

## The Patent Regulation Board and the Trade Mark Regulation Board

### Agenda

Thursday 17 March 2022 at 12 noon

20 St Dunstan's Hill, London, EC3R 8HL or Zoom

1. Apologies
2. Notification of any conflicts of interest

#### PART A – NON-CONFIDENTIAL ITEMS

3. Minutes of January 2022 meeting and matters arising
4. Action Log (FG)
5. Progress on Review of Regulatory Arrangements (EL)
6. Other activities (not covered elsewhere):
  - a. 3 x CEOs meetings (FG)
  - b. OLC [consultation](#) on Scheme Rules (FG)
  - c. Legal Choices one year report – to note (FG)
  - d. Ukraine – impact on IP sector (FG) – no paper
7. Encouraging diversity:
  - a. IP Inclusive – 2022 running costs (Chair/FG)
  - b. In2 Science: update and request for funding (FG)
8. IPReg Annual Report (VS/FG)
9. Queen Mary University London Accreditation Assessment (VS/CS)

#### PART B –CONFIDENTIAL ITEMS

10. Complaints update (SE)
11. LSB engagement (FG)
  - a. Correspondence:
    - i. LSB

**ii. CIPA/CITMA**

- b. Governance and Transparency – update (SP)**
- c. Performance Assessment Framework – progress update (FG)**

**12. Recruitment of Joint Disciplinary Panel members (SE)**

**13. Finance update (KD)**

**14. Risk register – red risks (FG)**

**15. Confidential session – Board and CEO only**

**16. Regulatory Statement**

Confirmation that, except where expressly stated, all matters are approved by the Patent Regulation Board and the Trade Mark Regulation Board.

## IPReg Board Meeting Actions Log - New and Outstanding Actions

Date of Meeting in which action arose	Agenda Item	Action	Responsibility	Status	Notes/Update
January 2022 Board Meeting					
Jan-22	Progress on Review of Regulatory Arrangements	Take forward trade mark market research from IPO filings	Data working group	Ongoing	
Jan-22	Annual Renewal Process Update	Review annual return information categories similar to PAMIA questions	SE	Ongoing	Any changes will be put in place for 2023 renewal year
Jan-22	Education Update	Email QMUL regarding incomplete application and potential impact upon timescale	VS	Closed	Accreditation assessment being brought to 17 March Board for consideration
Jan-22	LSB Engagement	Set up the working group and bring plan of action to July Board	SP/VO/ER	Closed	
Jan-22	LSB Engagement	Finalise response to LSB on regulatory performance assessment	Chair/FG	Closed	
Jan-22	LSB Engagement	Finalise letter to LSB	Chair	Closed	
December 2021 Board Meeting					
Dec-21	Consultation on Review of Regulatory Arrangements	Provide more context on evidence bases and add specific evidence gathering questions on client monies and client base	EL	Closed	Included questions in consultation document and additional work completed to analyse LSB small business needs data (to aid our understanding of the client base). We have also held an internal workshop with the IPReg team to review our evidence base for each of the proposals and identify any

## IPReg Board Meeting Actions Log - New and Outstanding Actions

					gaps.
November 2021 Board Meeting					
Nov-21	Compensation arrangements – rule change submission to the LSB	Chair to write to the LSB	Chair	Closed	
Nov-21	Governance Matters	Chair and Board to programme in appraisals	Chair/Board	Ongoing	
Nov-21	Governance Matters	FG to develop an Escalation Policy/Procedure (similar to “Speak Up Guardian”) and share with Team and Board	FG	Ongoing	
Nov-21	Governance Matters	FG to ask auditors to review financial controls and report to Board	FG	Ongoing	Meeting arranged
Nov-21	Governance Matters	Governance documents to be reviewed in 2 years’ time	FG	Open – Nov-23	
July 2021 Board Meeting					
Jul-21	Compensation Arrangements	Develop risk profile	FG/SE/MB	Ongoing	To be developed over next 2 years
May 2021 Board Meeting					
May-21	Consumer Bodies Engagement	Take forward engagement with consumer bodies	EL/ER	Complete	We have contacted more than ten organisations to inform them about the consultation and had conversations with both the British Chambers of Commerce (who represent the interests of all

IPReg Board Meeting Actions Log - New and Outstanding Actions

					types of business) and the Legal Services Consumer Panel. We have also asked the IP Federation to provide their perspective as purchasers of regulated IP legal services as well as the perspective of in-house attorneys.
May-21	Diversity - next steps - workshop feedback	Implement the diversity initiatives	FG	Ongoing	
May-21	Diversity - Inclusive Language	Adopt and publish Inclusive Language Policy	FG	Ongoing	
March 2021 Board Meeting					
Mar-21	Mutual Recognition of Qualifications		SE	Closed	
January 2021 Board Meeting					
Jan-21	Covid-19 – Impact on IPReg team	Report any relevant issues to LSB	FG	Ongoing	
Jan-21	LSB - Regulatory Performance Framework	Continue to liaise with LSB on its survey on small businesses	VS/FG	Closed	Work being taken through Review with external contractor

## IPReg Board Meeting Actions Log - New and Outstanding Actions

July 2020 Board Meeting					
Jul-20	Risk registers	Discuss how cyber risks should be added to the risk register and arrange for IPReg to undertake the Cyber Essentials programme.	IPReg team and SF	Ongoing	
January 2020 Board Meeting					
Oct-19	LSB CEO Meeting	Invite Matthew Hill to Board meeting	FG	Open	Date TBC
April 2019 Board meeting					
Apr-19	Queen Mary University London - progress report	Continue to monitor and take action as required	Education Working Group	Ongoing	Reaccreditation application made in December; incomplete; requested outstanding documentation for 3 January. As at 5 January, the internal quality assurance reports for the past 3 years, pass and fail rate for the last 3 years, progression awards and destinations data and External Examiners Reports remain outstanding. The lead assessor has gone back to QMUL requesting the External Examiners Reports (or equivalent statement), as a bare minimum, by 11 January, otherwise it is considered that the application cannot progress.

## Board Meeting 17 March 2022

### Update on review of regulatory arrangements

#### Agenda Item: 5

**Author:** Emily Lyn, Head of Regulatory Review ([emily.lyn@ipreg.org.uk](mailto:emily.lyn@ipreg.org.uk))

#### Summary

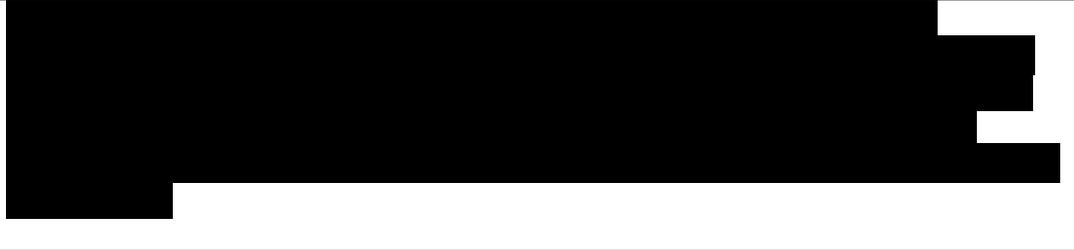
1. The Board is presented with an update on progress with the consultation and next steps for the review, including work underway to build our evidence base.

#### Recommendation(s)

2. The Board is asked to note the update and to discuss the findings and recommendations in the slide deck at **Annex A** (to follow main paper).

#### Risks and mitigations

<p><b>Financial</b></p>	<p>We are awaiting an invoice for the second stage of legal work completed in the 2021 financial year. The Board will recall the update provided in January that Kingsley Napley had sought an additional £10k (including VAT) on the original agreed fee. The final figure is still to be agreed but our expectation is that it will fall somewhere in the middle which would still bring us within our overall allocated budget for 2021.</p> <p>The final stage of legal work will involve finalising the regulatory arrangements post consultation (fixed fee of £5,500 plus VAT).</p> <p>We have a budget of £20k in place for this year to fund our external expert advisors (who provide challenge and support in key areas including PII, diversity and inclusion, and assessing the likely impact of alternative forms of regulation).</p> <p>Since the last Board meeting we have commissioned an external advisor with expertise in research and data analysis to support us with developing the evidence base for the review and to underpin our work more widely. For the time being this work will be funded through the budget for external advisors though any further work is likely to be funded from the research budget.</p> <p>We are also in discussions with a consultant to provide support with the development of supporting guidance for the review. As a consequence, the budget for external advice may change as this work is more fully scoped. However we anticipate this can be done within the overall project budget of £50k for this year.</p>
-------------------------	--

<p><b>Legal</b></p>	
<p><b>Reputational</b></p>	<p>This is a high-profile piece of work for IPReg and we have been working to promote the consultation amongst both consumer representatives and the profession. All attorneys and regulated firms have been reminded about the consultation by email and we have had discussions with individuals that have got in touch. We have also participated in a joint webinar with CIPA and CITMA which was attended by 121 delegates.</p> <p>One of the key areas prompting comment so far is the proposal for the overarching principles to apply both inside and outside of practice.</p> <p>On the consumer side, we have approached a number of organisations including the Federation of Small Businesses, Association of the British Pharmaceutical Industry, British Retail Consortium, Make UK, Licensing International and others. We had a useful discussion with the British Chambers of Commerce but have not heard back from any of the other organisations we contacted. We also had a very useful discussion with the team at the Legal Services Consumer Panel and hope they will be responding to the consultation.</p> <p>During the webinar we were made aware that many firms are extremely busy dealing with the impact of the Russian invasion of Ukraine. We have therefore put an update on our website that if people are unable to respond to the consultation by 17 March, they can send us their response by 31 March 2022. We hope this will mitigate the risk of people not having the capacity to respond to the consultation. We also reiterated our willingness to speak to people about the consultation where they may not have the time to respond in writing.</p>
<p><b>Resources</b></p>	<p>The appointment of expert advisors has enabled us to fill the gaps in our resources identified so far. For example, our diversity &amp; inclusion expert has completed a review of our draft impact assessment and provided feedback accordingly which we will reflect in the post consultation version and eventual LSB application.</p> <p>As set out under the financial section, we have added to our panel of advisors to support us with some data analysis work (using the outputs of the LSB’s small business legal needs survey). We are also in discussions with additional experts in relation to the development of new pieces of guidance. This work will need to be completed prior to the submission of the LSB application which is earlier than originally planned. This is due to the LSB deciding that supporting guidance is required to be included in the LSB application<sup>1</sup>. By utilising external support we aim to keep to the original timetable for</p>

<sup>1</sup> Rule 10 (1) (h) of LSB Applications To Alter Regulatory Arrangements [Rules](#) 2021 requires applications to include any draft guide or policy that will support implementation of the alteration or alterations.

	<p>the LSB application despite what is a fairly significant increase in workload (we had originally intended to develop much of the guidance during the LSB approval period).</p> <p>The remaining area to consider getting external advice is on the economic impacts of any fee changes at the appropriate point. We have made clear in the consultation that any fee changes are unlikely to come into effect until 2024 at the earliest.</p>
<p><b>Regulatory Objectives</b></p>	<p>The overall aims of the review balance all of the regulatory objectives and in particular:</p> <ul style="list-style-type: none"> <li>• Protecting and promoting the public interest - by ensuring adequate standards are in place for all regulated persons</li> <li>• Promoting competition in the provision of services - by removing unnecessary barriers to competition and enabling new business models</li> <li>• Protecting and promoting the interest of consumers - by providing an appropriate level of consumer protection and ensuring that consumer needs can be serviced by a suitably diverse market of legal services providers.</li> </ul> <p>All of our proposals for consultation have been assessed against the regulatory objectives. A high level analysis is included in the consultation paper and in more detail in the draft impact assessment.</p>

## Consultation update

1. We have received eight written responses to the consultation so far and had conversations with a small number of individuals wishing to discuss the proposals. We are expecting the majority of responses to come in on or around the consultation deadline.
2. We held a successful joint webinar with CIPA and CITMA on 3 March which was attended by 121 delegates. The session involved a Q&A covering issues including:
  - Diversity and inclusion
  - Discrimination
  - Transparency requirements
  - Application of the overarching principles outside of practice
  - What we mean by “the public” and the rationale for differentiating regulatory requirements on the basis of whether clients are members of the public or not
3. During the webinar we were made aware that many firms are extremely busy dealing with the impact of the Russian invasion of Ukraine. We have therefore put an update on our website that if people are unable to respond to the consultation by 17 March, they can send us their response by 31 March 2022.
4. We have also had extremely valuable discussions with IP Inclusive, IP Practice Directors Group (IPPDG - which represents many of the largest firms we regulate) and the Legal Services Consumer Panel.
5. As discussed with the Board on previous occasions, we have made focused efforts to contact named individuals at a number of organisations that represent likely consumers of IP legal services (including cross sectoral industry bodies such as the Federation of Small Businesses as well as sector specific bodies such as the Institute of Mechanical Engineers) but have had limited success. The feedback we have received suggests that many of these organisations, understandably, have to prioritise their limited resources on cross-cutting issues such as trade negotiations and the impact of Covid 19. We have also contacted a number of IP focused organisations (such as Licensing International) and continue to await a response.

## Data and evidence base

6. Developing an evidence base for our proposals is a key priority for the review of which the consultation (including the draft impact assessment) is one part. We have therefore commissioned an external expert advisor with a background in research and data analysis to take a closer look at the data we received from the LSB small business legal needs survey and to draw from any other relevant data sources to help build our consumer evidence base. We have also asked him to make recommendations on further work we might do in this area and likely costs. This will clearly be useful for building our wider evidence base (item 11(c) of the Board meeting).
7. The outputs of this work are provided to the Board for consideration at **Annex A** (slides to follow).

## Guidance

8. During the consultation, we have been scoping out the work needed on guidance and supporting materials for the proposed changes to our regulatory arrangements. There is a significant amount of work to be done including the development of new pieces of guidance and supporting materials on Continuing Professional Development, conflicts of interest, transparency requirements, diversity monitoring and client money. We will also need to produce supporting guidance for the proposed new disciplinary process (such as sanctions and decision making guidance).
9. Some of this will be done in-house but for other areas we are looking to engage external advisors. This is due to the need for specific expertise and also for additional capacity to enable us to meet the timeframes now that we are clear that the LSB require supporting guidance to be included in the application for approval of changes to regulatory arrangements. We will keep the Board updated at this work progresses.

## Legal Services Board

10. We met with the LSB on 9 March to discuss progress with the consultation and our proposed timetable.
11. We informed the LSB that, subject to the current consultation, our expectation is for the application to come to the IPReg Board for consideration in September before submission to the LSB. The LSB noted this timetable and indicated that should we choose to submit a draft application they would be very happy to review it and provide feedback.
12. The LSB stated that an application of this scale would be considered 'high risk' and would almost certainly exceed the 28 day initial approval period. They welcomed our intention to provide any relevant guidance alongside the application and the work we are doing to assess and build our evidence base. They have reviewed the consultation materials in full and noted two areas that they wished to see addressed in the application. The first was our proposed broad waiver policy and the need for transparency of decision making. The second was details of any proposed post-implementation review. Further to this, the LSB has not at this stage identified any issues of fundamental concern in what we are proposing and said we had some interesting and innovative ideas, such as the PII sandbox.

## Next steps

13. The review sub-group is meeting on 11 May to discuss the responses to the consultation and implications for our proposals. The outputs of this discussion will be brought to the Board at the May meeting.
14. We then plan to return to the Board in July with our proposed response to consultation which, subject to the Board's views, will be published to show our stakeholders how we are responding to the feedback received.
15. We are aiming to bring the proposed LSB application to the Board in September.

Item 6b

I propose that we do not respond to this consultation as the Legal Ombudsman receives very few complaints about IPReg-regulated attorneys and so the IP sector has not been impacted directly by the operational difficulties that it has experienced.

<https://www.legalombudsman.org.uk/information-centre/news/office-for-legal-complaints-launches-scheme-rules-consultation/>

From: Sarah Gilbert <Sarah.Gilbert@legalombudsman.org.uk>  
Sent: 16 February 2022 17:16  
Subject: OLC Scheme Rules Consultation

Good afternoon,

The Office for Legal Complaints (OLC) today launched a consultation on proposed changes to its Scheme Rules. The Scheme Rules set out the legal framework under which the Legal Ombudsman operates. They underpin both the Ombudsman process and the decisions made by the operational teams.

The review reflects on the considerable focus the Legal Ombudsman has given to identifying operational improvements which will help achieve a sustainable performance and provide a better standard of service for both consumers and legal service providers. Analysis undertaken by the Legal Ombudsman has shown that the current Scheme Rules do not afford the service the flexibility required to execute minimal formality in the complaints process and are in many ways lengthening customer journey times. The consultation identifies a number of opportunities to improve the customer experience, enhance operational effectiveness, and remove historic obstacles to resolving cases efficiently.

The consultation will run for 8 weeks, and so we would be grateful to receive responses by 12pm on Wednesday 13 April. Submissions should be sent to [consultations@legalombudsman.org.uk](mailto:consultations@legalombudsman.org.uk)

Please do not hesitate to contact me with any queries.

Kind regards,

Sarah Gilbert  
Policy Officer

Legal Ombudsman  
[www.legalombudsman.org.uk](http://www.legalombudsman.org.uk)

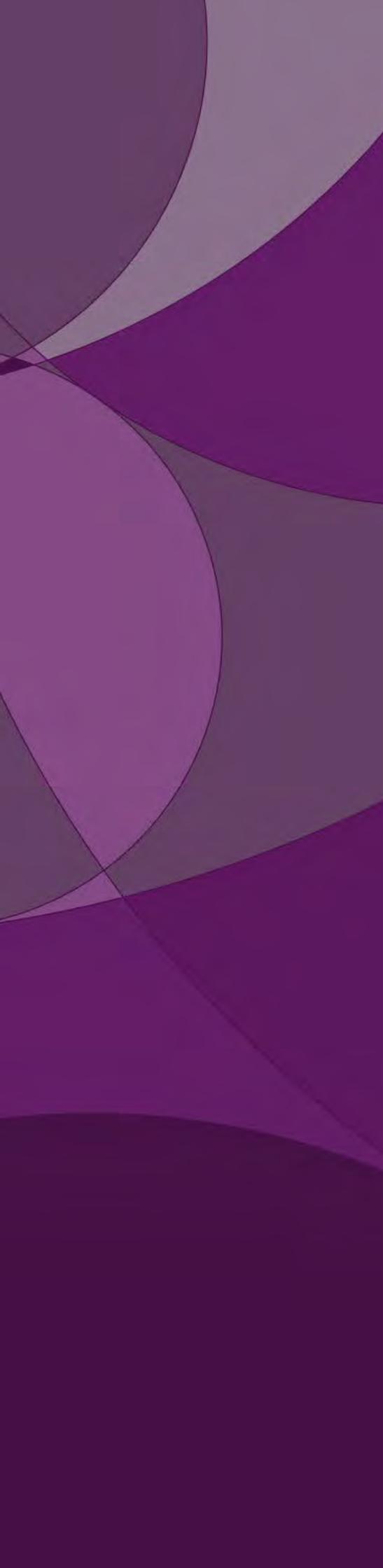
For information on how we handle your personal data, see our privacy notice. [www.legalombudsman.org.uk/privacy](http://www.legalombudsman.org.uk/privacy) This e-mail and any attachments are confidential and intended solely for the addressee and may also be privileged or exempt from disclosure under applicable law. If you are not the addressee, or have received this e-mail in error, please notify the sender immediately,

delete it from your system and do not copy, disclose or otherwise act upon any part of this e-mail or its attachments. Internet communications are not guaranteed to be secure or virus-free. The Legal Ombudsman does not accept responsibility for any loss arising from unauthorised access to, or interference with, any Internet communications by any third party, or from the transmission of any viruses. Replies to this e-mail may be monitored by the Legal Ombudsman for operational or business reasons.



**LEGAL  
CHOICES**

**Legal Choices 2020–2023 development strategy**  
Year one report, March 2022



# Contents

- 3 Introduction
- 4 Our reach and impact
- 6 Our products
- 10 Going forward

## Introduction



### Howard Dellar

Registrar of the Faculty Office of the Archbishop of Canterbury.

Chair, Legal Choices Governance Board.

In 2014 we launched Legal Choices as part of the joint legal regulators' shared commitment to public legal education. We wanted to give people independent, factual information to help them navigate the legal landscape and empower them to make good choices about any legal services they may need. Since then, millions of people have visited the Legal Choices website and seen our content on Facebook and YouTube.

In 2020 we began a new three-year development strategy. Our goal was to extend our reach while strengthening the quality and relevance of the content we put out. With the help of our advisory panel and team of most of the legal regulators, along with the Legal Ombudsman and Legal Services Consumer Panel, we have refined our offering, incorporating innovative and user-centric products into the website.

An important step has been building a reference group of frontline advisers to fill the gaps in our understanding of emerging user needs. And everything we do is designed to meet specific success criteria.

Now, one year into the delivery of that strategy, we are pleased to be able to say we are beating our targets for reach and engagement. In the legal year ending 31 October 2021, we had more than a million visits to our website. On Facebook and YouTube, our videos were watched more than a million times. We have also seen users spending more time and viewing more pages on our website.

Going forward, we hope to continue this success, expand our virtual reference group of frontline advisers, and continue our mission to inform and empower users of legal services.



# Our reach and impact

In the first year of our three-year strategy, we set ourselves ambitious targets. We wanted to reach and help at least half a million people while refining the quality of our offering. We used a mix of advertising and organic content marketing techniques to drive high quality traffic to the Legal Choices website.

