

HE-BCI data collection (part A) - Contents

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Question 1

In which areas do you see the HEI as a whole making the greatest contribution to economic development? (Please tick the top three only)

- Access to education
- Graduate retention in local region
- Technology transfer
- Supporting small and medium size enterprises (SMEs)
- Attracting inward investment to region
- Research collaboration with industry
- Strategic analysis of regional economy
- Attracting non-local students to the region
- Support for community development
- Developing local partnerships
- Management development
- Meeting regional skills needs
- Meeting national skills need
- Spin-off activity

Question 2

Which of these Standard Industrial Classification (SIC) sectors do you work with?

- Agriculture and forestry
- Fishing
- Automotive
- Mining and quarrying
- Manufacturing
- Electricity, gas and water supply
- Construction
- Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods
- Hotels and restaurants
- Transport, storage and communication
- Financial activities
- Property development, renting, business and research activities
- Public administration and defence; social security
- Education
- Health and social work
- Other community, social and personal service activities
- Private households with employed persons
- International organisations and bodies
- Other - please specify

Question 3

Please indicate how those sectors were determined.

- The HEI is a specialist institution focused on sector-specific areas
- The HEI took its cue from priorities in RDA regional strategies
- Response to demand from companies in these sectors
- The HEI identified important business clusters in its region
- These sectors had best fit with the institution's strategy
- The HEI focused on a 'gap in the market' left by other HEIs
- Other - please specify

Question 4

Please rank the following partners/clients in your third stream strategic priorities /aims in terms of benefits ultimately delivered?

Commercial private business	<input type="text"/>
Non-commercial social, community and cultural organisations	<input type="text"/>
Public sector (commercial and non-commercial)	<input type="text"/>
Other	<input type="text"/>

Question 5

Please list which Sector Skills Councils (SSCs), if any, you engage with as part of your institution's B&C strategy. (* These SSCs are currently in development)

- Asset Skills*
- Automotive Skills
- Construction Skills
- Coqent
- Creative and Cultural Industries*
- e-skills UK
- Energy & Utility Skills
- Financial Services Skills Council
- GoSkills*
- Improve Ltd*
- Lantra
- Lifelong Learning*
- People 1st
- Proskills*
- SEMTA
- SkillsActive
- Skillfast-UK
- Skillset
- Skills for Care*
- Skills for health
- Skills for Justice
- Skills for Logistics
- Skillsmart
- SummitSkills
- Other - please specify

Question 6

Which of the following areas is of greatest priority in your university's institutional mission? (Tick one box only)

- Regional/local/other area not of any significance to mission
- RDA area (e.g., East Midlands, South-West)
- Local authority area (county or unitary)
- Locality - city or town
- Area defined by the HEI (e.g., surrounding counties especially if crosses regional boundaries or is multi-county)

Question 7

Does your HEI have a strategic plan for business support?

- 1. No strategic plan in place. Ad hoc approach to business support.
- 2. Between 1 and 3
- 3. Strategic plan developed and only partially implemented, or restricted to certain departments or central functions only.
- 4. Between 3 and 5
- 5. Strategic plan developed as a result of an inclusive process across the whole HEI. Accepted across almost all units and recommendations implemented. Use of plan to set targets and monitor achievement.

Question 8

How would you rate the level of incentives for your staff to engage with business and the community?

- 1. Barriers outweigh any incentives offered. General corporate culture is focused on internal activities and narrow interpretation of teaching and research. Collaboration with business seen by staff as detrimental to career progression.
- 2. Between 1 and 3
- 3. Some incentives in place, but with some barriers remaining. Typically policy may be generally supportive but there is a lack of understanding across the institution. Promotions committees still take a narrow focus on research even though guidance suggests industrial collaboration is valued equally.
- 4. Between 3 and 5
- 5. Strong positive signals given to all staff to encourage appropriate levels of industrial collaboration. Incentive procedures well established and clearly understood and applied.

