

# IP EDUCATION

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Intellectual Property (IP) Education is receiving increased attention in formal education and informal business education. IPAN Education Group here offers a diverse selection of providers and resources.

## Teachers, Academics and Students

If you are responsible for introducing students to IPR, there is a self-managed 40 minute learning resource from UK Intellectual Property Office (IPO), aimed at students, with a certificate on completion <http://www.ipo.gov.uk/blogs/iptutor/> . IPTutor Plus is a supporting guide for tutors  
[http://crackingideas.com/sites/default/files/documents/Introduction\\_to\\_IP\\_Tutor\\_Plus.pdf](http://crackingideas.com/sites/default/files/documents/Introduction_to_IP_Tutor_Plus.pdf))

A fuller range of IPO education and research related resources for schools is offered via <https://www.gov.uk/government/publications/ip-in-education/ip-in-education> and <http://crackingideas.com/> . Universities and research institutes should check out:

<https://www.gov.uk/government/news/ipo-launch-new-ip-resources-for-universities-and-colleges>

**The European Intellectual Property Office (EUIPO)** produces educational materials and resources on trade marks and designs. See the EUIPO Learning Portal at <https://euiipo.europa.eu/knowledge/>

**The World Intellectual Property Organization (WIPO)** offers an international perspective. Interesting case studies at [www.wipo.org](http://www.wipo.org) can be used in the classroom, self-managed HEI programmes, and business courses. WIPO lists educational resources from a number of international organisations [http://www.wipo.int/about-ip/en/universities\\_research/resources/](http://www.wipo.int/about-ip/en/universities_research/resources/)

**European Patent Office (EPO)** resources are particularly aimed at patent education, including patent searching via <https://worldwide.espacenet.com/> The IP Teaching Kit

<http://www.epo.org/learning-events/materials/kit.html> is useful particularly in higher education.

Primary and Secondary schools now include IP rights in many curriculum strands, since most classrooms use copyright online materials. Useful resources include the IPO's Think Kit [http://crackingideas.com/third\\_party/Think+Kit](http://crackingideas.com/third_party/Think+Kit) . The IPO's new primary school level animation <http://www.opusip.co.uk/2018/01/17/uk-politics-42704764/> is available online.

**The Ethics of IPR:** Most universities expect programme modules to include discussion of ethics. Resources on IPR and Ethics are not easy to find on the websites of UKIPO, EUIPO, WIPO or EPO. IPR may impede access to works protected by copyright, and in some countries may contribute to difficulties for people to access pharmaceutical, agricultural and food innovations. Raising questions of IPR ethics with students can lead to interesting self-managed learning opportunities.

## Copyright concerns

More than other intellectual property rights, copyright is relevant to all teachers, academics and students alike. Teachers need to understand the copyright restrictions on classroom resources, or materials downloaded from the internet. Copying, when it is plagiarism, undermines academic conventions, which could lead to serious consequences. Ignorance of copyright restrictions in respect of music, film and social media could lead to criminal prosecution. Many copyright education resources are available. Copyright User is a comprehensive site: <http://copyrightuser.org/>

It is important that Copyright is taught from both the *negative* perspective, why it is *wrong* to copy what belongs to someone else without permission, and from the *positive* perspective, that it can be a positive *benefit* (alongside trade marks, patents and design rights) to young people when considering future careers.

**Teachers and academics** need to know what their IPR are, in respect of learning and teaching materials used or created in the course of their work, or in respect of journal articles or other publications. Universities UK [www.universitiesuk.ac.uk/](http://www.universitiesuk.ac.uk/) and the Higher Education Academy <https://www.heacademy.ac.uk/> have addressed these issues, and have helpful information.

## Students

Students, postgraduates and staff involved in research projects will want to know more about ownership and exploitation of IPR created and used in the course of their research. Similarly, where students undertake placements as part of their degree, IPR issues should be discussed by the university, employer and student before the engagement begins. University technology transfer organisation **PraxisAuril** [www.praxisunico.org.uk](http://www.praxisunico.org.uk) provides guidance. As does the IPO Guide to University IP Asset Management <http://www.ipo.gov.uk/ipasset-management.pdf> (due an update in 2018/9).

## IP creators

If you are innovative, inventive or creative in your work, you create intellectual property rights (IPR). Learning more about IPR will enable you to understand better how to protect what's yours, to exploit it commercially, and how to use someone else's IPR without creating problems. The UK Intellectual Property Office (IPO) is a good place to begin: [www.gov.uk/government/organisations/intellectual-property-office](http://www.gov.uk/government/organisations/intellectual-property-office) . Resources from industry and trade associations include helpful links to self-manage an introduction of IPR. ACID (Anti Copying in Design) [www.acid.uk.com](http://www.acid.uk.com), is an example which includes case studies and IPR support for designers. Check your industry or trade association for its IPR advice and information.