## 12 month overview

**Targeted** adverts were seen

200 million times



People watched our **videos**

1 million times



Our **website** was visited

1 million times

of which around

80%

came from our promotion

## Website



People spent an average of **4** minutes on each web page



an increase of **46%** since our last report

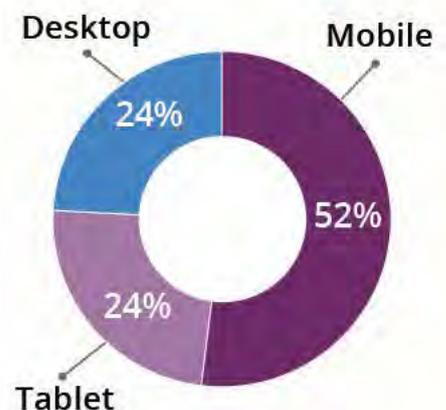
WWW



More than **100,000** people found us through search engines

more than **2X** the number from two years ago

Our website is optimised for mobile users



# Advertising

Facebook

Google

## Times our advert was seen

6,582,370



232,752,864

## Average cost per view

<£0.01



<£0.01

## Average cost per click

£0.13



£0.06

## Quality

Our Google search ads ...



£0.30

cost per click

Vs

£4.95

industry average

## Our products

We have introduced a series of products and tools for the Legal Choices website. Each was built with customer experience in mind. We have sought and received continuous feedback to refine each product and make sure it is delivering a good experience.

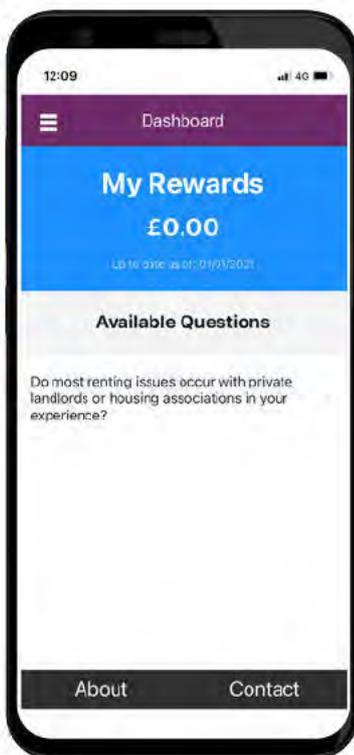
### Help me to understand legal language

Our online dictionary explains legal terms in clear English – we developed it in partnership with the Plain English Campaign – helping people to navigate their way through what can be complex and unfamiliar terminology. The dictionary acts like a search engine where users can type in a legal term and are given a clear definition, with links to related terms. Selected definitions are now also available in Easy Read format and video. The Legal Choices dictionary widget can be added to any website. Several regulators already have it on their website and we are seeing good feedback on its performance.



## Help me to deal with eviction

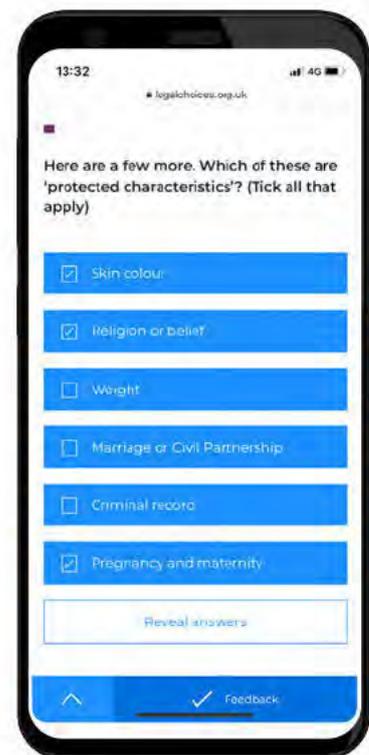
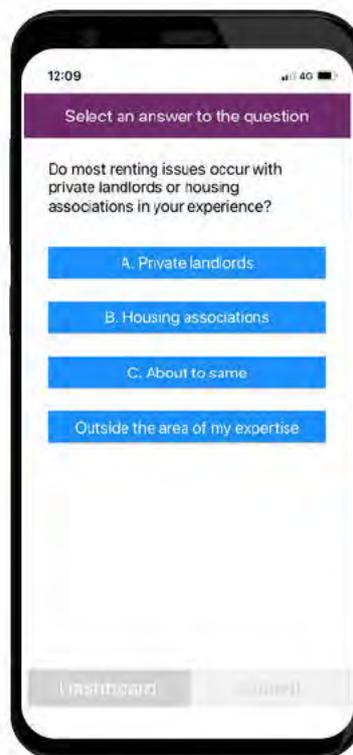
This is the first in a planned series of consumer journey products, helping people to get to grips with the problem they are experiencing and find help. It's a smart tool embedded on the website which gives users tailored eviction advice depending on their situation. A 'decision tree' logic format establishes which legal choices are available and how they should move forward. As people work through the product, the user only sees information relevant to their particular circumstances, making it easier for them to see their options.



## Help me to trust my lawyer Finding out what matters

This allows users to quickly and easily check if a provider, or potential provider, is the subject of regulatory or disciplinary decisions, without needing to know which of the legal regulators they are covered by. This meta-search portal will help to give users peace of mind when choosing a legal professional. We are planning to include data from the Legal Ombudsman and Bar Standards Board in due course and looking at developing the product to provide much wider information about legal professionals.

Our new virtual reference group app (below) allows us to 'take the temperature' at the frontline so we can better understand what is happening. In our successful 12-week trial, we asked frontline advisors one question per day about the sort of issues they may be seeing. We are building on this and in the months ahead, we will recruit more group members and continue to build a knowledge base to inform content commissioning and evaluation.



Virtual reference group app

## Help me to know about workplace discrimination

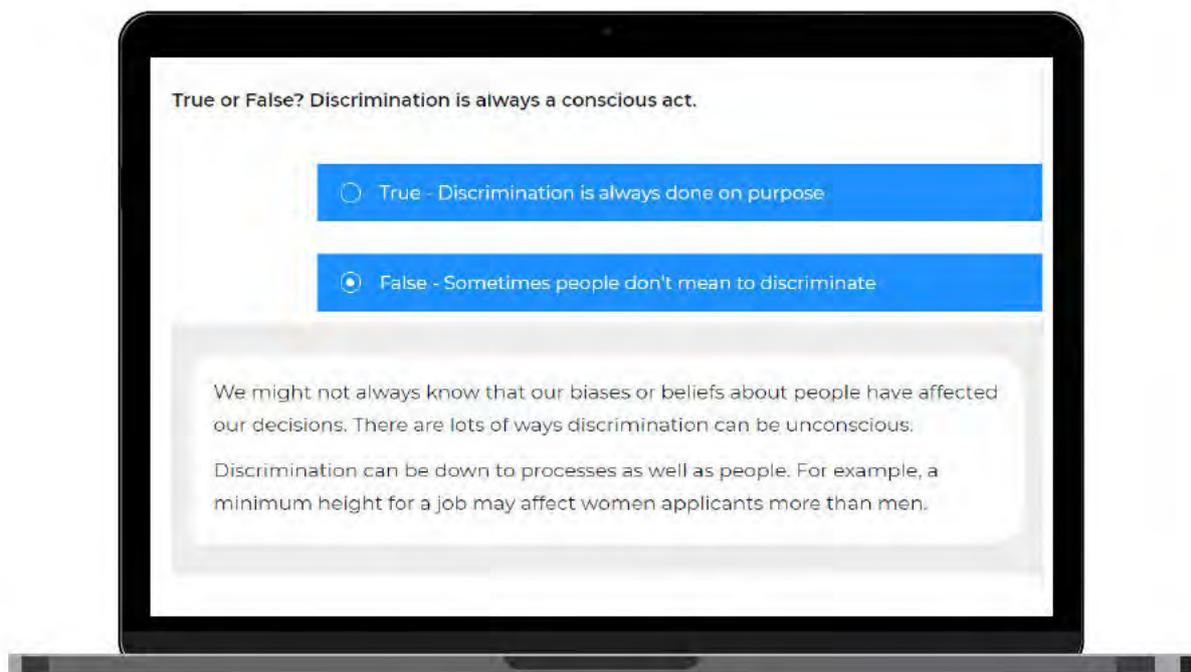
Our discrimination logic tree (below) is the latest intuitive online tool we have developed and is currently in trial. It asks questions and gives users an insight into workplace discrimination, conveying complex information in a simple way. Users who think they may have a claim can improve their understanding of workplace discrimination and be better placed to make choices about accessing legal advice.

## Helping the helpers

Recognising that many people in difficult situations seek help from intermediaries, this advisor tool provides a set of information packs, collated from published Legal Choices content, which can be customised by advice givers and easily shared with those they advise. This lets frontline experts tailor information to the needs of their clients. Information can be easily compiled and shared in different ways with people who do not have online access or prefer to talk to someone face to face.

## Help us understand how we are doing

Our smart analytics dashboard system evaluates web content performance, incorporating user feedback and expert reviews, as well as quality measures drawn from conventional analytics. Website users can tell us if content has been helpful and how it could be better. This supports our aim to produce high quality content. The dashboard updates in real time, which gives us the ability to respond to insight right away.



Discrimination logic tree



We need experts to help shape our content, join our reference group today!

[www.legalchoices.org.uk/referencegroup](http://www.legalchoices.org.uk/referencegroup)



## Going forward

Having successfully completed the first year of our current development plan, we will continue to focus on creating high quality content while expanding our reach. We remain ambitious and serious about our mission to make sure legal services users have the information they need.

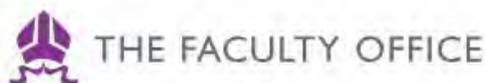
A key focus for us is bringing more people into our world. We will continue to grow our virtual reference group of frontline advisers to alert us to emerging information needs and to evaluate our content.

As always, we would like to thank everyone who has supported the work of Legal Choices.

Your willingness to share expertise and insight is critical to our continued success.

### About Us

Legal Choices is run by the Solicitors Regulation Authority on behalf of CILEx Regulation, the Council for Licensed Conveyancers (CLC), the Intellectual Property Regulation Board (IPReg), the Institute of Chartered Accountants in England and Wales (ICAEW), the Faculty Office and the Costs Lawyer Standards Board (CLSB).



## Get in touch



[legalchoices.org.uk](http://legalchoices.org.uk)



[@legal\\_choices](https://twitter.com/legal_choices)

**LEGAL  
CHOICES**

## Board Meeting 17 March 2022

### Encouraging Diversity

**Agenda Items:** 7a and 7b

**Author:** Fran Gillon, CEO ([fran.gillon@ipreg.org.uk](mailto:fran.gillon@ipreg.org.uk) 020 7632 7174)

### Summary

1. This paper sets out recent progress in IPReg’s approach to funding initiatives that support the regulatory objective of encouraging an independent, strong, diverse and effective legal profession. IPReg has allocated £20,000 of its reserves to fund diversity initiatives.

### Recommendation(s)

2. The Board:
  - a. Notes that - as agreed in principle at its meeting in March 2021, IPReg has provided funding of £2,600 to IP Inclusive for its 2022 operating costs (**Annex A**);
  - b. Notes the impact report from In2Science (**Annex B**) and the case studies from the 2021 programme (**Annex C**);
  - c. Agrees to fund 8 places on the In2Science at a total cost of £8000 as set out in its application to us (**Annex D**);
  - d. Notes the update about this year’s London Pride parade.

### Risks and mitigations

<b>Regulatory Objective(s)</b>	Encouraging an independent, strong, diverse and effective legal profession
<b>Strategic objective(s)</b>	The Board wants to be more externally focused to ensure that its regulatory framework supports and encourages innovation. Funding external groups such as IP Inclusive and In2Science supports our drive to be more externally focused.
<b>Financial</b>	The total cost of these 2 initiatives is: £10,600. We have allocated £20,000 of reserves to fund diversity initiatives this year. Our flexible approach to the allocation of reserves means that this can be increased if necessary.
<b>Legal</b>	
<b>Reputational</b>	Supporting various diversity initiatives will enhance IPReg’s reputation. We have developed some criteria against which to assess requests for funding in order to ensure that money is targeted appropriately.  The LSB places considerable importance in regulators’ work on diversity.
<b>Resources</b>	This work can be managed within our current resources.

## Discussion

3. Although IPReg does not have a formal framework for assessing funding applications, at a meeting of the Governance Committee on March 2017, it was agreed that:
  - a. applications would be assessed on a case by case basis on their merits; and
  - b. IPReg should specifically identify the key diversity issues that each funding request addresses and publish the data.

### *IP Inclusive*

4. [IP Inclusive](#) is committed to making IP profession more inclusive and encourages IP professionals to adopt best practice on increasing diversity and inclusion. Paying IP Inclusive's operating costs will enable it to continue to promote diversity and inclusion in the IP sector.

### *In2Science*

5. [In2Science](#) is a not for profit organisation promoting social mobility and diversity in STEM careers. Its website explains that it "empowers young people from disadvantaged backgrounds to achieve their potential through life changing opportunities that give them insights into STEM careers and research and boosts their skills and confidence".
6. At its December 2020 meeting, the Board agreed to sponsor 8 students attending the In2 Science scholars' programme. In2 Science has recently published an update (Annex B) on its work and the scholars' programme and a case study from its 2021 programme (Annex C) during which students heard from a former IPReg Board member about opportunities in IP. The IPReg CEO also met the In2 Science Development Officer to discuss the work it is doing; an oral update will be provided at the meeting.
7. In2 Science has asked us to sponsor 8 students on its programme this year at a cost of £8,000. The key diversity issues that this programme seeks to address are set out in detail in Annex D. In terms of IPReg's criteria for donations, it is important to note that all the young people that take part in the programme are:
  - a. Recipients of free school meals;
  - b. Have parents who do not hold higher education qualifications;
  - c. From low income families;
  - d. Live in a postcode in which few progress to higher education.
8. In terms of relevant to IP issues, in addition to IPReg, the IP Federation and one of our regulated firms are also listed as sponsors. In2 Science also has good links to IP Inclusive. In2Science also wants to start outreach work on IP and, through the IP Federation, to get more firms with IP departments interested in its work.

## *London Pride 2022*

9. The SRA has applied again to enter the London Pride parade under the branding of Legal Choices. Legal Choices does not have the resources to fund the costs involved, but as this aligns with the SRA's wider EDI work, the SRA is prepared to fund the cost of the entry and a bus on the Parade. Entering as Legal Choices means we can only display the Legal Choices branding, rather than the branding of our own organisations, but as we are all working collaboratively to promote the great work of Legal Choices this seems a good approach and may help to raise awareness of Legal Choices. We have thanked the SRA for agreeing to fund this and told them that we will support the initiative.

From: [REDACTED]  
Sent: 19 January 2022 11:12  
To: Fran Gillon  
Cc: Karen Duxbury  
Subject: Re: IPReg and IP Inclusive funding

Dear Fran,  
I completely agree. We should agree the £2000 and the £600; and I don't think it needs prior Board approval. We should however report it to the Board at our next meeting.  
Best wishes Chris

From: Fran Gillon <fran.gillon@ipreg.org.uk>  
Sent: 19 January 2022 10:37  
To: Chris Smith  
Cc: Karen Duxbury  
Subject: FW: IPReg and IP Inclusive funding

Dear Chris

You will be aware that in March 2021, the IPReg Board agreed:

- a. to pay £2,100 to IP Inclusive for its 2021 operating costs;
- b. in principle we will continue to sponsor IP Inclusive's operating costs at around the current level – this will provide certainty to IP Inclusive for future years;
- c. in principle to contribute to the cost of establishing a CIC to take forward IP Inclusive's work.

You will see from the email below that Andrea has asked us to pay IP Inclusive's operating costs again this year – clearly within the scope of the Board's decision. She has also asked us for £600 to set up a cloud-based accounting and payroll system. (IP Inclusive last year decided not to go ahead with setting up a Community Interest Company (CIC) for the time being.) If you are content, I think we should agree to the additional £600. It is a small amount of money given our diversity reserve, seems to fall within the scope of general operating costs and in any event is within the spirit of the Board's support for IP Inclusive – I don't think that this needs a new Board decision.

Happy to discuss if that would be helpful.

Fran  
  
Fran Gillon  
Chief Executive  
Intellectual Property Regulation Board, 20 Little Britain, London EC1A 7DH

t 020 7632 7174 THE IPREG TEAM IS WORKING REMOTELY. PLEASE CONTACT US BY EMAIL.  
e fran.gillon@ipreg.org.uk

Please note that my working days are normally Wednesday, Thursday and Friday.  
This email, and any attachment, is intended for the attention of the addressee only. Its unauthorised use, disclosure, storage or copying is not permitted. If you are not the intended recipient, please destroy all copies and inform the sender by return email and send a copy to info@ipreg.org.uk. Thank you for your co-operation. The Intellectual Property Regulation Board Limited is

registered in England and Wales  
under registered number 06624948. The registered office is 52 Kingsway Place, Sans Walk, London, EC1R 0LU.

From: [REDACTED]  
Sent: 18 January 2022 09:06  
To: Fran Gillon <fran.gillon@ipreg.org.uk>  
Subject: IPReg and IP Inclusive funding

Hi Fran. Happy New Year, if it's not too late for that!

I know you've said before that IPReg would be willing to contribute towards IP Inclusive's operating costs for another year. Is that still the case? You also intimated, I think, that if we needed extra help funding our structural transformation, the Board might be willing to consider an additional one-off donation. So I wonder if I could be cheeky and ask for help with the following:

1. £2,000, as last year, for our basic operating costs (insurance, data protection fee, bank charges, online subscriptions, insurance and IP Inclusive website hosting)
2. £600 to get us set up with a cloud-based accounting system (Xero) and an outsourced payroll set-up for the administrative assistant we hope soon to recruit

Item (2) may not look "transformative" but it will make a huge difference to our day-to-day operations now that we're bringing in more money and generally becoming more business-like. It will be lovely not to have to use Excel to log donations!

If you wouldn't mind asking the Board, that would be wonderful. Do feel free to say if you'd like more information - or indeed if you feel the time isn't right to donate to IP Inclusive just now.

[REDACTED]

All the best,

Andrea

Andrea Brewster OBE CPA EPA (she/her)  
Lead Executive Officer  
IP Inclusive



**Improving social mobility and diversity in STEM**

# Foreword



I am pleased to report, on behalf of the trustee board, on a successful and impactful year for In2scienceUK.

Many useful lessons from the experience of successful remote delivery in 2020 were taken by the staff team and developed even further with higher levels of engagement seen this year. The rest of this report details the fabulous impact we have had.

I can also report a successful year from a growth and governance perspective. The staff team have put in place a number of components of essential operational infrastructure to help us grow further. From a leadership and governance perspective I'm delighted to welcome our new CEO Colby Benari, as well as six excellent new trustees who bring a really wide range of relevant experiences to the board. In welcoming them I also pay tribute to the founding trustees who depart this year - Kate Hamblin, Geraint Rees, and Lila Winger. The impact you will read about in this report is a testament to their contribution.

## **Jonathan Flowers**

In2scienceUK Chair of Trustees



The mission of In2scienceUK is one that I hold close to my heart. We empower young people to choose STEM regardless of their background. We do this because we know that by pursuing a STEM degree or apprenticeship young people open themselves up to a rich array of careers. The STEM sector also benefits from their diverse ways of thinking and understanding of the world.

We know that young people from socioeconomically disadvantaged backgrounds have many barriers to overcome in order to pursue a STEM degree and career. I have dedicated my career to helping young people along their journey.

Stepping in as CEO of In2scienceUK in October 2021 has been a dream come true. This organisation not only has admirable values, it acts according to those values. Nowhere is this more apparent than in our impact data.

Our 2021 programme data tells a story of an organisation adapting to change whilst expanding our offer to new areas of the UK, including the North West, Leeds and Cardiff. Thank you to everyone who made the last year a success - especially our Trustees, volunteers and phenomenal participants.

## **Colby Benari**

In2scienceUK Chief Executive Officer

# Our Vision | Diversity in STEM

In2scienceUK is an award-winning charity that leverages the passion, knowledge and experience of researchers and science, technology, engineering and maths (STEM) professionals to unlock the potential of young people from disadvantaged backgrounds and progress to degrees, apprenticeships and careers in STEM.

Young people from disadvantaged backgrounds face multiple barriers to progressing to university and onto STEM careers which leads to their under-representation in the sector. At In2scienceUK we believe in providing high-quality opportunities, passionate role models and support, to empower all young people, regardless of backgrounds, to become the next generation of innovators and pioneers.



**Under 10%  
of life science  
professionals...**



**15% of  
academics...**



**and 6%  
of doctors  
are from a  
working class  
background<sup>1</sup>**

In 2021, with the dedicated support of our funders, partners and volunteers we delivered an impactful programme, enabling young people to meet a range of researchers and STEM professionals, learn about cutting edge research, gain insight into the breadth of STEM careers, and build the skills, knowledge and confidence to support their STEM aspirations.

We were also honoured that in April 2021 In2scienceUK received the Queen's Award for Enterprise for promoting opportunity through social mobility. This prestigious award recognises outstanding achievement in creating an inclusive and compassionate society by supporting socially disadvantaged individuals to develop their skills and chances of finding work.



THE QUEEN'S AWARDS  
FOR ENTERPRISE:  
PROMOTING  
OPPORTUNITY  
2021

<sup>1</sup> Social Mobility Commission (2017) State of the Nation 2017: Social Mobility in Great Britain

# Programme Growth

In 2021 we supported more students than ever before, as well as increasing our reach in the UK by expanding the programme into Manchester, Liverpool, Lancaster, Leeds and Cardiff for the first time.