Question 9

How many of your institution's staff are employed in a dedicated Business and Community (Third Stream) function? (Full-time equivalents)

Engaging with commercial partners

Engaging with public sector partners

Engaging with social, community and cultural partners

Question 10

Does your HEI have an in-house capability to seek out licensing opportunities for its IP, or does it use an external agency? (Please indicate the principal method only)

Yes, in-house capability

Yes, external agency

No action taken

Question 11

Does your HEI have a central dedicated unit which provides the following? (Tick all boxes that apply)

An enquiry point for SMEs

Assistance to SMEs in specifying their needs

A required contracting system for all staff business and community interaction activities

Indemnity insurance for staff

Question 12

Does the HEI have a commercialisation company or department to manage consulting links and other external interactions?

- No
- Yes, exploitation company
- Yes, internal department
- Yes, both

Question 13

When was the internal department established (DD/MM/YY) (for question 12)?

Question 14

Business and community representation on your governing body

Total number of members on governing body

Number that are from commercial business

Number that are from social, community and cultural groups

Number from public sector organisations

Question 15

Estimate the proportion of headcount (as a percentage) of your institution's academic and related staff (excluding the dedicated third stream staff returned under Q1 Infrastructure) directly involved in providing services to:

social, community and cultural partners

commercial partners/clients

public sector partners/clients

Question 17

Does the HEI exert ownership over intellectual property by any of the following? (choose all that apply)

- HEI files patents in house (including HEI shared/collaborative action)
- HEI outsources filing on patents (to a non-HE organisation)
- HEI takes other IP protection action

Question 18

Is there a requirement within the HEI to report the creation of the following types of intellectual property? (Tick one box for each type)

	Always	Usually	Rarely/Never
Inventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer software or databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literary or artistic works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational software and multimedia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial designs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trademarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated circuit topographies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New plant or animal varieties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

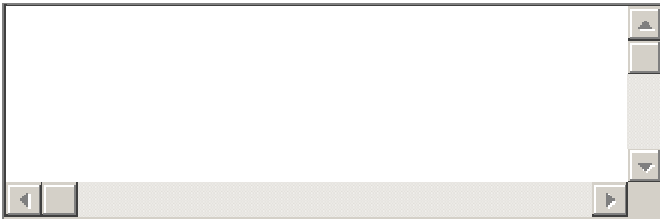
Question 19

Are staff rewarded by the institution for the intellectual property which they generate?

- Yes
 No

Question 20

If this has changed since last year, please give a brief description of the arrangement below.



Question 21

Does the HEI offer support for spin-offs through the following mechanisms, either provided by the HEI or in collaboration with a partner organisation?

	HEI	Partner	Both	None
On-campus incubators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other incubators in the locality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science park accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrepreneurship training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seed corn investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Venture capital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 22

**What, if applicable (i.e. written into staff regulations) , is the maximum number of days per year a member of staff is permitted to devote to providing expertise and/or services for social and community groups, civic authorities, broadcast media and cultural events (excluding dedicated Business and Community Staff).
Enter -1 for 'not applicable'**

Question 23

Please identify any social, community and cultural engagement activities which are carried out in your institution and are not covered in this survey.

Question 24

What indicators (not covered in this survey) can you propose for measuring the impact of social, civic and cultural activities

Question 25

Which public sector areas (in terms of ultimate impact/benefit) do you engage with most in your third stream activities; indicate below, by assigning a rank from 1 (highest) to 5 (lowest)

NHS and Health Authorities	<input type="text"/>
Education	<input type="text"/>
Transport authorities (public service)	<input type="text"/>
Civic security authorities	<input type="text"/>
Other	<input type="text"/>

Question 26

Please specify any "other" public sector areas ranked in question 25

Question 27

**Which roles does funding from regeneration programmes play for the HEI?
(Please tick the three most important roles only)**

- Additional funds for teaching, training
- Additional funds for research
- Enabling capital projects - new building/accommodation
- Acquiring research equipment (used also by industry)
- Building strategic links with local industry
- Fulfilling regional mission through new services to industry
- Facilitating partnerships
- Enhancing knowledge of labour market needs
- Enhancing redesign of curriculum
- Facilitating community development
- Other - please specify

Question 28

Which of the following statements best describes your partnership arrangements with local and regional bodies?

