time social activities						
Daytime social activities						
Availability of time with tutors						

Intellectual property policies at your university
A wide range of courses
Guidance with regards to intellectual property
Mode of assessment
Sports clubs or teams
Being able to be innovative in my course
A commitment by the university to fairness, transparency and consistency
Clear and transparent assessment policies
Access to information about the cost of running the university
Course related/academic clubs and societies
Fun/special interest clubs and societies
Volunteering opportunities (e.g. in the community)
Enjoyment of subject
Access to information about the cost of providing student support services, such as IT or the library
Meeting new people
Being able to be creative in my course
The provision of advice and support services
Being able to develop my own ideas
Financial support
Having my voice and opinions heard in class

B5. You mentioned that being able to develop your own ideas was important to you whilst at university. What sort of ideas do you think you may have while you're at university?

Please use the box below to explain your answer

B6. Lots of students come up with innovative, creative and inventive ideas while they are at university. For example, A Canadian University research student has just invented a painless tattoo removal cream, that has got potential to be a commercial success.

<IMAGE OF ARTICLE HERE[98]>

You can read more about this at the end of the survey!

If you were the student who had come up with the method of safe painless tattoo removal, or had another bright idea which of the following best describes what you would want to do about it?

Please pick one

Just get it out there so that the people who need it can use it
Protect it as a patented invention
Licence it commercially so you can make money from it
Other *(please specify)*

98 http://www.cbc.ca/news/canada/nova-scotia/alec-falkenham-dalhousie-student-develops-tattoo-removal-cream-1.2955334

I don't know

C. KNOWLEDGE OF IP POLICY

Subheading: We'd now like to find out what you know about Intellectual Property.

- When we exercise our brain-power, our own thinking and ideas can produce valuable outputs called "intellectual property" – original drawings, pictures, writings, designs, music, new ways of doing things, new or improved machines and other useful articles etc.
- Most of this intellectual property (IP) can be protected from copying or imitation by legal rights – IP rights – such as copyright, design rights, trade marks, patents etc. Our own ideas and concepts themselves can't be protected; only when they are converted to some tangible output.
- During your time at university or college and when you move into the world of work , at some time you may be involved in working with other people's IP or producing IP, whether on your own or with others. This applies whatever your field of study. So it's really important for everyone to be aware of the possibility and understand how IP is best dealt with….

C1a. Firstly, are you aware of your university's IP Policy?
Please pick one

Yes
No
I don't know

C1b. Do you know who owns the rights to any creative works you produce whilst attending university?
Please pick one

Yes
No
I don't know

C1c. Who do you think owns these rights?
Please use the box below to explain your answer

C2. During your time at school, college and university, has anyone ever referred to intellectual property (IP) and its protection e.g. by keeping ideas confidential, by copyright, design registration, patents, trade marks etc.?
Please pick one

Yes
No
I don't know

C3. Where have you heard of or been taught about IP?
Please pick as many as apply

At primary school
At secondary school
As part of my university course
Other ***(Please specify)***

C4. And when did you receive this teaching as part of your university course?
Please pick as many as apply

As part of registration or induction
In the course of a class
I did a specific module or part module
Other ***(please specify)***

C5. You indicated that you did not receive this teaching as part of your university course – is this something you would have expected to receive?
Please pick one

Yes
No
I don't know

C6. Why do you say that?
Please use the box below to explain your answer

C7. Which of the following have you used or asked for information about IP or its protection?
Please pick as many as apply

The internet
A teacher at school
A lecturer at university / college
Someone from the university / college Tech Transfer Office
Someone from the Students' Union
Another student
An external body (e.g. IPAN, IPO, the British library)
Someone else ***(Please specify)***
I haven't looked or asked for information about IP or it's protection

C8. Were you able to find the information you needed on the internet?
Please pick one

Yes
No

C9. Was your lecturer able to give you the information you needed?
Please pick one

Yes
No

C10. How important, if at all, do you think it is to know about intellectual property during your time at university?
Please pick one

Very unimportant
Unimportant
Neither important nor unimportant
Important
Very important
I don't know

C11. Why do you say that?
Please use the box below to explain your answer

D. SCENARIOS

Subheading: We would now like to test out a few scenarios which require your imagination! They concern uses of intellectual property and what you would do in each of the following situations...

D1. Please imagine that your University holds an annual show displaying student work. This year your work is exhibited and includes your brilliant idea for safe, painless tattoo removal. The show attracts national and international interest from prospective employers, as well as people looking for ideas they can exploit commercially.