“ This programme has helped me build up confidence and skills I would use in the future like research skills, communication and problem-solving skills. I enjoyed talking with my mentor and learning what they do in their career. ”

**2021 In2scienceUK student**

2020



2021

**567** students supported in 2020

**670** students supported in 2021

# Improving access to STEM degrees, apprenticeships and careers



## 1 Increases the pipeline of UK STEM professionals

There is a **shortfall of STEM skilled workers** with the number of future technical jobs forecast to increase. Increasing the numbers of disadvantaged students in these careers would increase the UK's economic competitiveness<sup>2</sup>.

## 2 Promotes social mobility

As STEM workers typically earn 20% more than in other fields, getting more young people from low-income backgrounds into these professions promotes social mobility and fights economic inequality<sup>3</sup>.



## 3 Builds a more diverse workforce

Businesses with diverse and inclusive cultures perform better financially, reduce staff turnover, and maintain increased creativity and problem-solving capacity.<sup>4,5</sup>

## 4 Grows a science literate society

There are economic, political and social benefits to increasing science capital in all segments of the UK. In this technological age, it is vital that all people have the tools to communicate effectively, assess complex information and distinguish fact from fiction.



<sup>2</sup> Broughton, N. (2013) In the balance: The STEM human capital crunch, Social Market Foundation

<sup>3</sup> Greenwood et al., (2011) The Labour market value of STEM qualifications and occupations, Department of Quantitative Social Science, Institute of Education

<sup>4</sup> Desvaux, G., Devillard-Hoellinger, S. and Baumgarten, P. (2007) Women Matter: Gender diversity, a corporate performance driver, McKinsey & Company

<sup>5</sup> Forbes Insights (2011) Fostering Innovation Through a Diverse Workforce, Forbes

# Our Young People

Our programme supports young people who are from low-income and disadvantaged backgrounds, such as those on free school meals and parents or guardians with no higher education qualification.

These students face significant barriers to accessing STEM degrees, apprenticeships and careers, our programme enables them to gain the knowledge, skills and confidence to achieve their aspirations.

The 2021 Programme supported **670 young people** from 286 schools.



70%

are in receipt of Free School Meals



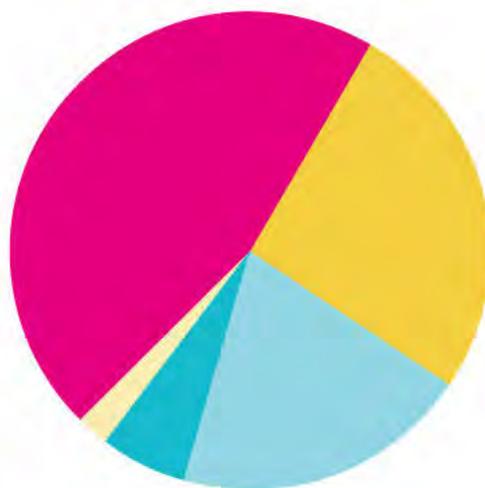
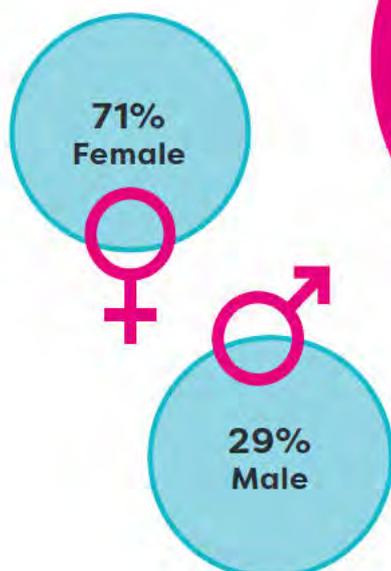
82%

have parents who have not attended higher education



72%

of the young people in the 2021 cohort are from Black, Asian or other ethnic minority backgrounds.



- Asian or Asian British 46%
- Black or Black British 26%
- White 20%
- Other ethnicity 6%
- Prefer not to say 2%

# 2021 In2scienceUK Programme

This year our young people accessed the majority of the programme activities through the dedicated In2scienceUK online platform. There was also an opportunity for many young people to take part in a one-day placement

with their mentor. Each activity was co-curated with our partners and volunteers ensuring every young person completed the programme with the knowledge, skills and confidence needed for future success in the STEM sector and included:



## 1 Research focussed courses with reading, writing and investigative tasks

Young people accessed cutting edge research modules co-developed by UK researchers and included live lectures, interactive quizzes, pre-reading and a related home-based research task.



## 2 Online mentoring from STEM professionals and researchers

Young people were matched with a mentor based on their interests. Small group sessions gave them an opportunity to ask questions about STEM careers, latest developments in the sector, university admissions, and life as a researcher. Mentors who were able to also provided one-day placement visits for their mentee groups.



## 3 Skills, employability, access and careers workshops

Workshops on topics including applying to competitive universities, writing personal statements and applying for apprenticeships. Employability webinars to boost professional skills and confidence, covering topics such as CV writing, interview tips and high quality careers panels to highlight the breadth of STEM opportunities.



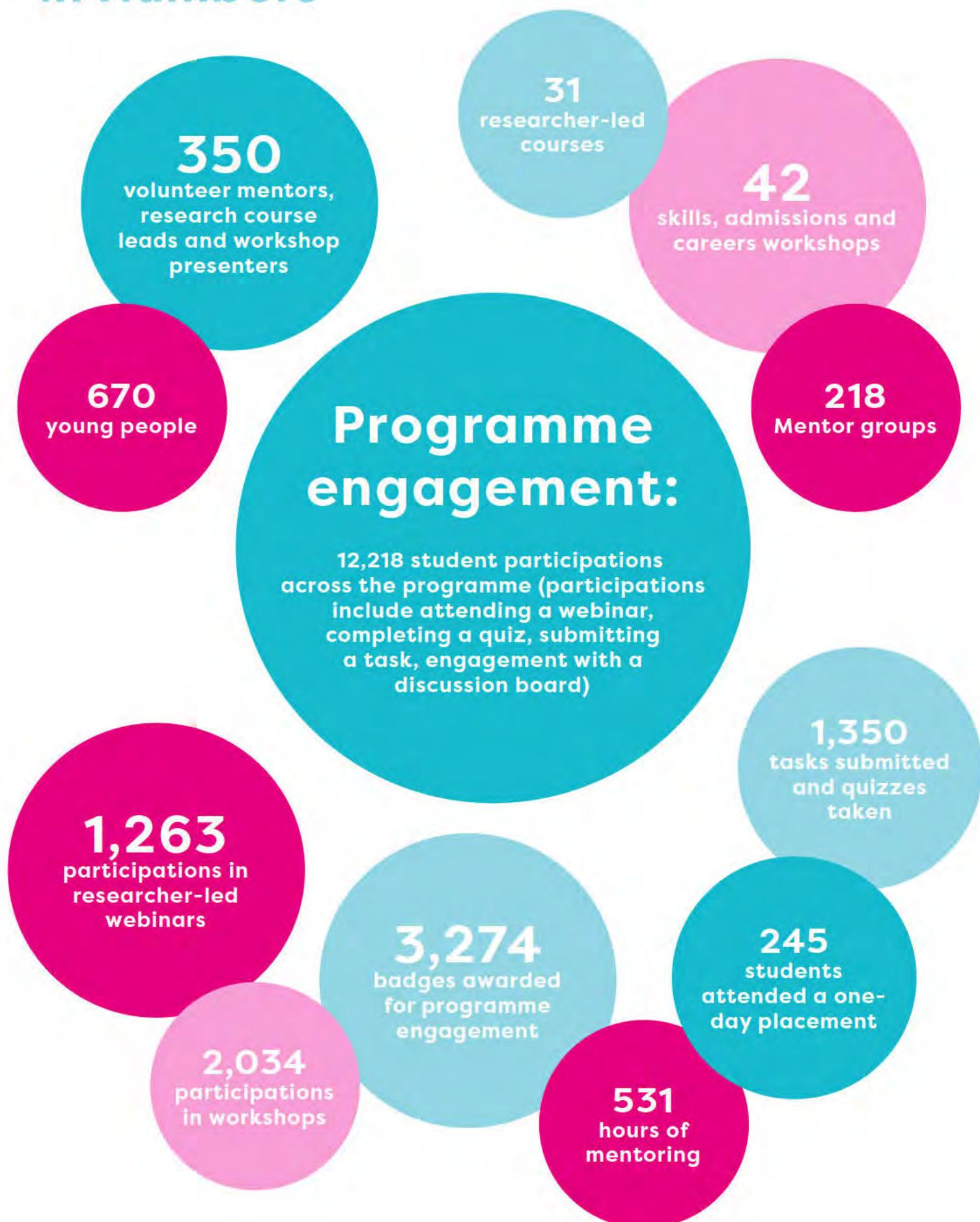
## 4 Several public engagement competitions

Including photo, video and blog competitions to develop writing, communication and public engagement skills.



This year we also offered students the opportunity to be awarded digital badges for completion of aspects of the programme, leading to an In2scienceUK Programme completion award which can be added to their LinkedIn profile. The online platform also provided lots of opportunities to engage with volunteers and their fellow students through discussion boards, where students could ask questions, discuss the programme or share their aspirations.

# The 2021 In2scienceUK Programme in Numbers



Students on the 2021 programme were able to gain an insight into an amazing breadth of STEM topics including:

- Biodiversity Loss: UK Insect Decline
- How To Stop Aircraft From Crashing!
- Mathematics under the microscope

Skills, employability, access and careers workshops covered a wide range of topics, supporting students with the knowledge, skills and confidence to achieve their goals. Our funders and partners generously gave their time to impart their expertise on topics such as:

- Data Science careers: Extracting knowledge from data
- How to study independently and maintain motivation as a University student
- Navigating Student Finance

Our partner universities also provided workshops on accessing and studying STEM degrees at their institution. Students could also access a wide range of careers panels, to understand a range of careers and opportunities from diverse panels of STEM professionals.



“ There are so many options out there for things to do and I’m still deciding what path I’d like to go down. However, meeting like-minded students, talking to my mentor, and attending the sessions has helped me feel sure about the subject I want to study. ”

**Nesa, 2021 Student**



“ The whole programme was really interesting and allowed me to gain beneficial information as well as developing my confidence and skills in research, critical thinking and problem solving. The highlight of the programme for me was the mentoring sessions as they helped me to confirm my decision to pursue pharmacy. ”

**Zafraan, 2021 Student**

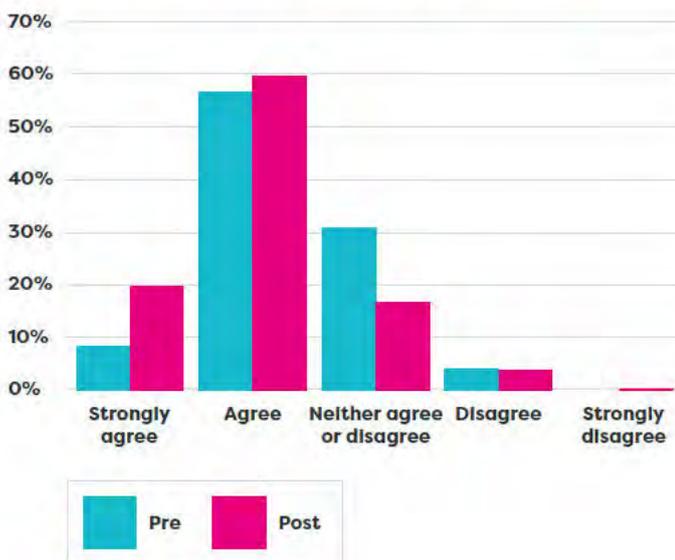
# Programme impact: Science Capital

Science capital is made up of various aspects, summarised as what you know, how you think, what you do and who you know<sup>7</sup>.

Research indicates that those with higher levels of science capital are more likely to go on to study or work in a STEM-related field<sup>8</sup>.

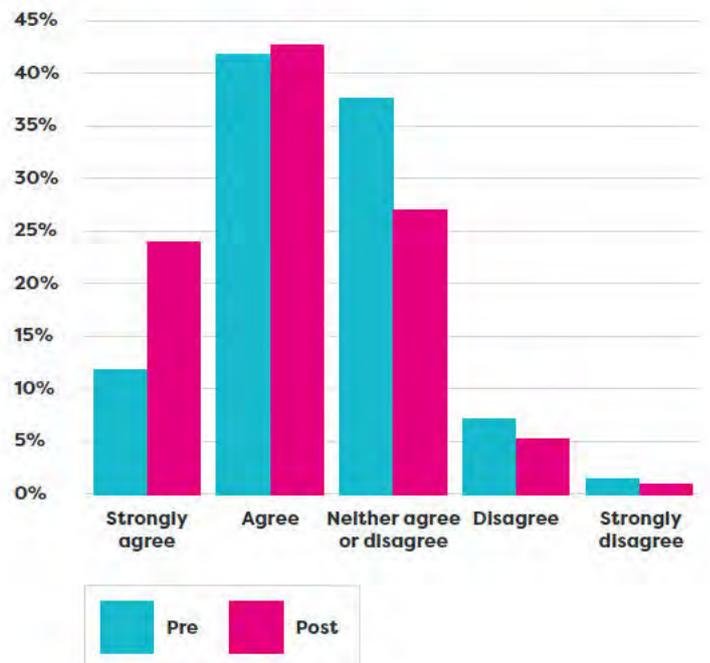
The In2scienceUK programme impacts on and builds multiple aspects of science capital. The programme supports the development of science knowledge and skills, whilst identifying connections between science and everyday life. It is an important opportunity to experience science outside of the school environment, with a 28% increase reported in those who have “Participated in research or a science experiment outside of school”. On completion of the programme there was a 14.2% increase in those who “strongly agree” or “agree” that they “know quite a lot about science, technology, engineering or maths”:

## I know quite a lot about science, technology, engineering or maths



The young people also had the opportunity to meet professionals working in a science-related role and following the completion of the programme there was a 20% increase in those who have met “a scientist, engineer, technologist or mathematician”. There was also an 11.8% increase in those who “strongly agreed” or “agreed” that “people who are like me work in science, technology, engineering and maths”:

## People who are like me work in science, technology, engineering and maths



<sup>7</sup>Godec, S., King, H., & Archer, L (2017). The Science Capital Teaching Approach: engaging students with science, promoting social justice. London: University College London.

<sup>8</sup>Archer, L., Dawson, E., DeWitt, J., Seakins, A., & Wong, B. (2015a). “Science capital”: A conceptual, methodological, and empirical argument for extending bourdieusian notions of capital beyond the arts. *Journal of Research in Science Teaching*, 52(7), 922-948.

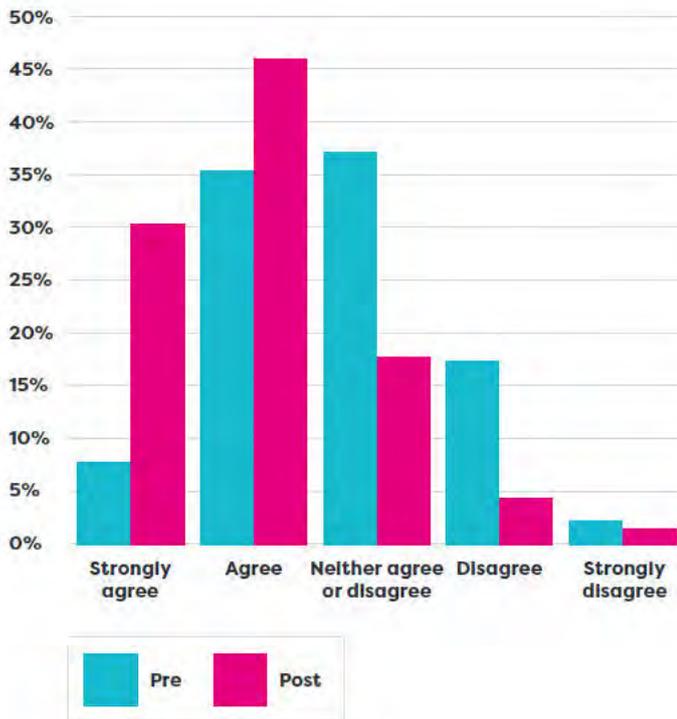
# Programme impact: University access

The programme also aims to provide information about university access and to support them in making high quality applications. Understanding the content and structure of a range of STEM degrees is an important factor in young people making informed choices about courses and future careers, as well as understanding the broad range of STEM degrees available.

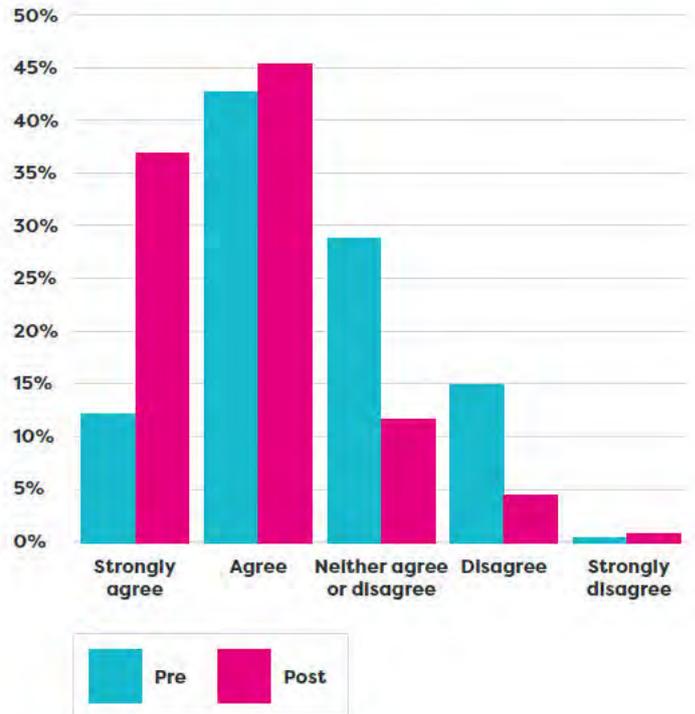
The programme is successful in supporting the young people in gaining advice, guidance and support in relation to university aspirations and intentions.

In particular there were large increases in:

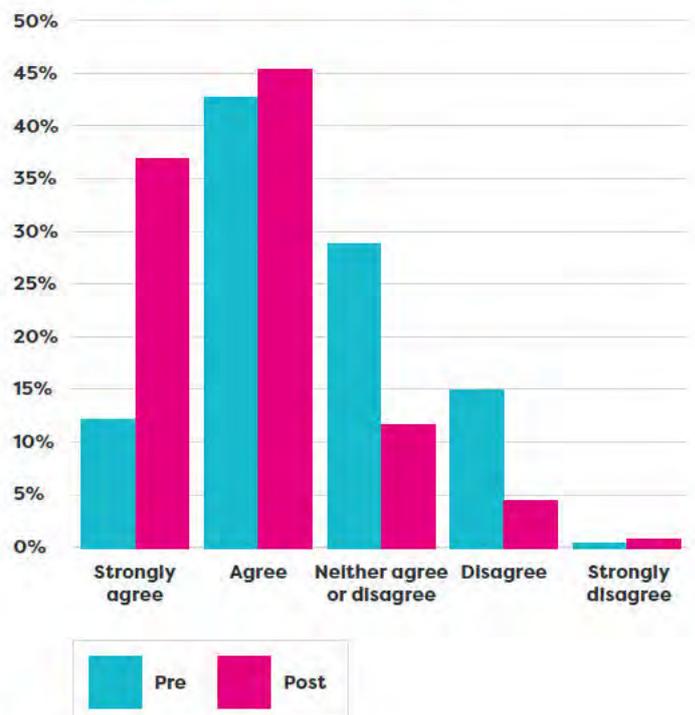
## 1. Confidence writing UCAS personal statements, with a 33.2% increase in those who 'strongly agree' or 'agree'



## 2. Knowing where to find support and advice on applications, with a 27.6% increase in those who 'strongly agree' or 'agree'



## 3. Understanding the content and structure of a range of STEM degrees, with a 33.1% increase in those who 'strongly agree' or 'agree'



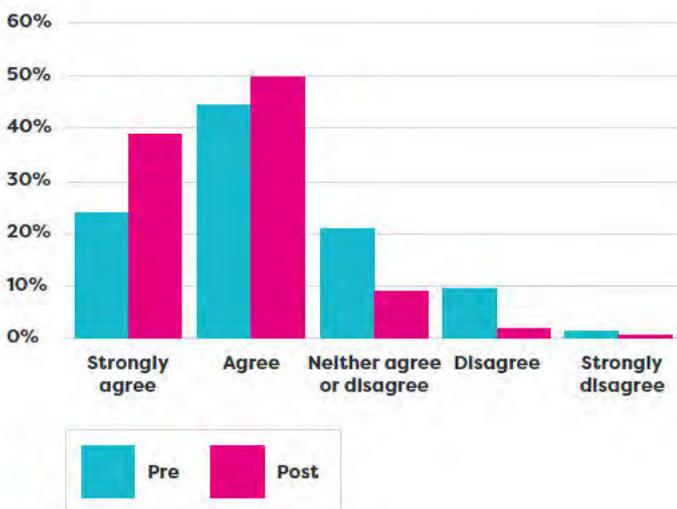
# Programme impact: STEM careers

To increase the diversity of the STEM workforce young people need to be confident that there are STEM careers available. Students in the programme have access to high quality advice and information on routes into different STEM careers. As part of the In2scienceUK programme young people heard about their mentors career, as well as attending career panel sessions across STEM subjects.