- 1. No engagement with community regeneration schemes, apart from individual efforts.
- 2. Between 1 and 3
- 3. Some representation of the HEI on local partnerships at senior management level, but with limited implementation capability. Main focus is on research role and possible property development role.
- 4. Between 3 and 5
- 5. Active and creative engagement with community programmes, with the HEI taking a leadership position and applying a wide variety of resources. Community regeneration seen as a mainstream activity with role for access policy, link to student community action and staff involvement as part of staff development.

Question 29

Does your institution provide the following courses?

- Distance learning for businesses
- Continuous work-based learning
- Short bespoke courses for business on campus
- Short bespoke courses at companies' premises
- Extra-mural courses for the public

Question 30

How are student business placements organised? (Please tick all that apply)

- None are currently arranged
- Via a central placement department
- Individual school or department
- Via careers service
- Via students union
- Ad hoc between students and businesses
- Other - please specify

Question 31

To what extent is the HEI involved in the development and implementation of regional skills strategies in terms of the provision of expertise and data and the involvement of senior HE staff in regional partnerships?

- 1. Passive response to skills strategies. No involvement in steering committees, no provision of data or expertise. No attempt to influence or respond to strategy during consultation.
- 2. Between 1 and 3
- 3. Some engagement with regional partners and provision of expertise and data, but approached as a narrow sectoral interest. Involvement from officers with defined role rather than leadership inputs.
- 4. Between 3 and 5
- 5. Pro-active engagement providing expertise, data, interpretation and leadership inputs. HEI seen as a core asset in the region and a central element within the skills strategy.

Question 32

To what extent does the HEI monitor skills needs and sectoral change through labour market intelligence (LMI), and take this into account in planning provision?

- 1. No monitoring of skills, general use of LMI, or collaboration with employers.
- 2. Between 1 and 3
- 3. Moderate responsiveness - some changes in provision based on forecasting of demand using LMI, but little ongoing dialogue with employers and other bodies. LMI would typically be examined in central service units but not disseminated and used in departments.
- 4. Between 3 and 5
- 5. Sophisticated monitoring systems at HEI level, with provision of appropriate data to individual departments. Evidence that information from LMI and employer suggestions are acted upon at central and departmental levels.

Question 33

To what extent are employers actively involved in the development of content and regular reviewing of the curriculum?

- 1. No links with employers in development of locally oriented courses or overall shaping of the curriculum.
- 2. Between 1 and 3
- 3. Some dialogue with employers and other bodies about the nature of courses, but limited for example to specific vocational areas, or one-off exercises.
- 4. Between 3 and 5
- 5. All departments regularly consult with employers and other partners on curriculum where relevant. Specialist subjects are kept up to date and relevant to the labour market. More generic skills developed in all courses as required.

Question 34

Do you agree to share your HE-BCI data with other HE institutions (in which case, you will be able to view their data)

- No
- Yes

Question 35

Please complete your contact details

Title	<input type="text" value="Mr"/>
First Name	<input type="text" value="Adrian"/>
Last Name	<input type="text" value="Day"/>
Job Title	<input type="text" value="Policy Officer"/>
e-mail	<input type="text" value="a.day@hefce.ac.uk"/>
Telephone	<input type="text" value="0117 931 7428"/>
Fax	<input type="text"/>
Street	<input type="text" value="Northavon House"/>
District	<input type="text" value="Couldharbour Lane"/>
Town/City	<input type="text" value="Bristol"/>
Postcode	<input type="text" value="BS16 1QD"/>
B & C Website	<input type="text" value="http://www.hefce.ac.uk/reachout"/>