## Employers and employees

Employers and employees needing to learn more about the intricacies of IPR ownership and strategic IP management will find the IPO website useful e.g. <http://www.ipo.gov.uk/blogs/equip/> .

The IPO's Health Check series covers topics including licensing, non-disclosure, franchising and enforcement

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/320811/licensingbooklet.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/320811/licensingbooklet.pdf)

## Potential IP business advisors

If you are considering a career advising others how to protect, manage and exploit IPR, you will find education opportunities through the intellectual property professional bodies, CIPA (Chartered Institute of Patent Attorneys) <http://www.cipa.org.uk/> and CITMA (Chartered Institute of Trade Mark Attorneys) <https://www.citma.org.uk/>. Universities including Bournemouth, Brunel, Manchester, Nottingham, and Queen Mary UL, have research centres and postgraduate programmes accredited by CITMA and CIPA. Many other universities offer Intellectual Property Rights studies as part of LLM, MSc, MBA and PhD programmes. The Intellectual Property Regulation Board [www.ipreg.org.uk](http://www.ipreg.org.uk) regulates the IP professions, and is currently consulting on a revised qualification regime for patent attorney and trade mark attorney litigators to facilitate the

grant of relevant rights to registered patent and trade mark attorneys. The Licensing Executives Society [www.lesi.org](http://www.lesi.org) offers IP education opportunities for professionals engaged in IPR exploitation.

## IP Education Policy

Whilst there is a rich abundance of resources available to introduce IPR education to a course or to a classroom, convincing academic faculty, or education policy makers, of its importance can be a challenge.

HEI and school based IPR education has recently been the focus of research. EUIPO commissioned a major research into IP education in the school curricula of the 28 Member States. It found excellent examples of good practice, where IPR were included at different education levels and in a range of curriculum streams including STEM, Arts, Citizenship, ICT and Entrepreneurship. But overall, it found support for IP education was not consistent across the EU, and was lacking in some states.

<https://euiipo.europa.eu/ohimportal/documents/11370/80606/IP+and+Education+final+report+September+2015>

Higher education is not subject to a national curriculum. Academic faculties control curriculum content. UK Government maintains quality through the Quality Assurance Agency (QAA). QAA produces subject benchmark guidelines for all disciplines. Over the past two years, following initiatives of IPAN and IPO, 13 subject benchmarks have been revised to include IP education. The QAA Enterprise and Entrepreneurship Guidelines have been significantly overhauled to include IPR.

<http://www.qaa.ac.uk/en/Publications/Documents/Enterprise-and-entrepreneurship-education-2018.pdf>

IPAN and UK National Union of Students have undertaken two research projects, providing data to support initiatives to introduce IP education into higher education programmes. The first, 'Students Attitude to Intellectual Property' (published 2012, with IPO) researched student attitudes to IP. Findings gave a clear picture of student enthusiasm for IP education, particularly as they contemplate graduation and the world of work. But they showed an absence of structured approaches to IP education on campus. [www.nus.org.uk/PageFiles/12238/IP%20report.pdf](http://www.nus.org.uk/PageFiles/12238/IP%20report.pdf)

The second 'University intellectual property policies – perception and practice' was undertaken in response to university graduate shows. IPAN had found students unaware of IPR issues, and HEIs unaware of confidentiality issues in respect of student work displayed to the public. Findings revealed poor awareness of HEI IPR policies. The

earlier findings on students' positive attitudes to IPR were endorsed, together with responses from academics [http://ipaware.org/wp-content/uploads/2016/10/IPAN\\_NUS\\_University\\_IP\\_Policy\\_16aug16.pdf](http://ipaware.org/wp-content/uploads/2016/10/IPAN_NUS_University_IP_Policy_16aug16.pdf)

## European IP Educators Forum – Developing IPR Education

The European Intellectual Property Teachers Network [www.eiptn.org](http://www.eiptn.org) provides a forum for sharing and developing IPR education ideas amongst university teachers who deliver IPR programmes across disciplines and faculties. Recent EIPTN papers have considered gamification of IPR and use of social media in IPR delivery. (Nottingham Law Journal will publish a special edition devoted to IP Education, due June 2018)

## Looking Forward:

- IPAN Education Group offers the above suggestions as a starting point.
- IPAN understands the ongoing challenge to improve IP education opportunities in schools, HEIs and at work.
- IPAN is working to encourage professional bodies to include IP education in the accreditation requirements for new members.
- IPAN continues to support inclusion of references to IP education when QAA revises subject benchmark statements
- IPAN supports initiatives to influence government policy on IP education in schools
- IPAN supports initiatives to research IP education and to disseminate findings
- IPAN firmly believes in the positive effect for UKplc of students being introduced to intellectual property rights during their school and HEI education.