The programme has fulfilled a different role for the young people in relation to their career intentions depending on whether or not they already had a career in mind. For some, the experience has “consolidated” their intentions and for others it has helped them recognise the broad range of opportunities available to them. There was a 24.5% increase in participants who know “someone who can give you advice about possible careers in science, technology, engineering or maths (STEM)”.

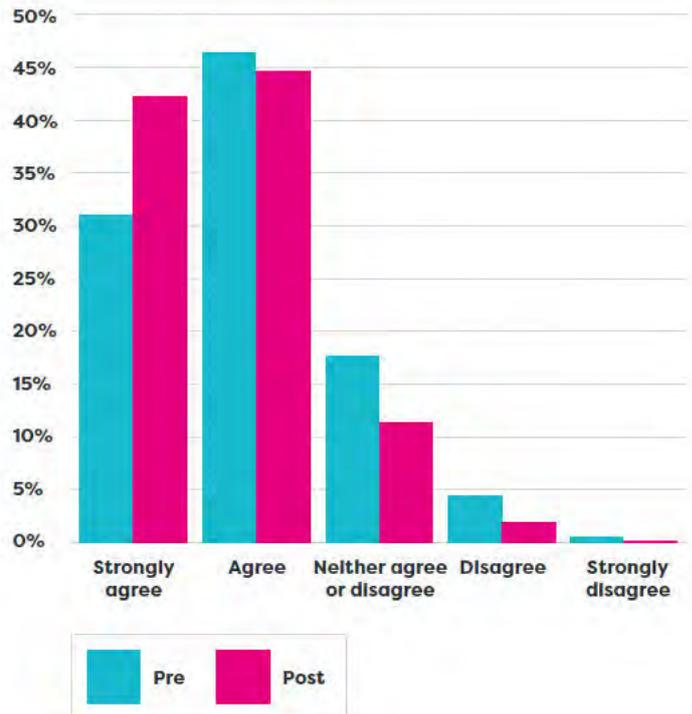
Those who ‘strongly agree’ or ‘agree’ that they “know a number of diverse careers I could enter with the degree I am choosing” increased by 20.4%.

## I know a number of diverse careers I could enter with the degree I am choosing



There is increased confidence around the availability of STEM jobs, with an increase of 11.2% who ‘strongly agree’:

## I am confident there are lots of STEM jobs available to me once I have a STEM degree



# 2022 and beyond

Over the past two years, In2scienceUK delivered two successful online programmes, continuing our support of students from disadvantaged backgrounds despite the major challenges of Covid-19 and the lack of in-person opportunities as a result of the pandemic.

The online programme, including mentoring, research modules and skills, employability and careers workshops, were designed to ensure that the 2020 and 2021 In2scienceUK cohorts had opportunities which provided as many of the benefits of skills, insight and confidence building experiences of an in-person placement as possible. The team used feedback from the 2020 cohort and volunteers to further develop the programme for 2021. Changes included digital badges awarded for engagement, smaller mentoring groups and smaller groups accessing research modules. The online platform was adapted to make it easier for students to navigate, as well as adding an area for students to socialise with each other through a discussion board. We also provided volunteers an opportunity to attend a workshop on cultural and race literacy delivered by [Leading Routes](#).

Although online delivery was precipitated by the global pandemic, the pivot provided an amazing opportunity to explore the potential of online experiences and to incorporate these into future hybrid programmes.

The 2022 programme aims to see a return to in-person placements. Online learning can provide a lot to our students, but the experience of spending time within a STEM environment and interacting with STEM professionals in person is invaluable. This came through strongly in evaluations, with many students commenting that this is what they missed most from the programme. The placement will replace the research modules and mentoring aspects of the online programme. Skills, employability, access and careers workshops will continue to be delivered online in the 2022 programme, we have found that online delivery has transformed this aspect of the programme. Benefits include offering the same workshops and opportunities to students across the UK, the ability to offer more workshops across different topics, the opportunity to expose students to a much wider range of STEM professionals, students can meet peers from other areas of the UK and making it easier for volunteers to support in workshop delivery. We are also keen to engage our volunteers more and provide training and networking opportunities online.

We are all really excited to develop and deliver the 2022 programme over the coming year, and welcome a new cohort, as well as working with current and new partners. Alongside this In2scienceUK is taking the opportunity to look to the future and develop our strategy for 2023 and beyond, to ensure our programmes continue to empower students from disadvantaged backgrounds to achieve their potential in STEM.



# With thanks to our funders and partners

If you are interested in supporting In2scienceUK

Contact Colby Benari on [colby@in2scienceuk.org](mailto:colby@in2scienceuk.org) 

Abcam

Alan Hirzel

Autolus

The Avantor Foundation

Blueberry Therapeutics

Biochemical Society

The Cadent Foundation

Cancer Research UK

The Charities Trust

DataSparQ

Dr Leo James

ERA Foundation

Google DeepMind

Garfield Weston Foundation

GSK

Guarantors of Brain

HGF

Hoare Trustees

Institute of Physics of  
Living Systems, UCL

The IP Federation

IPREG

The John Lyon Foundation

Kingston University

The Manly Trust

Medicines Discovery  
Catapult

National Institute for  
Health Research Biomedical  
Research Centre University  
College London Hospital

Operational Research  
Society

Orion Trad

Oxford Biomedica

Oxford Biomedical  
Research Centre

Oxford Health Biomedical  
Research Centre

TPXImpact

Paul Hamlyn Foundation

Queen Mary University  
of London

Royal Commission for  
the Exhibition of 1851

The Rank Foundation

The Royal Academy  
of Engineering

The Royal Society

SEC Life Sciences

Sekisui Diagnostics LLC

Sony PlayStation

TBWA World Health

University College London

University College London,  
Department of Engineering

University of Birmingham

University of Exeter

University of Leeds

University of Oxford,  
Neuroscience Committee

Uptake Strategies



With thanks to Laura Thomas, OnData Research Ltd for data analysis and interpretation.

In2scienceUK is a registered Charity (1164821) and company (07706662) in England and Wales.  
Our registered address is 10 Queen Street Place, London, EC4R 1BE.

Front cover photo by 2021 student Matas, taken on In2scienceUK placement day.

# In2scienceUK | Summer Programme

IPReg | Case Study

2021



Improving Social Mobility and Diversity in STEM

# Thank You For Supporting Our Mission

The 2021 In2scienceUK Programme supported 670 young people across the UK, providing them with opportunities to interact with cutting edge STEM researchers, learn employability skills and gain an insight into STEM degrees, apprenticeships and careers. The programme wouldn't be possible without the support of our funders, partners and volunteers, who believe in our mission to promote social mobility and diversity in STEM and empower young people from disadvantaged backgrounds to achieve their full potential.



**350**

**Volunteers supporting the programme**

**531**

**Group mentoring sessions delivered**

**62**

**Research lectures developed and delivered**

**42**

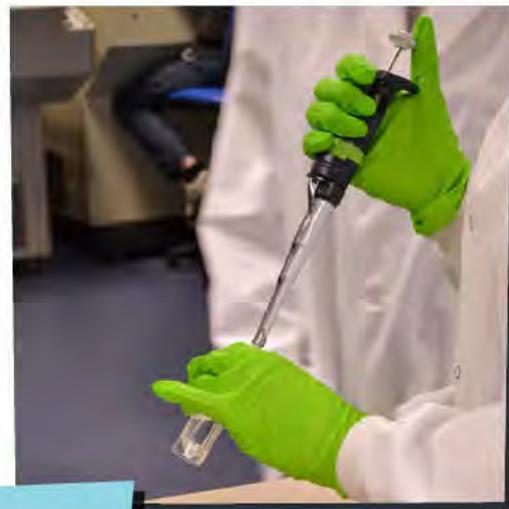
**Skills, employability and careers workshops delivered**

# Programme Engagement

## Workshop

During the In2scienceUK programme students have access to a wide range of skills, employability and careers workshops to develop the skills, knowledge and confidence needed for success in future STEM degrees, apprenticeships and careers.

In partnership with IPReg, students had the opportunity to hear from a IPReg Board Member about their career in Intellectual Property as part of the Career Panel session on Alternative Life Sciences Careers. 37 students attended the workshop live and a recording was also available for students unable to attend live.



37

students attended the workshop live

“It was interesting to see the various different careers the hosts went into after studying biology, showing that your degree and the career you settle on aren’t always the same.”

**Student feedback on  
‘Alternative Life Sciences  
Careers’**

“It showed me the different career paths that are possible and that it is not always a straight route. It made me feel better as I feel more confident about choosing what I’d like to do and to not worry so much.”

**Student feedback on ‘Alternative  
Life Sciences Careers’**

“It was really interesting knowing how all three people had degrees in stem but decided to do something else with it in a different industry.”

**Student feedback on ‘Alternative Life Sciences  
Careers’**

## Student Case Study - Julia

Julia took part in the In2scienceUK programme to learn more about science and its applications and also to develop transferable skills for the future. She aspires to study an integrated Masters degree in Biochemistry at university, so she really enjoyed discovering more about this subject area through the research courses. However, the highlight of the programme for Julia was the mentoring sessions with her University of Leeds mentor! Through these sessions she developed confidence, received advice about university applications and learnt more about STEM careers.



“I wanted to take part in the In2scienceUK programme because I have a passion for the sciences and wanted to take my knowledge further.

The programme was definitely fascinating and most importantly enjoyable. The research modules became a great opportunity to expand my own learning about the sciences, which is something I enjoy and want to continue in the future through a degree.

Meeting my mentor was an exciting experience, from which I gained invaluable advice, knowledge and skills. Being able to talk to a professional from a field of interest was very useful and helped me gain confidence in my own abilities. The atmosphere in these discussions was very friendly which made me look forward to each session I had.

The entirety of the programme was enriching and I felt like I was either improving or learning something in every session.”

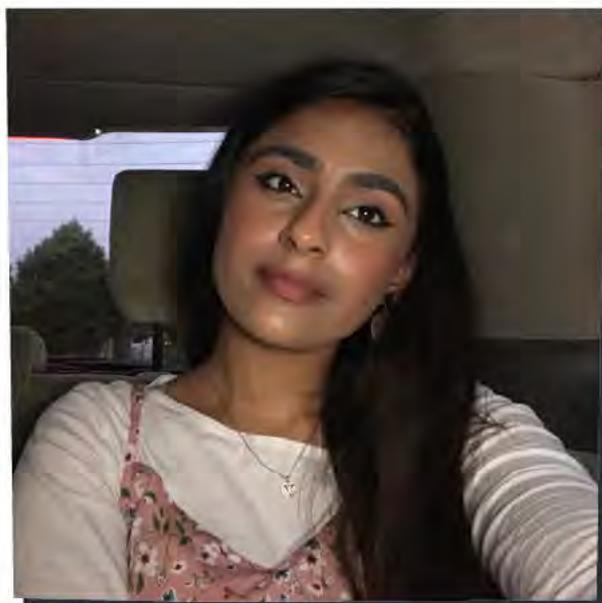
“The In2scienceUK programme amplified my passion for STEM and motivated me to pursue a STEM degree even more than before. I think this was particularly from my mentoring sessions where I could hear about first hand experience working in this field, and the particular research my mentor does in cancer treatment which was fascinating.”

“The programme is not just about learning more STEM, but also about putting yourself out there, making the most of it and talking to experienced people in the field. It is a great experience to socialise with other students, gain more insight into your interests and think about future plans like careers or further education.”

## Student Case Study - Areeha

Areeha took part in the In2scienceUK Programme to have an insight into life at university and to learn about opportunities in Aerospace Engineering. She learnt from STEM professionals through career workshops, research courses and mentoring sessions. She was also able to connect with other like-minded students on the programme. Areeha now has the confidence to pursue a career in Aerospace Engineering and encourages other young people to participate in the programme to have a greater understanding of their desired career.

“This opportunity has shaped me as a person and has made me realise the skills needed for university and a role in the research industry.”



“At first, I was really hesitant about my future. I was unsure about what I was good at and what career would make me successful. I had heard about Aerospace Engineering at school visits, however I was unsure of whether people like me would fit into this sector or not. After attending many live lectures and workshops and having the opportunity to ask questions to professional Aerospace Engineers I realised that Aerospace Engineering is the perfect career for me!

The mentoring sessions were also very beneficial because the mentor can answer questions and provide guidance tailored to your future career aspirations.

Through the programme I have gained organisational and time management skills by attending live lectures, workshops and completing research course tasks. I have also developed my communication skills through asking questions and communicating with my mentor as well as other students, which boosted my confidence in approaching professionals and individuals in the process.

This is the perfect programme to understand and experience your desired career path, and get a real taste of what university is like. This opportunity was so beneficial for me because I was considering not going ahead with further education if I was unsure on what to do. Now I will be applying to both university and degree apprenticeships.”

“My highlight was being able to connect with other students. I learnt about their decisions and future goals, which has led me to become more motivated and ambitious, knowing that anything is possible no matter what race, gender or religion you are from, which I think is really inspiring.”

## Student Case Study - Reece

Reece joined the In2scienceUK programme to learn more about cutting-edge university research and to discover some of the real world applications of mathematics. Overall Reece found the programme to be insightful, useful and fun and he developed a range of important skills including personal statement writing and how to effectively communicate science. Reece particularly enjoyed the in-person placement and the research courses, both of which have confirmed his aspiration to study mathematics at university.



“The programme was incredibly useful - there were so many skills and insights I learnt such as personal statement writing and how to tackle research questions. So incredibly worthwhile and fun, especially the in-person placement!”

“Not only does the experience transfer perfectly to a personal statement, but the programme itself is just fun. Honestly one of the best experiences I’ve had was through the placement and the ‘huzzah!’ moments during the research courses.”

“I wanted to take part in the In2scienceUK programme in order to gain a better understanding of what research is actually like in university, and how mathematics can be applied to the real world in ways other than computer science and physics.

Through the programme I learnt to break down seemingly difficult questions into smaller, digestible chunks by simply listing what you know, and with that what can be found was by far the most useful skill I learnt with the most immediate applications. Learning how best to communicate scientific and data based information was also another big skill as it will help with interviews and academic discussions.

The highlight of the programme was definitely the placement. Seeing how mathematics can be applied to a field such as cancer biology was so incredibly interesting. Being able to see first hand research in real life, take part in discussions and being able to get hands-on experience in a lab really consolidated my aspirations. By showing me the diversities of studying applied mathematics it helped consolidate and increase my enthusiasm for studying it further - you’re not just stuck in one area!”

## Student Case Study - Christivie

As an aspiring Clinical Psychologist, Christivie joined the In2scienceUK Programme this summer to develop her knowledge of Psychology and gain experience in research. She very much enjoyed the programme and found the mentoring sessions, research lectures and workshops to be helpful and enlightening.

“The programme was really informative and helped me to develop a number of skills that will be useful for studying and working in Psychology”

“After Year 13 I want to study Psychology at university and then become a Clinical Psychologist. I took part in the In2scienceUK programme to gain experience relevant to these areas.

The programme was really informative and helped me to develop a number of skills that will be useful for studying and working in Psychology, such as critical thinking and research skills. However, the highlight of the programme for me was talking to my mentor and mentoring group in our virtual mentoring sessions.

The summer programme also showed me that STEM and careers in STEM can be so diverse and it is interesting to hear about them, even if you don't want to study that particular subject.”



“If any Year 12 students are thinking about applying to the programme, I would definitely recommend it. My top tip is to use all of the resources that In2scienceUK provides, they help a lot!”



**In<sup>2</sup>science<sup>UK</sup>**

**In2scienceUK** is a registered charity (1164821)  
and company (07706662) in England and Wales

**Our registered address:**

10 Queen Street Place, London EC4R 1BE

Front cover photo by 2021 student Matas, taken on their In2scienceUK placement day

## The IPReg Scholars Programme Proposal

Young people from low income backgrounds face major barriers when pursuing their careers in STEM.

The In2scienceUK Programme tackles these barriers through its innovative approach to support lasting positive change. We aim to help each young person secure their future while promoting diversity and inclusion in the STEM sector as a whole. We work with young people on an individual basis and give them the support they need to reach their potential and progress. 100% of the young people that take part in the In2scienceUK programme are:

- Recipients of free school meal
- Have parents who do not hold higher education qualifications
- From low income families.
- Live in a postcode in which few progress to higher education.

### The In2scienceUK Programme

We have a four step programme that guarantees success by fostering a collaborative relationship with young people and developing projects that cater to their interests and career aspirations.



1. Inspiring STEM placements.



2. Innovative workshops, skills days and mentoring.



3. Career, university access and guidance.



4. Public engagement competitions.

### Why In2scienceUK Matters

In2scienceUK addresses the STEM skills gap by creating a pipeline of diverse and skilled young people within the sector. Currently, only 11% of students on free school meals progress to top universities. However, independently compiled statistics conclude that The In2scienceUK Programme has a significant impact, with 56% of young people participating in The In2scienceUK Programme progressing to top universities. By working with a diverse array of STEM organisations, we hope to foster greater inclusion of underrepresented groups. In 2021 In2scienceUK received the Queen's Award for Promoting Opportunity through Social Mobility to recognise our high quality work with young people.



In2scienceUK students enjoying inspiring varied work placement opportunities.

## IP Engagement Activities

The In2scienceUK Programme has positively impacted the lives of young people from diverse backgrounds by building a community of inclusive STEM sponsors. By working with IP professionals, young people can access mentors that enable them to reach their potential. IP partners can lead a workshop with the young people they sponsor and provide essential skills training such as a cv, personal statement writing or interview skills workshop. This will allow you to introduce young people to careers in IP and provide valued life skills.

## The 2021 Student Cohort

70%

receive  
free school meals

82%

no family history  
of higher education

72%

Black, Asian or other  
minority ethnicity

71%

female



## The In2scienceUK Programme 2022

In2scienceUK's mission is to increase the STEM pipeline and enable young people to access the support and skills they need to reach their potential. It costs £1000 to support each young person through The In2scienceUK Programme in 2022. In 2021 we provided 670 young people with work placements. However, with more than 2700 young people applying each year, we need your support more than ever. By sponsoring a cohort of eight young people for £8000, you will make a significant and positive difference to the lives of young people who suffer from both a lack of opportunities and positive role models.

## Our Commitment to You

By supporting In2scienceUK, we will announce our partnership to the wider STEM community by producing a partnership launch. This launch will include a blog on The IP Inclusive website. In2scienceUK will promote this partnership on our social media channels and add The IPReg logo to our marketing materials and impact reports. We have a dedicated marketing executive who will regularly support your communications strategy by sharing your achievements with our wider community. After The In2scienceUK Programme is completed, you will receive case studies and testimonials from the young people you supported to highlight your contribution to greater inclusion in STEM.

## Our Supporters in 2021



In2scienceUK is a Registered Charity in England and Wales Charity no. 1164821. Please contact Luke Mckelvey, Development Manager for more information: [luke@in2scienceuk.org](mailto:luke@in2scienceuk.org)

## Board Meeting 17 March 2022

### Decision Paper: IPReg Annual Report 2021

#### Agenda Item: 8

**Authors:** Victoria Swan, Director of Policy ([victoria.swan@ipreg.org.uk](mailto:victoria.swan@ipreg.org.uk)); Fran Gillon, Chief Executive ([fran.gillon@ipreg.org.uk](mailto:fran.gillon@ipreg.org.uk));

#### 1. Summary

1.1 The IPReg Annual Report 2021 sets out our regulatory and business activities, admissions and complaints data, financial information and progress against commitments in the Business Plan, relating to the calendar year of 2020.

#### 2. Recommendation(s)

2.1 The Board is asked to approve for publication the attached draft IPReg Annual Report 2021 (Annex A) (subject to any amendments the Board wishes to make).

#### 3. Risks and mitigations

<b>Regulatory Objectives</b>	For consistency, the annual report follows the same structure as previous annual reports, the exception being the introduction of a new feature citing the Regulatory Objectives which a particular regulatory activity, measure or function seeks to promote. This is provide increased transparency and accountability regarding the regulatory approach and its relation to the statutory objectives as set out in the <a href="#">Legal Services Act 2007</a> .
<b>Financial</b>	Publication of the Annual Report should have no financial implications for IPReg.
<b>Legal</b>	
<b>Reputational</b>	It is important that we are accountable to Business Plan commitments and how these have been actioned.
<b>Resources</b>	The development of the Annual Report has been undertaken using existing office resources.

#### 4. IPReg Annual Report 2021

4.1 The draft Annual Report sets out our achievements in 2021, including progress against the 2020-21 Business Plan commitments, outlines the compensation arrangements issue which emerged, and, as with previous versions, it also provides for:

- forewords of both the Chair and Chief Executive Officer;
- information on admissions and complaints;
- financial information about the allocation of costs and our budget and expenditure.

## **5. Next steps**

5.1 As previously, the Annual Report will be shared with the representative bodies slightly ahead of its publication on the IPReg website. A news item on the website will highlight its publication and provide a summary of its headlines.