Thinking about this scenario and about protecting your potentially commercially valuable idea and the rights of your fellow students to exploit their work, which of the following best describes your view:

Please pick one

My university should stop holding this sort of design show
My university should require all visitors to sign a confidentiality agreement at the entrance to the show
My university should require all mobile phones and recording devices to be left a the entrance to the show
My university should do something else ***(Please specify)***
I don't know

D2. **Please imagine that you have submitted a final year project and it has won a prize at the aforementioned University annual design show. A visiting design company director has said it is definitely a commercially viable idea.**

Thinking about this scenario, which of the following best describe your knowledge of Intellectual property in this situation?
Please pick one

I have no idea whether there is any IP in my project work
I don't know how to protect any IP in my project work
I don't know who owns any IP in my project work
I assigned my IP rights to my university when I enrolled on my course. Therefore I assume/expect my university will have adequately protected them.
I would like to know who to talk to , to find out exactly what the position is regarding my IP and how to proceed

D3. **Now imagine that you are carrying out a research project as part of your course and think you have made a new discovery with commercial application. You believe your university has a history of requiring all students to assign any future IP rights to the institution, but then doing nothing to protect such student IP rights.**

Thinking about this scenario, which of the following best describes what you think you would do in the first instance?
Please pick one

Ask my lecturer whether this is the case
Ask someone in my Students' Union whether this is the case
Ask someone in my university's Tech Transfer Office whether this is the case
Ask to see the University's IP policy
Search the internet for some more information about what to do
I'd do something else ***(Please specify)***
I don't know

E. EXPERIENCE OF INTELLECTUAL PROPERTY PROCESSES

Subheading: In this last section we are interested in any experience of the Intellectual property process you may have had at your university...

E1. **Does your current course offer any kind of work placement opportunity?**
Please pick one

Yes
No
I don't know

E2. Have you taken up, or do you intend to take up, the work placement opportunity that has been offered?
Please pick one

Yes
No
I don't know yet

E3. Have you received any information regarding intellectual property while you're working on this placement?
Please pick one

Yes
No – but I expect to
No – and I don't expect to
I don't know

E4a. What kind of information about intellectual property and your work placement have you received?
Please use the box below to tell us a little bit more

E4b. What kind of information about intellectual property and your work placement would you expect to receive?
Please use the box below to tell us a little bit more

E5. Have you ever been involved in a project which produced novel results of commercial potential with IP rights such as copyright, designs, patents etc.?

Please pick one

Yes
No
I don't know

E6. Do you expect to be involved in this kind of project before the end of your course?
Please pick one

Yes
No
I don't know

E7. Approximately how many projects with this commercial potential have you, or do you expect to be, been involved in?
Please pick one

1
2
3
4
5+

E8. Were you involved in any discussions of protecting the IP from any of the projects, or do you expect to be?
Please pick one

Yes
No
I don't know / not applicable

E9. Was the University's IP Policy mentioned, or would you expect it to be?
Please pick one

Yes
No
I don't know / not applicable

E10. Was the University's IP Policy followed regarding ownership of IP rights?
Please pick one

Yes
No
I don't know / not applicable

E11. How satisfied were you, if at all, with the process by which the University's IP Policy was applied?
Please pick one

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very Satisfied
I don't know / not applicable

E12. And finally, thinking about Intellectual Property and your future, how important is it, if at all, to know about intellectual property for your future career?
Please pick one

Very Unimportant
Unimportant
Neither important nor unimportant
Important
Very important
I don't know / not applicable

E13. Why do you say that?
Please use the box below to explain your answer

Appendix 7

Staff Survey Questionnaire

A. BACKGROUND / DEMOGRAPHICS

Subheading: Firstly, we would just like to make sure that this questionnaire is suitable for you...

A1a. **Which of the following best describes the setting in which you work?**
Please pick one

Higher Education
Further Education
Other – *Screen OUT*

A1b. **What is your job role?**
Please enter your job role in the box below

A2. **Do you have teaching / research supervision contact with students at your institution?**
Please pick one

Yes
No – *Screen OUT*

A3. **At which university do you work?**
Please pick one

A4. **Which of the following best describes the subject / course you teach / research you supervise?**
Please pick one

Clinical Medicine
Public Health, Health Services and Primary Care
Allied Health Professions, Dentistry, Nursing and Pharmacy
Psychology, Psychiatry and Neuroscience
Biological Sciences
Agriculture, Veterinary and Food Science
Earth Systems and Environmental Sciences
Chemistry
Physics
Mathematical Sciences
Computer Science and Informatics
Aeronautical, Mechanical, Chemical and Manufacturing Engineering
Electrical and Electronic Engineering, Metallurgy and Materials
Civil and Construction Engineering
General Engineering
Architecture, Built Environment and Planning
Geography, Environmental Studies and Archaeology
Economics and Econometrics

Business and Management Studies
Law
Politics and International Studies
Social Work and Social Policy
Sociology
Anthropology and Development Studies
Education
Sport and Exercise Sciences, Leisure and Tourism
Area Studies
Modern Languages and Linguistics
English Language and Literature
History
Classics
Philosophy
Theology and Religious Studies
Art and Design: History, Practice and Theory
Music, Drama, Dance and Performing Arts
Other ***(please specify)***

B. KNOWLEDGE OF INSTITUTION INTELLECTUAL PROPERTY POLICY

Subheading: Thanks for that! We'd now like to find out about the INTELLECTUAL PROPERTY Policy at your institution...