## Board Meeting 17 March 2021

Decision paper: Queen Mary University London Accreditation

Agenda Item: 9

Author: Victoria Swan, Director of Policy [victoria.swan@ipreg.org.uk](mailto:victoria.swan@ipreg.org.uk)

Board Sponsor: Caroline Seddon, Chair of Education Working Group

### 1. Summary

- 1.1 This paper concerns the application from Queen Mary University London (QMUL) for IPReg (re)accreditation of its attorney qualifying pathway Foundation Level Qualifications (FLQs):
- Postgraduate Certificate in Intellectual Property Law
  - Postgraduate Certificate in Trade Mark Law and Practice
  - Masters of Science in Management of Intellectual Property.
- 1.2 Independent specialists were appointed to take forward the reaccreditation assessment. Their assessment report (Annexed) proposes reaccreditation of these programmes . That accreditation being subject to QMUL taking forward 19 Mandatory Requirements (MRs), to meet the requirements set out in the [IPReg Accreditation Handbook](#), and 8 Recommendations for their consideration. QMUL has declared no objections to any of the these.
- 1.3 The assessment report's findings were considered by the IPReg Education Working Group (EWG) at its dedicated meeting on 4 March 2022. The EWG endorses reaccreditation, subject to QMUL delivering the MRs and Recommendations. Given the failure by QMUL to implement the 2017 accreditation requirements<sup>1</sup>, this reaccreditation will require sight of a detailed implementation plan, and a formal independent review, at QMUL's expense, of its fulfilment.
- 1.4 Whilst the typical timeframe for IPReg accreditation of 5 years is intended to be applied, given the failure mentioned at 1.3 and the quality issues mentioned at 5.1, it is proposed this is confirmed only upon successful formal independent review of the implementation of the MRs and Recommendations 12 months from now (March 2023).

### 2. Recommendations

- 2.1 The Board is asked to endorse accreditation of the:
- Postgraduate Certificate in Intellectual Property Law
  - Postgraduate Certificate in Trade Mark Law and Practice
  - Masters of Science in Management of Intellectual Property

---

<sup>1</sup> The EWG has worked with QMUL to oversee implementation of these, following identification of the quality issues identified through the CITMA Student Survey

for the typical 5 years timeframe<sup>2</sup>, to be accompanied by requirements of:

- a detailed implementation update from QMUL by 1st July 2022 which provides IPReg with assurance that the Mandatory Requirements (MRs) and Recommendations will be in place for the September 2022 course cohort;
- a formal review by independent assessors 12 months from now (March 2023) to provide IPReg with confidence that all the MRs and Recommendations have been successfully implemented and if appropriate, reviewed and improved;
- should that formal review identify that the MRs and Recommendations have not been satisfactorily delivered, IPReg reserves the right to truncate the accreditation timeframe.

2.2 IPReg to advise, as with all qualification agencies, that in extenuating circumstances, such as significant concerns being raised or other aggravating factors, the accreditation status may be subject to review prior to the end of the standard 5-year accreditation timeframe.

### 3. Risks and mitigations

<p><b>Regulatory Objectives</b></p>	<p><u>Encouraging an independent, strong, diverse and effective legal profession</u> – the <a href="#">IPReg Accreditation Handbook</a> sets out the standards which an attorney qualifying pathway must meet, with the aim of ensuring the qualification routes are fit for purpose and contribute to an attorney profession which is appropriately qualified, competent and effective.</p> <p>An application which meets the accreditation standards is typically accredited for five years<sup>3</sup>. If, during that time, there is a verified significant risk to the accreditation standards, and thereby the regulatory objective, action would need to be taken as under the <a href="#">IPReg Accreditation Withdrawal Procedure</a>. By significant<sup>4</sup> risk we mean a serious, sustained and systemic issue, such as one reported by an entire student cohort or a professional membership body. Examples of a serious, sustained, systemic issue might be: not covering the IPReg syllabus, wholly and consistently inaccurate or out-of-date course materials, or inadequate assessment arrangements. Conceivably, it could even include wider-reaching significant risks, such as the broader institution's action/ inaction (e.g. losing accreditation status with another agency, or a financial issue which threatens the viability of the course or examination). A decision to withdraw accreditation would not be taken lightly, would be made by the IPReg Board, and would be reached only when all other remedies had been considered and/or pursued, and the significance of the risk(s) to the accreditation standards were so pronounced that remedies were insufficient to address it.</p>
<p><b>IPReg Strategic Objectives</b></p>	<p>Accreditation assessments are in keeping with the IPReg strategic objective of encouraging the entry of new providers of education courses (at both the foundation and advanced levels) so that those who want to become trade mark attorneys and patent attorneys have a variety of routes to entry into the</p>

<sup>2</sup> IPReg Accreditation Handbook, Item 27, "Reaccreditation is typically undertaken on a five year cycle, or earlier if a need is identified".

<sup>3</sup>This is underpinned by an annual reporting requirement on accreditation standards within that timeframe.

<sup>4</sup> By contrast, for example, an issue reported by a single student or exam candidate would be considered a minor risk, and accordingly would be referred to the relevant qualification provider's complaint process.

	<p>profession that are provided using different delivery methods. Any organisation that can demonstrate it can, or could, meet the accreditation standards can make an application to IPReg.</p>
<b>Financial</b>	<p>Registered attorneys and firms do not pay, through their practising fees, for the accreditation assessments, the costs of both the consultants and the IPReg office, in their review of the application are re-charged to QMUL.</p> <p>The more complete, yet targeted, an accreditation application, the more timely and cost effective the application cost an applicant will be charged. QMUL's original application, made on 1 December 2021, was incomplete. Ultimately, it took several correspondences, and frequent spattering of documents - often not the requested items or only a partial meeting of the requirement - until, finally, at the end of January 2022 some useful detailed documents were provided, and the assessors determined to not await further outstanding documents. This drip feed of information has meant the assessors have spent a large amount of time sifting through the various documents, and therefore at more cost, to QMUL. QMUL has since advised that all the information relating to its programmes will be stored centrally rather than at various locations, as had been the case, and had contributed to the drip feed.</p> <p>The accreditation costs paper taken to <a href="#">3 September 2020 meeting of the IPReg Board</a> found the average time spent on accreditation assessments was:</p> <ul style="list-style-type: none"> <li>• 5.7 days - lead assessor</li> <li>• 2.5 days - practitioner</li> <li>• 5.6 days - IPReg office</li> </ul> <p>The same paper had envisaged that the maximum threshold accreditation assessment costs to be recharged would be £10,000. This had been based upon an operating assumption of receipt of a targeted complete application. This was not the case with the QMUL accreditation and has resulted in an amount of £11,631.71 to be recharged to QMUL of:</p> <ul style="list-style-type: none"> <li>• 8 days/£7645.71 - lead assessor</li> <li>• 4.8 days/38 hours £2123- practitioner assessor</li> <li>• 6.8 days/55 hours £1863 - IPReg office</li> </ul> <p>Additionally, the cost of the March 2023 formal review of implementation of MRs and Recommendations will be charged to QMUL.</p>
<b>Legal</b>	[REDACTED]
<b>Reputational</b>	<p>The accreditation work seeks to provide consistency of content, quality and reputation of course/examination across the qualification agencies. The assessment itself is authored by independent assessors, and then reviewed, first by the Director of Policy, then the Education Working Group (EWG) of the IPReg Board, before being considered by the wider Board itself.</p>

	<p>As identified through Chartered Institute of Trade Mark Attorneys (CITMA) Student Survey findings, first raised formally with us in February 2019, there were areas of dissatisfaction - including organisation of the programme, its content and quality and relevance of some lecturers – which indicated that QMUL had failed to take forward many of the accreditation assessment recommendations from the last IPReg accreditation exercise in 2017. Whilst IPReg has since introduced (as a direct result of this finding) annual reporting requirements upon accredited qualification agencies, there likely remains a case for a more formally structured review on QMUL’s progress against the 2022 accreditation assessment recommendations. It is important, given these quality issues, that IPReg is transparent in its approach to the accreditation assessment of QMUL and therefore in addition to the assessment report being published on the IPReg website so will their implementation plan (presuming accreditation is approved).</p>
<b>Resources</b>	<p>The independent, specialist resources of Jane Chapman (lead consultant, qualified solicitor, Associate Professor, professional legal education consultant) and Keith Howick (professional practitioner input, previous IPReg Board and Education Working Group member) were appointed as the assessment team reviewing the QMUL application. Jane Chapman was the lead assessor on the 2017 assessment.</p> <p>Additionally, the IPReg office provides administrative support to both the application and assessment process, as well as reviews both the application and the assessor report and then reports to the EWG. The EWG holds a dedicated meeting to review the independent assessment.</p>

#### 4. Accreditation Timetable and Process

##### Reaccreditation of attorney qualification pathways

- 4.1 The universities of Bournemouth, Brunel, Nottingham Trent, QMUL, and the Patent Examination Board (PEB)<sup>5</sup>, all provide IPReg-accredited elements of attorney qualification pathways<sup>6</sup>.
- 4.2 QMUL was subject to accreditation assessment in 2017, the first to be assessed against the [IPReg Accreditation Handbook](#) (introduced in November 2016), and is due for (re)accreditation in 2022, due to the IPReg accreditation cycle being based upon a standard five year cycle.
- 4.3 QMUL submitted an accreditation application in early December 2021 using the IPReg application template<sup>7</sup>. The template requires a broad range of evidence sources to support the narrative of the application including:
- Programme Specification
  - Quality Assurance Agency Institute Audit Review and any associated action plans
  - External Examiners Report and related action plans

---

<sup>6</sup> The universities of Bournemouth, Brunel, QMUL and the PEB all offer the Foundation Level Qualification options of the attorney qualifying pathways. Currently Nottingham Trent University is the only provider of the Advanced Level Qualification (ALQ) for the trade mark attorney pathway, and the Patent Examination Board is the only provider of the ALQ for the patent attorney route.

<sup>7</sup> Based upon the requirements of the [IPReg Accreditation Handbook](#).

- Programme Admissions Policy
- Staff/student ratios
- Sample examination papers/essays/test/answers/scripts
- Pass and fail rates
- Admissions and Re-sits Policies
- Teaching staff info/ membership of professional bodies/practitioner input
- Progression, awards and destination data
- Student satisfaction surveys and changes made.

4.4 The initial application, whilst c1700 pages long, was incomplete, with internal quality assurance reports for the past 3 years, pass and fail rate for the last 3 years, progression awards and destinations data and External Examiners Reports amongst the documentation which was absent. These documents were requested for 3 January, at the latest, and whilst some were received, they were not what was asked for/that which the accreditation assessment process requires. The lead assessor went back to the QMUL team on 5 January requesting sight, as a minimum, of the External Examiners Reports (or equivalent statement), by 11 January, otherwise it was considered that the application could not progress. The EERs were received on 7 January. Following discussion of this at the 13 January 2022 Board meeting, the Board's disappointment was conveyed to QMUL and the point reiterated regarding the cost effectiveness of a complete application. Much of the outstanding material was provided by the end of that same month, at which point the assessors determined to draw a line under awaiting receipt of documents which had been requested several times. At no point has the 12 week assessment target been triggered due to a complete application having not been received.

4.5 The assessors had a first draft of the report with the IPReg office and QMUL, for fact checking, in mid-February. Additionally, IPReg requested that QMUL raise any significant objections or concerns with any of the proposed MRs or Recommendations; QMUL confirmed it had none.

4.6 The assessors had Zoom meetings with QMUL staff on 12th January to discuss the application and to gather information on gaps in it. They also met with a sample of students on 31st January to gather face-to face feedback from those who recently sat the course.

#### Mandatory Requirements

4.7 The assessment report identifies a number of areas where improvements are needed to ensure the requirements of all attorneys qualification pathway offers, as set out in the IPReg Accreditation Handbook, are met. These cover the following areas:

- review and amend credit weighting and syllabus content – removal of extraneous coverage and learning hours;
- more transparency needed - such as academic level, credit values, notional learning hours, teaching methodology;
- equitable online offer - to provide engagement opportunities with tutors and technical issues are resolved;
- ensure access and progression - for vulnerable and non-traditional route students;
- assessment strategy - offer formative assessment so that pupils are assessed, and receive feedback, whilst learning is happening, rather than at the end of the term only; introduce assessment criteria and marking schemes for each module; review external examiner roles; numbers and process for response to their comments;

- annual programme review – to include data reports on progressions, awards, destination and diversity profile, Programme Management Group to have a continuing role in the internal review of modules and quality assurance process to be captured and monitored.

4.8 There are 19 Mandatory Requirements which the assessor report recommends for QMUL to address the issues as at item 4.7. In particular, the report’s main headline recommendation includes that the Postgraduate Certificate in Intellectual Property Law, the dual (both patent and trade mark) qualification, meets the IPReg-specified 80 credits, rather than the 90 credits QMUL had proposed. Otherwise, students on this course iteration would have 100<sup>8</sup> more learning hours than those on equivalent course offers. QMUL has since confirmed that “the college has approved a new 80 credit structure for the Cert IP last week, so that the programme is fully aligned with IPReg requirements<sup>9</sup>”.

#### Recommendations

4.9 Additionally, the assessor report makes 8 lower-level recommendations for QMUL’s consideration. These are items which are not specific requirements of the IPReg Accreditation Handbook but are likely to be beneficial for the programme(s).

### **5. Ongoing QMUL Quality Issues**

5.1 The 2017 IPReg accreditation of QMUL was made on the basis of QMUL taking forward a number of specific recommendations. QMUL provided an implementation plan to this effect. However, in early 2019, CITMA formally raised with IPReg the findings of its Student Survey. These identified a number of issues within the QMUL offer, some of which, had the 2017 accreditation recommendations been taken forward, would not have remained prevalent. Examples include alignment of syllabus, learning outcomes and credit weighting, providing formative assessment and student feedback. Other issues identified included significant and repetitive organisational and logistical issues (such as lecturers arriving very late, or not at all, and students not being advised in a timely manner of the cancellation of a lecture, examination paper errors); content overlap and repetition and continuing to provide excess lectures on competition law, whilst not covering developments in intellectual property law (whilst significantly more learning hours were provided than should have been); and quality and relevance of some lecturers.

5.2 The IPReg Board EWG has worked with the QMUL Programme Management Group (set up at the request of IPReg) over the period since to try and help address these issues. Despite this, unfortunately, the assessor report indicates that some of the same issues remain. In particular QMUL’s approach to credit allocation appears to persist, hence the elevation of the Mandatory Requirement, as at item 4.8, becoming a main headline recommendation.

### **6. IPReg Education Working Group Review of Assessment Report**

6.1 The EWG met on 4 March 2022 to discuss the assessment report. General comments included:

---

<sup>8</sup> 1 Quality Assurance Agency credit is 10 learning hours.

<sup>9</sup> 21 February email from Guido Westkamp, QMUL accreditation lead.

- disappointment that formative assessment and credit allocation issues persist and this to be conveyed to QMUL;
- several significant/weighty MRs and Recommendations;
- welcome that QMUL has accepted all of the MRs and Recommendations but concerns as to whether they will be implemented (given the last accreditation cycle);
- IPReg needs to have confidence that the MRs and Recommendations have been implemented in order for accreditation to be confirmed for a set period;

- 

- 

- to be very clear with QMUL that they have to correct all of the identified issues;

## 6.2 Options considered by EWG:

a) possibly apply a different accreditation timeframe (e.g. 3 years rather than 5 years) – next accreditation assessment to be sooner rather than the standard timeframe;

b) in first instance to require a full report from QMUL, to confirm preparations are being made, or have been already taken forward, for the MRs and Recommendations to be fully implemented, to include timeframes;

c) Opportunity to provide for a one year probationary period to ensure that which needs to be implemented has been, with an option that pending the review's findings, the accreditation period might be truncated from the standard 5 years (triggered as at 17 March 2022, should Board endorse this recommendation); QMUL to incur the costs for this formal independent review;

d) ask CITMA to undertake a student survey beginning of 2023 to help inform the independent review at item c).

## 6.3 The EWG agreed to recommend items b) and c) to the Board and for item d) to be taken forward. Item a) not to be recommended to Board, as it was considered that items b) and c) are proportionate and targeted.

## 7. Other

### 7.1 The solicitor fast track exemptions to the Trade Mark Law and Practice course remain valid. This is whereby, typically, solicitors have to sit only Module B – Trademark Law, of the course, their own practising status affording them exemption from other elements.

## 8. Recommendations

### 8.1 The Board is asked to endorse accreditation of the:

- Postgraduate Certificate in Intellectual Property Law
- Postgraduate Certificate in Trade Mark Law and Practice
- Masters of Science in Management of Intellectual Property

for the typical 5 years timeframe<sup>10</sup>, to be accompanied by requirements of:

- a detailed implementation update from QMUL by 1st July 2022 which provides IPReg with assurance that the Mandatory Requirements (MRs) and Recommendations will be in place for the September 2022 course cohort;
- a formal review by independent assessors 12 months from now (March 2023) to provide IPReg with confidence that all the MRs and Recommendations have been successfully implemented and if appropriate, reviewed and improved;
- should that formal review identify that the MRs and Recommendations have not been satisfactorily delivered, IPReg reserves the right to truncate the accreditation timeframe.

8.2 IPReg to advise, as with all qualification agencies, that in extenuating circumstances, such as significant concerns being raised or other aggravating factors, the accreditation status may be subject to review prior to the end of the standard 5-year accreditation timeframe.

## 9. Annex

Annex: Queen Mary University London Assessor Report

---

<sup>10</sup> IPReg Accreditation Handbook, Item 27, "Reaccreditation is typically undertaken on a five year cycle, or earlier if a need is identified".

Accreditation of Examination Agencies  
- Assessor Report

<b>Applicant organisation:</b>	Queen Mary University of London (Centre for Commercial Law Studies) (QMUL (CCLS))
<b>Authors:</b>	Jane Chapman and Keith Howick
<b>Date of visit:</b>	18 January 2022 (via Zoom)
<b>Examination Agency staff met with:</b>	Please see Annex 2
<b>Date of report:</b>	15/02/2022
<b>Recommendation:</b>	<p>The assessors recommend that the following programmes are accredited/reaccredited:</p> <p>Postgraduate Certificate in Intellectual Property Law, Postgraduate Certificate in Trade Mark Law and Practice, MSc in Management of Intellectual Property, on the basis that the mandatory requirements (listed in section 8) are implemented in full including the following mandatory requirement -</p> <p>Postgraduate Certificate in Intellectual Property Law, mandatory requirement : that the proposed postgraduate certificate in IP Law satisfies IPReg Accreditation Standards para 31.b) in terms of credit value.</p> <p>And on the basis that the recommendations (listed in section 8) are either implemented in full or if a decision is made not to implement a recommendation or to partially implement a recommendation that decision is adequately explained to the IPReg.</p> <p>All mandatory requirements and recommendations are to be complied with in discussion with IPReg before the start of the programmes in September 2022 (implementation timetable to be agreed with IPReg).</p>

## 1. General comments

### QMUL (CCLS) Application dated 2 December 2021

1.1 This is an application for reaccreditation/ accreditation of three programmes (proposed start date September 2022) as attorney qualifying pathways. As such each programme must meet the appropriate standards as set by the IPReg in the IPReg Accreditation Handbook (second edition Summer 2021 update).

- Postgraduate Certificate in Intellectual Property Law (previously accredited 2017). The proposed course of study is for a dual patent attorney and trade mark attorney FLQ.
- Postgraduate Certificate in Trade Mark Law and Practice (previously accredited as 2017). The proposed course of study is for a trade mark attorney FLQ.<sup>1</sup>

***Mandatory requirement 1: all documentation to be corrected to reflect that Trade Mark Law and Practice is a postgraduate certificate.***

- MSc in Management of Intellectual Property<sup>2</sup>. The proposed course of study is for a dual patent attorney and trade mark attorney FLQ.

1.2 The CCLS team confirmed that the three Programme Specifications are currently in the last stages of the university approval process.

### **Organisational structure**

1.3 During the visit the CCLS organisational structure was explained. From an educational perspective (not line management) Programme Level Programme Directors report to School Level CCLS committees, such as the Teaching and Learning (Education) committee, with a dotted line to the Director of Education. Directors of Education report to University Level, Faculty Deans for Education who, in turn, report to the VP Education.

1.4 After the visit the assessors were provided with organisational structure charts covering Quality Assurance membership and roles, CCLS Programme Review Structure, CCLS Management and Academic support and breakdown of responsibilities for each team.

***Recommendation 1: that CCLS organisational charts be made easily accessible to all relevant stakeholders in particular programme level staff and students.***

### **Evidence sources**

1.5 It was made clear to QMUL in advance of the visit that the assessors would discuss how the CCLS team had implemented the recommendations from the last accreditation in 2017 and actioned

---

<sup>1</sup>Please note that the application document is unclear as to whether this is a certificate or postgraduate certificate and whether the proposed course of study is for the trade mark attorney FLQ only- these issues were later clarified.

<sup>2</sup>This programme was not accredited as part of the accreditation exercise in 2017. However the modules required by IPReg were accredited in the accreditation exercise in 2017.

issues raised in the correspondence with IPReg and CITMA (2019-2021) and that therefore it was important for the assessors to see internal review documents for the past three years.

1.6 The evidence sources, as required by IPReg, were not provided promptly or with clear indexing. This made the application process significantly more time consuming than it should have been (Annex 4).

## **Student interviews**

1.7 The assessors interviewed some QMUL students after the visit on the 31 January 2020 via Zoom. The results of that interview are in Annex 2 . The students comments are referred to throughout the report where relevant.

## **2. Quality**

### Assessment against the Required Features:

- *For a Foundation Level Qualification, the course provides the Foundation Level Qualification Core Subjects and Learning Outcomes (General Transferable Skills) as specified by IPReg*
- *For an Advanced Level Qualification, the course provides the Advanced Level Qualification Learning Outcomes [when in place]*
- *The course syllabus defines appropriate outcomes and attributes for each unit or module offered*
- *Regular review is undertaken to ensure continuing relevance*

*Please provide comment on availability of evidence sources as per Annexure 'Evidence Sources Checklist'.*

Please see Annex 1 and Annex 4

### **Credit value (the number of credits, at a particular level, assigned to a body of learning).**

- Postgraduate Certificate in IP Law

2.1 IPReg Accreditation Standards, para 31.b) states “The course of study for a dual patent attorney and trade mark attorney FLQ comprises 80 QAA credits of study of the Intellectual Property law subjects at a minimum level 6.”

2.2 The proposal is for a 90 credit course at level 7. The programme comprises: IPLC 134 Fundamentals of Law and Ethics (15 QMUL credits, 10+1 IPReg credits), IPLC 140 Trade Mark Law (30 QMUL credits, 30 IPReg credits), IPLC 141 Patent Law (30 QMUL credits, 20 IPReg credits) and IPLC 132 Design and Copyright (15 QMUL credits, 10 IPReg credits).

2.3 The CCLS team explained that there had been a thorough review of all three programmes in 2021. New programmes are approved by the Education and Quality Standards Board and Taught Programmes Board (this was done in July 2021). The review had identified two anomalies:

2.4 That the Certificate in IP Law was a “...dual exemption<sup>3</sup> of 60 credits...” which did not meet IPReg standards and that students were doing far more work than 600 study hours ie the course was under-credited. That QMUL requires credits to be in multiples of 15 eg 60/90/120 credits and a decision was made to propose a 90 credit course.

2.5 When asked if QMUL could consider an 80 credit programme the assessors were told that this was not impossible, but would be difficult, as a 20 credit course would lead to difficulties with student records.

2.6 The CCLS team asked whether this programme could be covered by IPReg Accreditation Handbook para 47. Courses of Wider Scope. The assessors explained that the proposed programme would fall foul of para 47.b) “[as courses of wider scope are] ...subject to : ...the Qualification Agency providing a standalone course relating only to the FLQ”.

***Mandatory requirement 2: that the proposed postgraduate certificate in IP Law satisfies IPReg Accreditation Standards para 31.b) in terms of credit value.***

### **Estimated learning hours**

2.7 The number of credits is based on the estimated learning hours (where one credit typically represents 10 notional hours of learning)<sup>4</sup>.

2.8 An 80 or 90 credit course should have approximately 800/900 notional learning hours associated with it. The Postgraduate Certificate in IP Law programme specification states that the course is one semester in length ie 10/11 weeks. The assessors asked whether this was correct and if so how would a student be able to cope with approximately 80/90 hours of work a week?

2.9 It was explained that this programme starts with enrolment in the 1st week in September, pre-reading 2nd to 3rd week September, a teaching period 4th week September to 3rd week in December, revision period 3rd week December to 2nd week January, followed by examinations in the last week of January ie a 5 month study period.

2.10 After the visit the assessors were provided with programme calendars for each of the three programmes setting out the dates, modules covered, credits associated with modules, taught hours, revision/tutorials, examination hours, total study hours including examinations and IPReg content study hours.

2.11 Using these programme calendars the assessors are able to identify that at programme level there are 857 notional learning hours associated with IPReg core subjects and learning outcomes.

2.12 However, it is not completely clear, to the assessors, how much time of this time is spent in class, directed learning, independent study and assessment eg for Fundamentals of Law there are 40 hours assigned to pre-reading and pre-recorded videos, 14 taught hours, 7 hours of revision, 23.5 hours of total contact study hours including the examination of 2.5 hours, with a total given of IPReg Credit Content Study Hours as 140.

---

<sup>3</sup> Please note that the concept of “exemption” is no longer used by IPReg

<sup>4</sup> Higher Education Credit Framework for England: Advice on Academic Credit Arrangements second edition May 2021

2.13 The original application makes it clear that the IPLC 141 Patent Law and IPLC 140 Trade Mark Law modules were both previously 15 credit courses. It is unclear, from the documentation supplied, by what process these two modules have become 30 credit courses (especially as the module syllabi still show them as 15 credit courses).

2.14 It was explained that the syllabi are drafted at a very high level, that they contain more content than is shown “...words hide many things...” and that there is a mis-match between what is on paper and what is being taught. That, as part of the review of these modules, the CCLS team had identified 300 student study hours (rather than 150). That these modules comprised more lectures than self study. That the CCLS team had now devised a programme which met with the requirements of the profession in terms of a postgraduate certificate ie 2 x 30 QMUL credits. That IPLC 141 had always covered the IPReg requirement of 20 credits.

2.15 After the visit the assessors were provided with mapping documents and credit allocation for IPLC 136 Trade Mark Law A (15 credits), IPLC 137 Trade Mark Law B (15 credits), IPLC 141 Patent Law (30 credits), IPLC 140 Trade Mark Law (30 credits), British and European Patent Law IPLM 202 (30 credits), Patents: practice and procedure IPLM 203 (15 credits), Trade Mark Law: Registration and Filing Strategy IPLM 200 (30 credits) and Trade Mark Office Proceedings and Litigation IPLM 201 (15 credits).

2.16 The assessors confirm that the following modules in the postgraduate certificate IPLaw satisfy IPReg requirements:

IPLC134 - Fundamentals of Law and Ethics  
 IPLC132 - Design & Copyright  
 IPLC141 - Patent Law  
 IPLC140 -Trade Mark Law

**2.17 This programme provides the Foundation level Qualification Core Subjects and Learning Outcomes (General Transferable Skills) as specified by IPReg, the course syllabus defines appropriate outcomes for each unit or module offered and the correct amount (in terms of credits) of IPReg core subjects and learning outcomes are being taught.**

***Mandatory requirement 3: all documentation to be corrected to indicate correct credit values.***

- **Postgraduate Certificate in TM Law and Practice**

2.18 IPReg Accreditation Standards, para 31.a) states that “The course of study for ...the trade mark attorney FLQ comprises 60 QAA credits of study of the Intellectual Property Law and Professional Ethics subjects set out in Schedule A below at minimum level 6...”.

2.19 The proposal is for a 60 credit course at level 7. The programme comprises:

IPLC 134 Fundamentals of Law,  
 IPLC 136 Trade Mark Law A (15 QMUL credits, 15 IPReg credits), IPLC 137 Trade Mark Law B (15 QMUL credits, 15 IPReg credits) and IPLC 132 Design and Copyright.

2.20 The programme specification implies that this is a part time course over two semesters of 10/11 weeks each. The assessors asked whether the expectation is that a part time student (who is also probably in work) will do 30 hours of study a week? It was explained that this course is part time, and comprises 2 semesters of 11 weeks plus self study and examinations.

2.21 Using the programme calendar, supplied after the visit, the assessors are able to identify that the programme starts with enrolment in the 1st week of September, a teaching period 2nd week of September to 1st week December, and a revision period 3rd week March to 1st week April - approximately 19/20 weeks which equates to 30 hours a week. The assessors note that the documents states that there are 740 notional learning hours associated with IPReg core subjects and learning outcomes, which is significantly more in terms of workload than indicated by the credit value (600 notional learning hours). The assessors assume that this is a mistake because the Module Proposal Form states that lectures and tutorials amount to 20 hours, independent study 130 hours making 150 in total and the later mapping exercise states the total taught hours as 40; self study 110 making 150.

***Mandatory requirement 4: notional learning hours need to be corrected across all documents for consistency.***

2.22 The assessors confirm that the following modules satisfy IPReg requirements:

IPLC134 - Fundamentals of Law and Ethics

IPLC132 - Design & Copyright

IPLC136 & IPLC137 - Trade Mark Law A and B (together, these modules cover the IPReg Trade Mark Law content requirements).

**2.23 This programme provides the Foundation level Qualification Core Subjects and Learning Outcomes (General Transferable Skills) as specified by IPReg and the course syllabus defines appropriate outcomes for each unit or module offered.**

**2.24 The documents reflect the correct amount of (in terms of credit) of IPReg core subjects and learning outcomes.**

2.25 However even assuming that the notional learning hours are approximately 600, the assessors are concerned that this does not reflect the actual amount of workload the students are experiencing (see student comments Annex 2 and recommendation below).

- **MSc in Management of Intellectual Property**

2.26 The CCLS team explained that the second anomaly, identified in their 2021 review, related to the MSc. In the predecessor programme ‘the dual award potentially over-credited students..’. It was therefore decided to seek dual accreditation for a new MSc.

2.27 IPReg Accreditation Standards, para 31.b) states “The course of study for a dual patent attorney and trade mark attorney FLQ comprises 80 QAA credits of study of the Intellectual Property law subjects at a minimum level 6.”

2.28 Para 47. states that “A Qualification Agency may additionally provide a course of wider scope...which incorporates the teaching and assessment relating to ...dual FLQ. This is subject to ...allowing a student to obtain FLQ by successfully completing only those parts of the wider scope course relating to the FLQ ...even if the student does not successfully complete one or more other parts of the wider scope course...”.

2.29 The proposal is for a 180 credit course at level 7. The programme comprises the following modules to satisfy IPReg requirements: IPLC 134 Fundamentals of Law, IPLM 200 Trade Mark Law Registration and Filing strategy and IPLM 201 Trade Mark Law Office proceedings and Litigation (30 +15 QMUL credits, 30 IPReg credits), IPLM 202 Patent Law British and European Patent Law and IPLM 203 Patent Law Practice and Procedure (30 +15 QMUL credits, 20 IPReg credits), IPLM 204 Design and Copyright (30 QMUL credits, 10 IPReg credits). Please note that the assessors were told that this module is the same as IPLC 132 however that module has 15 QMUL credits (10 IPReg credits).

***Mandatory requirement 5: Credits need to be corrected in IPLM 204, if this is the same module as IPLC 132, for consistency. The 10 credits required by IPReg must remain unaltered.***

2.30 IPLM 202, 203, 200, 201 were in the original mapping document received, however that document refers to sessions that the assessors were unable to find in the module syllabi (eg according to the syllabus for IPLM 203 there are only 8 sessions in Patents 1 and 9 sessions in Patents 2). The CCLS team explained that the syllabus information had not been updated to reflect the new modules.

2.31 The changes were discussed and the assessors are able to confirm that the following modules satisfy IPReg requirements:

IPLM202 & IPLM203 - Patent Law (together, these modules cover the IPReg Patent Law content requirements).

IPLM201 and IPLM202, are mapped together in the mapping document received after the visit. The content is correct, except that there is a small gap - there is an IPReg requirement in Schedule A (d) for '...the law of passing off and the legal protection for unregistered trade marks in the UK and in other key jurisdictions...'. .

2.32 Module Session 21 is entitled 'Passing off' and the detailed coverage is stated as 'Passing Off: a. The elements of the action; limitations and remedies'. The assessors can see no reference to 'other jurisdictions', and this is a concern, in that most European countries have no common law equivalent, but instead have a statutory law of unfair competition. Students need to be alerted to this distinction.

2.33 The assessors checked the content of Session 21 of IPLC137 headed 'Passing Off' and the content there states specifically 'comparison with other jurisdictions', which is correct.

***Mandatory requirement 6: content identified above in respect of IPLM201 and IPLM202 to be added to the syllabus.***

**2.34 Subject to the mandatory requirement above the assessors confirm that this programme provides the Foundation level Qualification Core Subjects and Learning Outcomes (General Transferable Skills) as specified by IPReg and the course syllabus defines appropriate outcomes for each unit or module offered and the correct amount (in terms of credits) of IPReg core subjects and learning outcomes are being taught.**

**IPReg Accreditation Standards para 47 Courses of Wider Scope.**

2.35 It is not clear from the MSc programme specification that a student would know which of the compulsory modules, if successfully completed, would allow a student to obtain the FLQ and what award they would be given if that were the case.

2.36 The terminology in the Programme Specification is outdated and incorrect “...will gain an exemption..”.

2.37 The CCLS team explained that it is always possible to award an exit award if a student successfully completes certain modules which satisfy IPReg requirements. It was agreed that the wording in the programme specification would need to be changed to reflect paras 31.b) and 47. That there would be an exit award equivalent to the postgraduate certificate in IPLaw.

***Mandatory requirement 7: the programmes specification must reflect the requirements of IPReg Accreditation Standards paras 31.b) and 47.***

## **Workload**

2.38 Despite the internal review (2021) of credit values in each of the modules in each of the three programmes it is clear that students (on all three programmes) find the workload heavy. Those students in employment (ie the majority) find balancing study with work commitments difficult. Only synchronous lectures are timetabled and employers can underestimate the total learning hours required (please see student comments Annex 2).

***Mandatory requirement 8: now that the online course has bedded down each module convenor calculates the actual amount of notional learning hours (pre-reading, asynchronous lectures and synchronous lectures, MCQs, revision time and exam time etc) that is being set/expected of the students and carries out a pruning exercise of extraneous content (without compromising the IPReg requirements). That the amount of notional learning hours (workload) is made clear to all stakeholders including students and their employers.***

## **Professional Ethics**

2.39 The assessors are satisfied that Professional Ethics is adequately covered.

## **To what extent do QMUL teach the IPReg Accreditation Standards Schedule B transferable skills?**

2.40 Students are given problem solving exercises in class, they now receive transfer of knowledge through pre-recorded lectures they also learn research and writing skills through a critical writing and thinking course designed specifically for postgraduate law students.

## **The assessors asked in what way the CCLS team used the Competency Frameworks?**

2.41 It was explained that in the design and patent law module the CCLS team had the technical competency frameworks in front of them and used it.

2.42 There is a mismatch between the trade mark certificate and the competency framework in that practical skills are a significant part of the Nottingham finals course. The CCLS team find it difficult to assess to what extent the transfer of skills is for QMUL to teach and to what extent the transfer of knowledge is for Nottingham.

2.43 Students also learn skills with their employers. QMUL require 6 months experience before starting the course (note that statistics supplied show that some students attend the programmes with far less than 6 months experience). Students can have different levels of experience.

***Recommendation 2: QMUL, and ideally other examination agencies, should liaise with Nottingham team to identify gaps that are evident to Nottingham when students arrive and adjust trade mark certificate course accordingly.***

### Level 7

How does the CCLS team ensure that:

- the intended learning outcomes are at level 7
- there is alignment between the intended learning outcomes of the programme and requirements of regulators
- the design of the curriculum and assessments is such that all students following the programme have the opportunity to achieve and demonstrate the intended outcomes

2.44 The CCLS team explained that all the students are graduates ie level 6 and therefore the courses have been designed for postgraduate LLM students. Students who are science graduates are given the opportunity to take the critical writing and thinking course. Problem solving is taught in the online synchronous sessions.

***Recommendation 3: CCLS team consider additional learning sessions for students eg who have no work experience and or are not currently employed in the profession to help ease them into the subject matter (please see student comments Annex 2).***

### Regular review

2.45 The assessors were concerned on receipt of the original application documentation as to whether regular review is undertaken to ensure continuing relevance and enhancement of the programmes.

2.46 The application states “each programme is reviewed and approved at School level and programmes are reviewed and approved at university level by Taught Programmes Board ...”. The application also stated p5 that the certificate in Trade Mark Law underwent review 2019, and that in 2021 there was a comprehensive review of the other two programmes. Page 8 of the application refers to Programme Management Group oversight.

2.47 The assessors received very few documents relating to these internal reviews with the original application and it was difficult to assess how well the quality assurance cycle is working. Assessors need to see a clear documented process of quality assurance review eg documents identifying what issues were identified as a result of student feedback, external examiners comments and CITMA/IPReg comments, resulting action plans, documents showing how and what has been implemented, ie all of the documents that make up the review process. Helpful documents were received on 13 January 2022 (Annex 4).

2.48 What was made clear during the visit is that in terms of curriculum the CCLS team ensure regular review is undertaken to ensure continuing relevance. Module convenors are responsible for making sure that content is up to date.

2.49 Organisational charts, were provided after the visit, namely charts covering Quality Assurance membership and roles, CCLS programme Review Structure, CCLS Management and Academic support and breakdown of responsibilities for each team. Quality assurance is discussed further in section 5.

### 3. Student choice, access and teaching arrangements

#### Assessment against the Required Features:

- *Students are informed, in a clear and timely manner, when a module/exam is not an IPReg Core Subject and it is not mandatory to qualification as an attorney*
- *Students have appropriate and timely access to support, resources and teaching staff*
- *Cohort extremes, such as vulnerable or non-traditional route students, are supported*

*Please provide comment on availability of evidence sources as per Annexure 'Evidence Sources Checklist'.*

Please see Annex 1 and Annex 4

#### **Learning opportunities and modes of delivery**

The CCLS team were asked about the range of learning opportunities and types of provision offered?

3.1 It is not clear from the programme specifications as to the modes of delivery (full time, part time, distance learning/ online)? The assessors understand that this is in part due to the pandemic and that programmes that had been face to face had to be taught online, at very short notice.

3.2 The CCLS team explained that much of the teaching had gone online in 2020/21. The programmes are now in second year of online delivery 2021/22.

3.3 Teaching and learning methodologies were discussed and the need for a range of learning opportunities including eg problem based learning. The CCLS team explained that due to the pandemic the teaching methodology was work in progress. Generally prerecorded lectures covered transfer of knowledge, asynchronous lectures problem based learning exercises and skills. Each programme was discussed in turn:

- **Postgraduate Certificate IP Law**

3.4 Intake is between 80-120 a year.

3.5 It is a full time course of 12 hours of teaching a week and is delivered once a year. It is currently an online course with pre-reading, prerecorded videos (asynchronous) and synchronous online weekly lecture sessions. Students also have access to online MCQs.

3.6 The CCLS team plan to have discussions with their main client employers in February 2022 to identify their preference for modes of teaching. The CCLS team wish to satisfy both the demand for face to face and remote learning. It is intended that those students learning remotely will get additional support.

- **Postgraduate Certificate in TM Law and Practice**

3.7 Intake is between 20-40 a year.

3.8 The programme comprises similar teaching methodology to the postgraduate certificate in IP Law. The CCLS team explained that in the future classroom teaching will be streamed online via lecture capture ie some students will be in the classroom, some listening online. These will take the place of asynchronous lectures (where the tutor is speaking directly to an audience of students who are all listening online, learning in a similar way and given the same opportunities for engagement with the tutor).

- **MSc in Management of Intellectual Property**

3.9 This is a full time programme over 1 year or part-time over 2 years.

3.10 The mode of delivery is blended learning comprising pre-reading, prerecorded videos and live sessions which can either be accessed face to face in class or synchronously via Zoom. Face to face students engage directly with the tutor. Students learning remotely can, through communications with Teaching Assistants, ask questions during these lectures ie interactive sessions.

3.11 There is small group teaching both face to face and online for Masters students.

### **Consistency of approach**

The assessors asked whether there was consistency of approach across modules and across programmes? Is access to learning equitable?

3.12 Module convenors can use whatever combination of different learning approaches based on the subject matter of their module.

What opportunities do postgraduate certificate students have for small group discussion?

3.13 There is no small group teaching for the postgraduate certificate programmes. The only opportunities for small group work is at the revision stage.

3.14 The assessors discussed the proposal that the asynchronous lectures on the postgraduate certificate courses will be replaced with face to face lectures which are captured. Their concern is that the current synchronous sessions are a different learning activity/experience for those students learning online than the proposed face to face lectures with capture. The latter offer far less opportunity to engage with the lecturer at the time of watching. In addition postgraduate students do not currently have opportunity for small group discussion or formative assessment with written feedback (other than online MCQs). The CCLS team explained that there will be top-up sessions for those not in class eg synchronous sessions on problem solving. Students feel that the lack of small group work and lack of opportunities to hand in formative assessments and receive written feedback hampers their progression (please see student comments Annex 2 )

3.15 Assessors noted that in the first stages of the pandemic one might expect module convenors to make the best they could of the online resources but asked how things had changed in the second year.

3.16 There had been a harmonisation of module delivery ie use of common formats and structures - students would recognise terminology eg prerecorded lectures and synchronised sessions across modules and programmes. Each module now requires a certain amount of asynchronous and synchronous lectures so that they are balanced. Module convenors were guided in the overall methodology to use but left to sort out detail depending on the subject.

3.17 Assessors asked about sharing best practice, they noted that some students had identified modules that were particularly well taught in 20/21 (please see student comments Annex 2). The CCLS team took account of the student view in designing 21/22 delivery and had tried to replicate the opportunities across modules and programmes. This was done through the CCLS Programme Review Structure.

***Mandatory requirement 9: QMUL to clearly state in the programmes specifications whether a course is full time or part time and the teaching methodology being used face to face/blended/online etc.***

***Mandatory requirement 10: confirmation that the learning experience of students learning online will continue to be equitable with studying face to face, with equivalent opportunities for engagement with the tutor.***

#### **Admissions policy**

3.18 The process for admissions, admissions criteria, acceptance of prior learning etc is governed by QMUL Academic Regulations 21/22. The CCLS team explained that all prospective students are graduate students ie have studied up to level 6. That the majority have 6 months work experience and are financed by their firm. Therefore post-graduate entry to courses is the norm. They could not recall a situation where they had been asked to consider prospective students who do not have a first degree but hold equivalent qualifications or experience. The QMUL admissions team would involve them in the process if that situation did occur.

***Mandatory requirement 11: ensure that vulnerable and non-traditional route students have opportunities to access and progress through the programmes.***

#### **Academic support/ individual student progression/ feedback opportunities.**

3.19 The assessors asked how the programmes are designed to help with student progression - the formal journey that students take from their graduate learning to these postgraduate programmes and the journey they take through the programmes themselves to successful completion of examinations at level 7?

3.20 No opportunities are given for submitting written work and receiving written feedback (formative assessment). The CCLS team explained that this is due to the large cohort size and there not being enough time between students being able to answer an exercise (ie having learnt enough) and the examination. Written feedback from tutors on any formative assessment would be too late for students to use for the examination.