B1. Firstly, are you aware of your institution's Intellectual Property Policy?
Please pick one

Yes
No
I don't know

B2. Have you received a copy of your institution's Intellectual Property Policy?
Please pick one

Yes
No
I don't know

B3. Do you know where a copy of your institution's Intellectual Property Policy is saved?
Please pick one

Yes
No
I don't know

B4. Do you know who owns any Intellectual Property rights arising from creative works students produce whilst attending university?
Please pick one

Yes
No
I don't know

B5. In the first instance, who owns these Intellectual Property rights at your institution?
Please pick one

The student
The institution
Shared ownership of both the student and the institution
Someone else ***(Please specify)***

B6. In your experience, do students at your institution understand how any Intellectual Property rights arising from their study are handled?
Please pick one

Yes
No
I don't know

B7. Is Intellectual Property taught at your institution?
Please pick one

Yes
No
I don't know

B8a. How is Intellectual Property taught at your institution?
Please pick one

As part of registration or induction
In the course of a class
There is a specific module or part module
Other ***(please specify)***
A range of these methods
I don't know

B8b. Do you think it should be taught at your institution?
Please pick one

Yes
No
I don't know

B9. Is the teaching of Intellectual Property different for undergraduates and postgraduates at your institution?
Please pick one

Yes
No
I don't know

B10. Do you think that the teaching should be different for undergraduates and postgraduates?
Please pick one

Yes
No
I don't know

B11. Why do you say that?
Please use the box below to explain your answer

B12. And how do you think it should be taught for undergraduates at your institution?
Please pick one

As part of registration or induction
In the course of a class
By a specific module or part module
Other ***(please specify)***
A range of these methods
I don't know

B13. And how do you think it should be taught for postgraduates at your institution?
Please pick one

As part of registration or induction
In the course of a class
By a specific module or part module
Other ***(please specify)***
A range of these methods
I don't know

B14. And how do you think it should be taught for all students at your institution?
Please pick one

As part of registration or induction
In the course of a class
By a specific module or part module
Other ***(please specify)***
A range of these methods
I don't know

B15. Why do you say that?
Please use the box below to explain your answer

C. ATTITUDES TOWARDS INTELLECTUAL PROPERTY

Subheading: We would now like to find out some more about your thoughts on Intellectual Property

C1. How important, if at all, do you think it is for students to know about Intellectual Property during their time at university?
Please pick one

Very unimportant
Unimportant
Neither important nor unimportant
Important
Very important
I don't know

C2. Why do you say that?
Please use the box below to explain your answer

C3. How important, if at all, do you think it is for students to be <u>taught</u> about Intellectual Property during their time at university?

Please pick one

Very unimportant
Unimportant
Neither important nor unimportant
Important
Very important

C4. Why do you say that?
Please use the box below to explain your answer

C5. Imagine that a student is involved in a research project as part of their course and think they have made a new discovery that has potential for commercial application.

Thinking about this scenario and its Intellectual Property implications, which of the following best describes what a student at your institution should do in the first instance?

Please pick one

Ask their lecturer for advice
Ask someone in their Students' Union for advice
Ask someone in their university's Tech Transfer Office for advice
Ask to see the University's Intellectual Property policy
Search the internet for some more information about what to do

They should do something else ***(Please specify)***
I don't know or am unsure

C6. How confident would you feel in giving Intellectual Property advice if a student asked you for it?
Please pick one

Very confident
Confident
Neither confident nor unconfident
Unconfident
Very unconfident

C7. Thinking about Intellectual Property and students' future careers, how important is it, if at all, for them to know about Intellectual Property for their future career?
Please pick one

Very Unimportant
Unimportant
Neither important nor unimportant
Important
Very important
I don't know / not applicable

C8. Why do you say that?
Please use the box below to explain your answer

C9. And finally, if you'd like to add anything that may help our research into Intellectual Property in Further and Higher Education institutions, please do so in the box below

Please use the box below to explain your answer

About IPAN – the Intellectual Awareness Property Network

promoting and developing understanding of intellectual property for the benefit of the economy and society

The IP Awareness Network – IPAN – was formed in 1993 by a cross-section of organisations concerned to improve awareness and understanding of IP. Since then, IPAN has continued to develop and grow and is now established as an independent charitable, "not- for- profit" company, limited by guarantee.

IPAN's current diverse membership is drawn from the professional, business and education sectors, united in their commitment to improve understanding about IP and its key role for the "knowledge" economy in the UK. But IPAN does not lobby for any particular member or sector viewpoint. IPAN's main goal is to help improve education about IP, enabling the knowledge market to function.

With its broad membership and experience base, IPAN is able to add to the IP educational initiatives of other bodies and act as an independent thought leader, able to ask the questions others might feel unable to ask.

Membership of IPAN is open to organisations and individuals committed to helping improve the understanding of IP, primarily in a UK context. Members are normally represented by executives in their organisations rather than by IP specialists. There is an annual membership fee to help IPAN to meet its educational objectives and offset operational expenses.

To apply to join IPAN or for more information please contact:

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