3.21 However, one tutor explained that they do give students two opportunities in one module on the postgraduate certificate programmes to submit problem based and essay questions and gives feedback via email/Zoom/Teams ie one to one sessions. The tutor does this to help with progression, otherwise students can remain confused about the subject matter throughout the module. On interviewing the students it was very clear that they felt that the few opportunities that had had to write out answers and get them marked individually were extremely helpful to them in understanding the subject.

3.22 For all other modules the only formative assessment is through MCQs which have automatic feedback ie self testing. Some tutors go through MCQs in class. Not all of the modules have MCQs as part of the final examination.

3.23 There are also available QMUL support sessions in how to write essays.

3.24 Students also have access to a critical thinking, writing and research course which has been specifically designed for postgraduate law students (ie LLM students). This is a very helpful resource for the science graduates on the programmes.

3.25 Student support is at team and university level. The assessors asked how students would know whom to approach for help with either academic or personal issues. The CCLS team explained that students usually started with their current tutor, if they were not able to help the tutor would pass them on to someone who could.

3.26 It was clear from interviewing the students (those whose study was completely online) that some felt more could have been done in terms of helping them get to know their peer group, working together in groups, small group discussion and written feedback on their work (please see student comments Annex 2).

### **Teaching assistants**

3.27 The assessors asked how much of the teaching is being carried out by teaching assistants? They did not seem to be included in the list of staff that had been supplied. It was not clear what qualifications they have.

3.28 There are designated mixed-mode teaching assistants who help with the chat function (for those learning online) when face to face sessions are being streamed synchronously on Zoom. This is to give all students an equitable experience.

3.29 When asked as to whether teaching assistants teach one tutor explained that where you can identify a teaching assistant who has experience in a particular area they might deal with basic queries ie teaching support.

3.30 One of the external lecturers explained how useful teaching assistants are in helping visiting lecturers to negotiate their way through the online delivery ie in supporting them.

### **Progression of students**

3.31 The assessors asked how, without formative assessments (other than MCQs) and with no small group tutorials tutors would know how an individual student was progressing.

Module convenors have access to a database called QEngage which contains Learner Engagement analytic data such as students accessing the Library, intranet etc.

3.32 On interviewing the students it was clear that opportunities for engagement with tutors and their peers varies between modules and that the use of breakout rooms was found extremely useful. That students had benefited from setting up their own study groups, but that some students had not had this opportunity. That there was no help given by QMUL in arranging opportunities to get to know their peers ie through bonding exercises (see student comments Annex 2). This leads to equitable access issues. The assessors are concerned that without formative assessment struggling students might easily not reach their potential.

***Mandatory requirement 12: CCLS team to consider offering formative assessments with individual student written feedback (in addition to current MCQs) in each module. QMUL should be resourced sufficiently to provide formative assessment.***

***Recommendation 4: CCLS to consider introducing activities/exercises to encourage students studying online to get to know each other at the beginning of each programme, extending the use of breakout rooms, delivering small group sessions of less than 10-15 students and setting up online study groups for students.***

## Training of tutors

3.33 The assessors asked how tutor training took place both in terms of content and delivery. In particular how are external tutors supported? Teaching assistants play an important role in training externals re new programmes and new methods of teaching. Teaching assistants are regular points of contact for external tutors, they ask for materials one week in advance, make sure uploads in correct format and ensure no overlaps between different lecturers content. The students who were interviewed welcomed the input from external lecturers (please see student comments Annex 2).

***Recommendation 5: guidelines for consistent, systematic training and review of tutors (including external tutors) and teaching assistants and use of teaching assistants across all modules should be developed.***

## Technical issues online learning

3.34 The students interviewed said that there had been numerous issues at the beginning of the programmes with enrolment online and therefore access to materials. On some programmes this had taken up to 4 weeks to resolve and as a consequence students affected had to make up 4 weeks work.

***Mandatory requirement 13: QMUL to confirm that online technical issues have now all been resolved.***

## Information for students re IPReg Core Subjects

3.35 In respect of the Postgraduate Certificate in IP Law and Postgraduate Certificate in TM Law and Practice all the modules/examinations are IPReg Core Subjects and mandatory to qualification as an attorney and this is made clear to students.

3.36 In respect of the MSc currently students are not informed in a clear and timely manner when a module/exam is or is not an IPReg Core Subject and is not mandatory to qualification as an attorney -please see paragraph 3 above.

#### 4. Assessment and appeals procedures

##### Assessment against the Required Features:

- *The assessment methods applied are fair*
- *Assessment methods allow for proper testing of the student's knowledge and competence against the syllabus topics*
- *Students with special educational needs or disabilities are not disadvantaged*
- *Students have clear information about the types of assessment, their dates and indications as to what constitute pass or fail marks, well in advance*
- *Assessment results are issued within a reasonable time frame, allowing students sufficient time to apply for re-sits or to enrol for new courses*
- *Students are provided with a written outline of appeal procedures governing examinations and course assessments*
- *There is at least one re-sit opportunity within a reasonable timeframe after results are available*
- *All final results are moderated in accordance with QAA requirements*

*Please provide comment on availability of evidence sources as per Annexure 'Evidence Sources Checklist'.*

Please see Annex 1 and Annex 4

##### **Assessment methods**

4.1 Effective and appropriate assessment is essential to a qualification based on learning outcomes. It is the setting and assessment of the outcomes of learning that is important, rather than the nature of any component element of study. Assessment is used to give students the opportunity to demonstrate achievement of the relevant programme learning outcomes.

4.2 The assessors did not receive any assessment criteria or marking schemes in the documentation received. The CCLS team explained that they used "points of answer", however learning outcomes are not broken down formally as assessment criteria. The primary marker is one person (the module convenor) and there is a second marker who carries out moderation. Points of answer are provided to external examiners.

##### **External examiners reports**

4.3 There are 4 external examiners divided between all the modules (covering IPReg requirements). The 4 external examiners cover all 3 programmes. It is not clear to the assessors which external examiners cover which modules. The assessors asked why there were no comments in the reports re particular modules (which makes it difficult to identify in which modules there may be issues). The CCLS team explained that external examiners can comment on individual modules within the programmes, whether they do so is up to them. There is usually an informal conversation between module convenors and external examiners. The formal report goes to the Programme Director and they respond and decide what changes are required.

4.4 The assessors were provided with 4 reports for 2018/19, 2 for 2019/20 and 2 for 2020/21 this meant that over the last 2 years 4 out of 8 reports were missing, in fact had not been received by QMUL. The assessors received no external examiners reports for TM Law and Practice. The Academic Registrar gives external examiners 3 months in which to submit the report, if they do not they do not receive their fee.

4.5 The examiners comments vary considerably. One describes the exam board as being thorough, being kept in contact with staff and a very “impressively run programme”. One external examiner asks for 3 years of statistics and use of model answers across all subjects. Another asks for clear marking schemes and example answers in order to ensure consistency and fairness in marking. The same examiner identifies a short period of time to review examination papers, delay in obtaining feedback to comments and changes not implemented correctly. Evidence is provided that the CCLS team does respond to external examiners comments for example MCQ answers are no longer released immediately after sitting (allowing time for correction of errors and decisions on moderation of marks).

4.6 The CCLS team explained how the external examiners approval processes work - they see every aspect of the draft examination papers.

4.7 The external examiners were not involved in the review of the programmes in 2021 or in changes to syllabus.

4.8 The CCLS team explained that they are bringing in a process to include Academic Reflective Summary on marking. It is not clear to the assessors when this will be implemented and how it fits within the external examiner process?

***Mandatory requirement 14: review of assessment strategy to include introduction of assessment criteria and marking schemes for each module.***

***Mandatory requirement 15: review the number of external examiners and review roles to include input from external examiners into any module/programme review as the assessment is integrally linked to learning outcomes.***

***Mandatory requirement 16: review of process by which external examiners comments are responded to so that there is a consistent and adequate response.***

#### **Appeals procedure**

4.9 This is governed by QMUL Academic Regulations 2021/22.

#### **Examination results for last 3 years**

4.10 The assessors received limited information about pass rates etc before the visit. On the visit the CCLS team explained that there was usually a 100% pass rate. Assessors explained that it was still not clear to them the number of drop outs, and the number of people who had to resit. They were told that drop outs are rare.

4.11 The summary of examination statistics was received after the visit. The pass rates on the IP Cert A (Normal) is 100% 18/19, 97% 19/20, 99% 20/21. Very few students need to resit. The pass rates on the TM Cert (Adv St) is similar - 97% 18/19, 90% 19/20, 100% 20/21. The results for the IP Cert (MSc Prof Stream) are much lower 59% 18/19, 41% 19/20, 63% 20/21. In 19/20 22 students enrolled on the MSc, 9 passed in 2010 and 4 the year after. No analysis is provided.

4.12 It is noted that examination statistics are contained in the Annual Report for IPReg.

4.13 Weighting/ condonation/ how results calculated / grades etc - are all governed by QMUL Academic Regulations 2021/22. Two attempts are given -this is standard QMUL practice. Weighting follows standard QMUL practice.

***Mandatory requirement 17: Reports on progression, awards and destination data eg student profiles, results and outcomes, by degree classification, domicile, ethnicity, gender and disability should be used as part of the Annual Programme Review.***

***Recommendation 6: reports on trends over last 3 years should be used as part of the Extended Programme Review.***

#### **Summative assessment**

4.14 The CCLS team explained that the Fundamentals of Law and Ethics module is not a hurdle but that if you fail on the second attempt you will not get a postgraduate certificate or satisfy the IPReg requirements.

#### **Online assessment**

4.15 The application states on p9 that "...external examiners have commented favourably on quality of online assessment...". The assessors could not see any specific reference in the external examiners reports received to online assessment.

4.16 Each exam is 24 hours long. The wording on the examination is as follows: the examination is designed to take 2/3 hours, but we are allocating all students 24 hours within which to complete the paper. This acknowledges the time zone issues students may face, issues with their internet connections, as well as the requirements of any students with Examination access arrangements, such as extra time. This approach is a great example of inclusive practice, in line with Queen Mary's core strategic objective of being the most inclusive university of its kind".

4.17 The CCLS team explained that in the first year of online exams students were given 2-3 hours, that they now had extended the window to 24 hours (this time period is based on experience in other programmes). There is also a word cap of 3300 words plus or minus 10%. Prior to the pandemic there were take-home examinations. Because the current examinations are open book and within the 24 hours students can search the internet the questions are now more problem based, it is not a test of memory. The students who were interviewed found that the 24 hour period

extremely difficult to navigate, often ending up with them spending hours on any one exam, they asked for help in how to approach a 24 hour exam. They were unclear as to how the word cap worked (see student comments Annex 2).

***Recommendation 7: revision sessions cover how to approach and get the best out of a 24 hour exam.***

4.18 There is an originality report at the end of each marked paper. This score is looked at by the marker. As marking is online the originality score is viewed at the same time as marking takes place. No particular % score requires investigation - it is up to marker based on their experience as to whether it is acceptable. This prevents collusion. However QMUL can not know whether the student taking the paper is the student named. Students do have to sign a declaration of conduct and are clearly told the consequences of cheating.

4.19 Summative MCQs -students no longer get the results of the MCQs immediately ie it is no longer a formative exercise. The CCLS team had issues with Fundamentals of Law summative MCQs in the first year of online examinations and had to recalibrate the results after students had received them.

## **Examination information**

4.20 The assessors asked how and when students receive information about the types of assessment, their dates and what constitutes a fail or a pass.

4.21 Students receive a student handbook which contains the syllabus, assessment type, profile, date and this is also available on the QMPlus page. Tutors prepare students for examinations in the revision sessions.

## **Assessment results**

4.22 The CCLS team explained the time frame eg in 2022 the last exam is on 21st January, students submit their Fundamentals of Law essay by the 28th January, they receive their results on 23rd March, and the one resit opportunity is in May 2022.

## **Appeals**

4.23 When students receive their results in writing via email there is a direct link to the appeal process and they have 2 weeks to lodge an appeal.

## **Moderation**

4.24 The CCLS team explained that QAA Academic Regulations 2021/22 are followed on all IPReg courses by the use of 2nd marking.

4.25 Students with special educational needs are covered by QMUL Academic Regulations 2021/22.

## **5. External assurance**

*Assessment against the Required Features:*

- *The programme is subject to external review by the QAA, or an equivalent external assurance agency, that is acceptable to IPReg*
- *Student feedback is sought and acted upon as appropriate*
- *Mechanisms are in place to ensure that course/assessment content is up-to-date*

*Please provide comment on availability of evidence sources as per Annexure 'Evidence Sources Checklist'.*

Please see Annex 1 and Annex 4

## **External review**

5.1 Note that the last QAA review was in November 2010 and was taken into account in the accreditation exercise carried out by IPReg in 2017.

## **Internal review**

### **Student feedback**

5.2 The assessors were supplied with some student feedback as part of the original application. On the 13 January 2022 the assessors received a useful Summary of Questionnaire Responses for the IP Cert for one year (November 2020) which repeated the student module evaluation data and contained responses about online teaching and assessment. The assessors requested sight of the November 2020 summaries for TM Law and Practice and the MSc and all three summaries for November 2021. After the visit the assessors received this additional summary information.

5.3 Throughout the accreditation process the assessors tried to identify the process for yearly and three yearly review and how well it is working. The document supplied after the visit, the CCLS Programme Review Structure, is helpful in explaining what should happen. There are clear processes set out for development/amendment of programmes and modules, how student staff liaison committees (SSLC) should work (with immediate and long term actions being followed up on) and programme review cycles (annual programme review cycle and the extended review cycle).

5.4 The assessors needed to be able to see evidence of these programme review structures being followed for the past three years. Some evidence was provided in the email dated 13 January 2022<sup>5</sup>.

5.5 The summary of questionnaires is extremely helpful as is the Reports on IP Cert focus groups 25 Nov 2020 and 10 Dec 2021.

5.6 The assessors feel that the way in which they received the internal review documentation is reflective of a quality assurance process, which although is certainly taking place, is disjointed and

---

<sup>5</sup>Action notes May 2020, Analysis of Phil Harris areas for action, Brief note on internal IP programme review, IPLC 136 TM draft structure, IPLC 137 TM draft structure, IPReg action update June 2021 (actions not completed), Meeting of TM working group agenda May 2020, Report on changes to design and copyright law since 2017, Report on changes to Fundamentals of Law since 2017, CCLS review, Summary of IP Programme Changes 2019-2021Jan 2022, Syllabus review of QMUL certificate content (no date), Complaint from CITMA and email reply.

disorganised with very little transparency for stakeholders including students (please see student comments Annex 2)

5.7 The assessors are unable to identify connected action plans with time scales for implementation for each student encounter whether that be questionnaires/focus groups/SSLCs (please see student comments Annex 2).

5.8 It is not clear whether the annual monitoring process covers eg examiners comments and evaluation of examination results ?

5.9 It would have been helpful for the assessors to be able to compare the student evaluation of the new online courses with those of the face to face courses delivered before the pandemic.

5.10 The assessors explained to the CCLS team that it was difficult for them to understand the cycle of quality assurance. The CCLS team explained that formal feedback includes analysis of student evaluation and SSLC meetings, which is then flagged up with the staff, actions are captured and changes are made ie incorporated into programmes. An additional channel are the student focus groups held by the programme director. QMUL are also introducing a “you said we did” system to close the loop.

5.11 The Programme Management Review Group chaired by an independent academic (which reviews content, structure and feedback of the accredited IP programmes) met twice in 2020 and nine times in 2019 (due to the pandemic requiring online teaching and to sort out technical and other issues). This group has action plans. This was a radical change to oversight and involved all stakeholders.

5.12 The CCLS team explained the Annual Programme Review (online) which has just been introduced is at a higher level of CCLS and will lead to an Extended Programme Review (3-5 years) dealing with strategic challenges.

5.13 Taking into account the CCLS teams explanation and the documents provided after the visit in particular the diagram explaining Postgraduate Certificates and MSc QA cycle (at the level of the review of individual modules and programme review) and how this fits into the wider CCLS QA processes the assessors are confident that the correct quality assurance processes are in place. They are concerned however as to how well the processes are being documented. Without consistent action plans, and easy access to these actions plans by all members of the team it is difficult to see how improvements can be made consistently.

5.14 Other concerns include: The continuing role of the Programme Management Review Group as an added level of review within the normal QMUL quality assurance cycle? Will there continue to be an independent academic chair ? Will the Director of Education continue to be involved? How often will it meet? When in the semester does the SSLC meet (is it too late to implement anything for that cohort?), how and when are student course representatives appointed, how are students made aware of their representative and the process for raising issues? Is there an SSLC for each programme? Where do issues go - what happens to actions? See student comments Annex 2.

5.15 The assessors note that no one team seems to have responsibility for the above under the new administration arrangements (see below).

***Mandatory requirement 18: that the Programme Management Review Group has a continuing role in the internal review of modules required by IPReg.***

***Mandatory requirement 19: CCLS team to implement a simple system to capture in writing every element of the quality assurance process, ensure that actions are followed up on and to store these documents online so that they are easily accessible to all stakeholders.***

## **New administration arrangements**

5.16 The assessors also asked about the new administration arrangements. What were the issues re administration and how will the new administrative arrangements help?

5.17 The CCLS team explained that previously they had one administrator, this persons workload became impossible as programmes became more complex and as a result of the pandemic. To ensure full coverage functions were given to specialised teams. There is a generalised email address monitored by designated people within the functions. Reorganisation started pre pandemic but was not completed until the end 2021. The structure will be reviewed.

5.18 After the visit the assessors received an organisational structure chart showing the titles, roles and responsibilities of both academics and of administration team.

5.19 The assessors are concerned as to how students know whom to approach (see student comments Annex 2). The CCLS team explained that this is made clear at induction.

***Recommendation 8: the teaching and learning team structure with names and contact details and breakdown of responsibilities for each team should be clearly available for students.***

## **6. Other**

- *Any planned major changes to the provision for which accreditation is sought*
- *Any examples of innovative course/assessment pathway features which benefit students*

6.1 The application states that “All there [sic] programmes have undergone a full comprehensive review in the last three years...”.

6.2 As a result of the pandemic all teaching and learning has been taken online.

## **7. Areas where expectations are met/any features of good practice**

*Identification of areas where there is confidence the expectations are met*

7.1 Subject to para 8 below the required features as set out in the IPReg Accreditation Handbook are met across all three programmes.

*Identification of any features of good practice*

7.2 The CCLS team are professional, provide interesting content, committed to teaching and learning and engaged with their students. The assessors commend the way in which the CCLS team moved

the programmes online at short notice due to the pandemic. The programmes attract high performing and discerning students who enjoy the modules. The students would benefit from more help with progression, they also made it clear that programmes would benefit from better organisation and administration.

## **8. Areas where expectations are not met/any recommendations for action**

*Identification of areas where confidence is limited that the expectations are being met*

8.1 Quality: although regular review is undertaken the documentation of the internal and external evaluation of status, effectiveness, and progress of the programmes is disorganised. Without clear and accessible information it is difficult to see how the CCLS team can identify the future direction, needs and priorities of the programmes.

*Identification of any recommendations for action*

8.2 Please note that unless otherwise indicated recommendations and mandatory requirements apply to all three proposed programmes and are set out in the same order as they appear in the main body of the report.

### **Mandatory Requirements**

Mandatory Requirement 1: Postgraduate Certificate in Trade Mark Law and Practice: all documentation to be corrected to reflect that Trade Mark Law and Practice is a postgraduate certificate.

Mandatory Requirement 2: Postgraduate Certificate in Intellectual Property Law, mandatory requirement : that the proposed postgraduate certificate in IP Law satisfies IPReg Accreditation Standards para 31.b) in terms of credit value.

Mandatory Requirement 3: all documentation to be corrected to indicate correct credit values.

Mandatory Requirement 4: notional learning hours need to be corrected across all documents for consistency.

MSc in Management of Intellectual Property

Mandatory Requirement 5: Credits need to be corrected in IPLM 204, if this is the same module as IPLC 132, for consistency. The 10 credits required by IPReg must remain unaltered.

Mandatory Requirement 6: content identified in report in respect of IPLM201 and IPLM202 to be added to the syllabus.

Mandatory Requirement 7: the programmes specification must reflect the requirements of IPReg Accreditation Standards paras 31.b) and 47.

Mandatory Requirement 8: now that the online course has bedded down each module convenor calculates the actual amount of notional learning hours (pre-reading, asynchronous lectures and synchronous lectures, MCQs, revision time and exam time etc) that is being set/expected of the students and carries out a pruning exercise of extraneous content (without compromising the IPReg

requirements). That the amount of notional learning hours (workload) is made clear to all stakeholders including students and their employers.

Mandatory Requirement 9: QMUL to clearly state in the programmes specifications whether a course is full time or part time and the teaching methodology being used face to face/blended/online etc.

Mandatory Requirement 10: confirmation that the learning experience of students learning online will continue to be equitable with studying face to face, with equivalent opportunities for engagement with the tutor.

Mandatory Requirement 11: ensure that vulnerable and non-traditional route students have opportunities to access and progress through the programmes.

Mandatory Requirement 12: CCLS team to consider offering formative assessments with individual student written feedback (in addition to current MCQs) in each module. QMUL should be resourced sufficiently to provide formative assessment.

Mandatory Requirement 13: QMUL to confirm that online technical issues have now all been resolved.

Mandatory Requirement 14: review of assessment strategy to include introduction of assessment criteria and marking schemes for each module.

Mandatory Requirement 15: review the number of external examiners and review roles to include input from external examiners into any module/programme review as the assessment is integrally linked to learning outcomes.

Mandatory Requirement 16: review of process by which external examiners comments are responded to so that there is a consistent and adequate response.

Mandatory Requirement 17: Reports on progression, awards and destination data eg student profiles, results and outcomes, by degree classification, domicile, ethnicity, gender and disability should be used as part of the Annual Programme Review.

Mandatory Requirement 18: that the Programme Management Review Group has a continuing role in the internal review of modules required by IPReg.

Mandatory Requirement 19: CCLS team to implement a simple system to capture in writing every element of the quality assurance process, ensure that actions are followed up on and to store these documents online so that they are easily accessible to all stakeholders.

## **Recommendations**

Recommendation 1: that CCLS organisational charts be made easily accessible to all relevant stakeholders in particular programme level staff and students.

Recommendation 2: Postgraduate Certificate in Trade Mark Law and Practice - QMUL, and ideally other examination agencies, should liaise with Nottingham team to identify gaps that are evident to Nottingham when students arrive and adjust trade mark certificate course accordingly. IPReg have

informed the assessors that they are to commission an independent review of the IPReg Accreditation Handbook to include looking at the Foundation (and Advanced) syllabi and all examination agencies will be invited to input into this.

Recommendation 3: CCLS team consider additional learning sessions for students eg who have no work experience and or are not currently employed in the profession to help ease them into the subject matter (please see student comments Annex 2)

Recommendation 4: CCLS to consider introducing activities/exercises to encourage students studying online to get to know each other at the beginning of each programme, extending the use of breakout rooms, delivering small group sessions of less than 10-15 students and setting up online study groups for students.

Recommendation 5: guidelines for consistent, systematic training and review of tutors (including external tutors) and teaching assistants and use of teaching assistants across all modules should be developed.

Recommendation 6: reports on trends over last 3 years should be used as part of the Extended Programme Review.

Recommendation 7: revision sessions cover how to approach and get the best out of a 24 hour exam.

Recommendation 8: the teaching and learning team structure with names and contact details and breakdown of responsibilities for each team should be clearly available for students.

## 9. Conclusion

*Recommendation as whether to accredit (with or without measures being taken) and why*

9.1 The assessors recommend that the following programmes are accredited/reaccredited:

Postgraduate Certificate in Intellectual Property Law,  
Postgraduate Certificate in Trade Mark Law and Practice,  
MSc in Management of Intellectual Property,

on the basis that the mandatory requirements (listed in section 8) are implemented in full including the following mandatory requirement -

9.2 Postgraduate Certificate in Intellectual Property Law, mandatory requirement : that the proposed postgraduate certificate in IP Law satisfies IPReg Accreditation Standards para 31.b) in terms of credit value.

9.3 And on the basis that the recommendations (listed in section 8) are either implemented in full or if a decision is made not to implement a recommendation or to partially implement a recommendation that decision is adequately explained to the IPReg.

9.4 All mandatory requirements and recommendations are to be complied with in discussion with IPReg before the start of the programmes in September 2022 (implementation timetable to be agreed with IPReg).

## Annex 1– Evidence Sources Checklist

Evidence sources checklist	Evidence source	Provided
Quality	Programme Specification (PS)	Y
	Programme Learning Outcomes (to include how the IPReg Competency Framework has been used as a reference tool)	Y in PS but does not refer to Competency Frameworks (latter discussed on visit)
	How Professional Ethics is dealt with in the programme	Y
	Quality assurance arrangements including the most recent internal and external reports covering the last 3 years (i.e. 18/19, 19/20, 20/21) including action plans	Y, some Internal reports provided on 13/01/2022
	Evidence that the programme is at the required level	Y PS
	External Examiners Report and related action plans from the last 3 years	Y, some external examiners reports provided on 13/01/2022

	How previous accreditation reports, recommendations and requirements have been dealt with	Y. Note IPReg also provided correspondence dated 2019-2021 between IPReg, CITMA and QMUL regarding programme issues identified in November 2018
	<i>Other – please specify</i>	
<b>Student choice, access and teaching arrangements</b>	Programme Admissions Policy	Y QMUL Admissions policy p 61 Academic Regs cover PgCert IP law
	Programme Specification	Y
	Modes of teaching provision	PS, programme descriptions, module proposal forms -not clear moved to fully online
	The assessment strategies employed	Y Module proposal forms
	Staff/student ratios	Y Application p5
	Equality, Diversity and Inclusion policies	Y QMUL policy

	How the extremes of cohort entry will be supported	Y Application p6
	<i>Other – please specify</i>	
<b>Assessment and appeals procedures</b>	Methods of assessment (how much by assignment, project, examination etc.)	Y PS
	Quality assurance and provision of online learning and/or assessment	Y in part
	Sample examination papers/essay titles/tests – one example of each of last year’s (20/21) examinations	Supplied for existing modules
	Sample answers/scripts for last year’s examinations to include one example of each of the following – pass, borderline and distinction	Y although there were no fails
	Pass and fail rates for the last 3 years	Y supplied on 13/01/2022 and summary after visit
	Resits Policy	Y Application p7
	<i>Other – please specify</i>	
<b>External assurance</b>	Information on teaching staff/membership of professional bodies/practitioner input	Y Programme descriptions
	Most recent QAA Institution Audit Review (or equivalent) and any associated action plans and information as to how to comply with QAA general guidance for assessment and educational qualifications	2010
	The most recent (within the past years) student satisfaction surveys and any changes made as a result of feedback	Y
	Staff & Student Liaison Committee information & minutes of meetings (past two years)	Y some supplied

	Progression, awards and destination data to include student profiles, results and outcomes (i.e. employment statistics, if known) by degree classification, domicile, ethnicity, gender and disability), any reports re: trends over last 3 years, information re: student progression (i.e. students not yet complete, passed 2 or more attempts)	Y some information supplied after visit
	<i>Other – please specify</i>	
<b>Other</b>	Any planned major changes to provision	Y Application para 6
	Examples of innovation	

## Annex 2: IPReg Accreditation - questions for students

1. The assessors interviewed 5 students via Zoom (2 hours) who between them had attended or were attending the IPCert, TM Cert and MSc.

### Course content

2. Questions asked:

Was the content of the course what you expected?

Or was it more/ less comprehensive than you thought it would be?

Were procedural issues covered in sufficient depth?

Was the content relevant to your practice?

3. Overall the students felt that the courses were the right balance of practice and theory. The content was comprehensive, accessible and they enjoyed the study. The website described the course content well and it was as they expected. Students who had little prior experience found it difficult at first.

4. Some felt that Fundamentals of Law was “crammed into the first 2 weeks”.

5. Copyright and design -the scheduling of 4 hours of synchronous lectures with associated reading and watching of prerecorded lectures in a 2 day period at the end of the first 2 weeks, and just before the Fundamentals in Law MCQs was difficult especially as the trainees had little experience in this area. Lecturers sometimes seemed surprised at how little the trainees already knew in this area and sometimes assumed a legal background.

6. Masters students found content was comprehensive and thoroughly explained.

### How would you describe the workload?

7. The certificate students found the first few weeks difficult as there was very little information given pre course as to workload. The synchronous sessions are timetabled, but the associated prerecorded lectures are not. Employers sometimes assumed that trainees had 2/3 hours of lectures a week when it was considerably more. The number of hours study including synchronous, asynchronous lectures and reading needs to be made clear and be timetabled.

8. For each 1 hour of synchronous lecture there was over 2 hours of asynchronous lecture to watch beforehand and associated reading ie 5 hours of work associated with 1 timetabled lecture. Sometimes prerecorded lectures that were labelled as being 1 to 2 hours long ended up being 4 hours long, this made managing time extremely difficult. Sometimes students are doing 10 hours of work a day for 3 days a week. The part time course does not feel part time. Some employers and line managers were understanding and would allocate 3 days a week for study and 2 days a week for work, others are less so.

9. Sometimes seminars that were scheduled for 7-9 pm in the evening also overran.

10. The Masters students sometimes found the quantity of material in Fundamentals of Law difficult to cope with and had fallen behind. Some used the additional reading list to catch-up on eg the Fundamentals of Law. Others found the workload reasonable and manageable, although this seemed dependent on prior experience. Some struggled with the workload associated with the patent study project.

### Teaching and learning methods

11. We understand that the course is currently an online course with a mixture of teaching and learning methods including asynchronous (prerecorded) lectures, synchronous lectures, online MCQs with immediate feedback and private study?

12. The Masters students had experienced some of their study face to face eg the trade mark law module lectures (tutorials are online).

13. The synchronous lectures involved seeing the lecturer and their power point slides but not the other students. To ask questions students use the raised hand function. Depending on the size of the class (varies between 15-150 depending on the module) students felt more or less inclined to ask questions during lectures. Some students who did not feel comfortable asking questions, emailed their questions later, most of the time they received an answer but not always.

14. Some lecturers use breakout rooms which enabled students to discuss issues with their peers. The students enjoyed this. Some used the chat function and forums on Moodle. However, because students had not met each other before this was not easy. There had been no bonding exercises at the beginning of the courses. A student who is working for a firm where there are other students has the benefit of a study group and they will create their own WhatsApp group. There was no group mailing list, this meant eg that when two Zoom sessions were mistakenly going on at the same time for one module there was no way of communicating which was the correct one to all the students. One student had attended a face to face induction. In one module there was a Linked in group but as students did not know each other some felt embarrassed to ask questions. Students felt QMUL could have done a "fair amount more to help students" get to know each other.

15. Questions asked:

Was the balance of this type of teaching/ private study appropriate?

How would you rate your learning experience of the synchronous and asynchronous lectures - good/bad/ indifferent?

16. Did not have small group tutorials apart from revision.

17. Sometimes lectures cancelled at extremely short notice, more than 1 or 2 had been cancelled per course. Sometime rescheduled at very short notice (1 hour) for PT students on non teaching days.

18. Did you have opportunities to access large/small group (tutorial) discussions ?

Did you have opportunities to submit written exercises to tutors and receive written feedback?

Did you get helpful feedback on written exercises you submitted?

19. In design and copyright there had been an opportunity to do an exercise/essay and then attend an online session to go over the answer. In trade mark law there had been an opportunity to go through 2 essays one each term. In the copyright course students had submitted work and received individual feedback which was helpful. In trademark law the marking had been done by the assistant and was not extensive but still better than not having had the opportunity.

Some students had no opportunities for individual feedback and this had been “a huge issue” for them, they felt they had mastered the content but had no idea about how to approach essay questions ie examination technique. Others had “pushed hard” for feedback opportunities and got some.

20. Masters students had opportunities in trade mark law to learn how to write essays but not in patents law.

21. Questions asked

When you had questions about issues raised in lectures or discussions, did you get sufficient opportunity to have them answered?

Did you have opportunities to discuss how to prepare for the examinations?

22. There are revision sessions. Students email questions and either get individual replies or sometimes answered at the beginning of the next lecture (so that all students benefit).

23. Best practice - Patents Law has a formal structure of pre recorded lectures (all available at the beginning of the course), synchronous lectures, MCQ App etc which really worked well. In Patents law there are MCQ quizzes, an App that shows how you have done, correct answers and allows you to ask questions. There is nothing similar in the trade mark module.

24. Some felt that the assessment of Fundamentals Of Law through 30/40 MCQs did not reflect the breadth of subject matter that the students were expected to learn. They would have preferred an alternative method of assessment.

25. The scheduling of the exam in design and copyright at the end of semester 2, when the course had been taught in semester 1, had not helped with student learning.

26. In design and copyright there are MCQs and an opportunity to go through problem questions as a class and ask questions.

27. Some lecturers did not seem to be aware of who was in their class eg referred to work covered last year when students had only just started.

28. Were there any technical issues with the online teaching and learning and if so how were they dealt with?

29. There were issues re enrolment for some students at the start of the course. Some were told that they would be “guests” and if they had not heard back within 3 weeks they could assume they had not been accepted. For some it took 4 weeks before they transferred from guest status to enrolled, and it was only at that point that they got access to the full materials. This meant that they had had to catch up on 4 weeks work. For others it had taken 1 or 2 weeks to get fully enrolled.

30. Student support/ feedback question

Was it made clear to you how to address any concerns about course content, delivery of lectures etc while the course was actually running?

31. It was not clear who and how concerns could be sorted out. Class representatives had been sent a lot of complaints and 2 opportunities to attend SSLC. At the SSLC they had raised communication, access to materials, confusing organisation of materials. At second SSLC it was clear that some staff had not followed up on actions points from first meeting. Students had ended up filling their own google form to give feedback, had had an informal meeting but did not remember having received action points.

32. Some class reps only just appointed in January 2022, course started Sept 2021, not sure other students knew who they were?

33. Were you offered opportunities to give feedback on the course? Yes via questionnaires.

34. Overall question

If you had to choose how to sum up your impression of the course overall how would you describe it?

35. Is there anything you would suggest to improve the delivery of the course ?

36. The students made the following suggestions:

- Introduce face to face classes
- Introduce MSc study projects in trade marks and patents
- MSc -more practical skills needed

- Better organisation and communications
- Sort out that the same problems recurring year after year
- Administration - no cover
- 24 hour exams with no advice on how to tackle them, some students are up until the dead of night, the word count is not clear.
- Correct errors in MCQs
- Liaise with firms re workload

37. What was the best thing about the course?

- Formalised structure of prerecorded lectures and live/synchronous online lectures.
- Getting practical aspect from professionals -“made it exciting”
- Content very interesting and relevant

### **Annex 3 Attendees IPReg Re-Accreditation Meeting 18 January 2022**

Ms Laura Edgar, Director of Education CCLS

Prof Chris Reed (External Chair) Programme Management Group

Prof Guido Westkamp [g.westkamp@qmul.ac.uk](mailto:g.westkamp@qmul.ac.uk)

Chair in Intellectual Property and Comparative Law; Programme Director, MSc IP

Prof David Musker [d.musker@qmul.ac.uk](mailto:d.musker@qmul.ac.uk)

Professor of International Design Law

Prof Christina Perry [c.perry@qmul.ac.uk](mailto:c.perry@qmul.ac.uk)

Professor of Law, Dean for Education - Faculty of Humanities and Social Sciences

Prof Stefan Krummaker [s.krummaker@qmul.ac.uk](mailto:s.krummaker@qmul.ac.uk)

Professor of Leadership Practice; Deputy Vice-Principal (Education)

Prof Noam Shemtov [n.shemtov@qmul.ac.uk](mailto:n.shemtov@qmul.ac.uk)

Deputy Director, CCLS; Professor in IP and Technology Law

Dr Guan Tang [g.h.tang@qmul.ac.uk](mailto:g.h.tang@qmul.ac.uk)

Senior Lecturer in IP; Acting Programme Director, Cert IP and Cert TM

Dr Apostolos Chronopolos [c.apostolos@googlemail.com](mailto:c.apostolos@googlemail.com)

Senior Lecturer in IP; Programme Director, Cert IP and Cert TM

Attended the afternoon session

Prof Phillip Johnson [phillipjohnson@ipprof.org.uk](mailto:phillipjohnson@ipprof.org.uk)

Visiting Professor; Professor of Commercial Law at Cardiff Law School.

Mr Gordon Harris [gordon.harris@gowlingwlg.com](mailto:gordon.harris@gowlingwlg.com)

Visiting Lecturer; Solicitor (tbc)

Mr Gavin Sutter [g.sutter@qmul.ac.uk](mailto:g.sutter@qmul.ac.uk)

Senior Lecturer

Ms Chinelo Igboayaka [c.igboayaka@qmul.ac.uk](mailto:c.igboayaka@qmul.ac.uk)

Teaching and Learning Services Manager

Mr Jack Osborne [j.p.osborne@qmul.ac.uk](mailto:j.p.osborne@qmul.ac.uk)

Quality Manager, CCLS

## **Annex 4 Summary of evidence sources received after the initial application dated 2 December 2021.**

- Email sent 13 December 2021 to CCLS team stating that application was incomplete and that the missing documents included:

“1. Internal quality assurance reports for the last 3 years, your application refers to reviews and approvals at School level and by Taught Programmes Board and Programme Management Group oversight.

The application also refers to a 2019 review of the TM Law certificate and a 2021 comprehensive review of the other 2 programmes. IPReg have supplied the assessors with various correspondence between yourselves and IPReg and CITMA which we list below. Please can we be sent any other relevant documentation eg your related review documents and action plans which supports this correspondence:

Letters/emails dated

28 Feb 2019 IPReg to Prof Colin Bailey includes High Level Feedback

12 March 2019 QMUL to IPReg

2 April 2019 IPReg to Dr A Chronopoulos

29 May 2019 QMUL to IPReg

2 July 2019 IPReg to Dr A Chronopoulos

13 Feb 2020 IPReg to Prof Ian Walden

6 July 2020 QMUL to IPReg

16 Feb 2020 email IPReg to Prof Chris Reed

Update on progress 25 July 2021 programme administration/management review

2. Although your application refers to external examiners reports being in the pack we do not believe that we received any. We must have sight of external examiners reports and related action plans for 20/21,19/20 and 18/19 please. If there are any other examiners comments eg the application refers to “external examiners have commented favourably on quality of online assessment...” please send them to us.

3. Pass and fail rates for the last 3 years. You have supplied a summary of the pass rate for 20/21, we will need to see the full examination statistics for each module that we are accrediting /reaccrediting ie the stats that come from your assessment office. These can be provided on the day of the visit but please can we have them at the beginning of the day.

4. Progression, awards and destination data, you mention this in the text of your application. Please refer to full IPReg requirements, we do expect to see student profiles, results and outcomes etc. again these can be provided on the day of the visit but please can we have them at the beginning of the day.

5. Thank you for including the student questionnaires, please note that there are some missing (and some duplicated). As the numbering of the modules has changed please can you provide us with a document setting out the relationship between the previous numbering of modules and the numbering in your application.

The missing questionnaires are:

20/21 IPLC 141 previously 133

20/21 IPLC 137

6. Mapping

Thank you for including the mapping document. It would also be helpful to have a simple diagram in order to understand the modules shared between programmes?

The absence of an index of QA Documentation, and the lack of consistency in presentation of syllabi has made initial review of completeness of documentation challenging.

The contrast can be seen in the helpfully mapped (with a 'IPReg content covered' column) syllabus for Module IPLC 137 (TMs Part B) at pages 126 to 129 in the soft copy of the complete application, and the unmapped syllabus of Module IPLC 136 (TMs Part A). Module IPLC 134 also has the useful 'IPReg Content Covered'

Please ensure that all syllabi include an 'IPReg Content Covered' column and please resubmit.

IPLM200 and IPLM 201 analysis in Annex II do not refer to any sessions or lectures (all other mapping entire in Annex II contain a reference either to a session or a lecture). Please rectify this.

There is no syllabus at all in the 'Programme and Module Documentation' for IPLC132 and related IPLM 204 Design and Copyright Law Modules. A syllabus presumably exists because mapping Annex II refers to sessions between 1 and 12. Please provide the relevant syllabus, suitably mapped as requested above.

Please also note that spot checking of mapping examples in Annex II give rise to concern. Two examples:

IPLC140 (predecessor IPLC131) has 'International and trans-national options for trade mark protection (notably via the EUIPO)' mapped against IPLC131 Session 12. But Session 12 of IPLC131 is entitled 'EUTMs (overview of the system – all you need to know in 3 hours)' suggesting complete focus on EUTMs.

IPLM202/203 (predecessor module IPLM041) maps 'Inventorship' against Session 14 'Inventors and employees'. But that is Session 14 of IPLC133 with that title; the relevant module of IPLM202 is 'Patents 1 Session 8' entitled 'Inventors and employees (entitlement, employee/employer disputes and compensation', so the mapping is incorrect".

- [Email sent by assessors to CCLS team 6 January 2022](#)

"...we still need to see the following documentation please:

Internal quality assurance reports (eg minutes /action points from programme and module team meetings) re modules for the past 3 years and the 2019 review of the TM Law certificate and 2021 comprehensive review (the last 2 were mentioned in your application).

Pass and fail rates for the last 3 years.

Progression awards and destination data.

The missing student questionnaires, if you can retrieve them.

And most importantly external examiners reports for each of the modules regulated by IPReg - without these we really cannot proceed because they're integral to any review -please could you get them to us by Wednesday 12th January in order for us to proceed with the review on the 18th January".

- [Email received by assessors 13 January 2022](#)

"Requested documents received including:

- The document QUALITY ASSURANCE-pages-deleted corresponds to what you already have but with the repeated pages deleted – nothing new added.
- The document QM Enrolment Trends contains figures on student numbers which form part of our draft 2020-21 annual report to IPReg (not yet completed)... The folder External Examiner Reports is data you already have – nothing new added, just for reference.
- The folder 3, 4 Pass Fail ... contains the pass rate and per-module data you requested... please do let us know if you would like an explanation of any of the terminology.
- Within the folder 1 Program Reviews is a variety of data. This is summarised in the overview document SUMMARY OF IP PROGRAM CHANGES...suggest that you start with that document, then look at the document Brief Note on ..., then the document Review of ... Workstreams, before considering the rest of the supporting evidence.
- The folder Student Focus Groups ... contains various material, but you may wish to look at the Summary of Questionnaire Responses which (as well as repeating the student Module Evaluation data you already have) contains responses about online teaching and assessment.

You asked for the student Module Evaluation forms for "20/21 IPLC 141 previously 133 and 20/21 IPLC 137" ... with written feedback sorry, but we have been unable thus far to locate them. The responses of the IP Certificate group to 20/21 IPLC 141 are replicated in the Summary of Questionnaire Responses. We suspect that there was a zero response to the 20/21 IPLC 137 form..."