When is a Scan not a Scam? When it is done under the CLA HE Licence!

The University has a licence from the Copyright Licensing Agency (CLA) which enables staff to scan limited amounts of printed material and to store the digitised versions so that they can be downloaded by students studying on specified modules. The CLA licence requires us to submit an annual report of this scanning activity. All scanning that has taken place since 1st June 2013 needs to be reported to Library Services by 31st May so that a combined return can be submitted to the CLA.

Follow the process described on the 'Procedures for scanning webpage' if you have scanned printed material and made the digitised version available to students via Canvas. Similarly, if you have scanned something for use within a lecture presentation or hand out, this also needs to be reported in the same way.

Scanned materials can include:
- a chapter from a book, a journal article, a case report, up to 10 pages from a play or poem;
- images, graphs and tables from books or journal articles; or
- digitised versions obtained by Library Services.

If you have reused old scans made before 1 June 2013, these also need to be reported in the same way, but with updated course/ module and cohort details, please.

If you have used material outside the scope of the CLA licence, e.g. direct links in Canvas to full text on publisher platforms acquired under our eJournal licences, this does not need to be reported to the CLA.

If you have any queries please email Library Services copyright address.
Government paves the way for reform of copyright law

A series of Statutory Instruments that introduce a welcome updating of copyright law were published on 27 March. These changes will come into effect on 1 June and further information will follow in Education Matters. In the meantime, you can get a preview by consulting the Guidance on Changes to Copyright Law section.

Education in Practice: Launch of a University of Birmingham Learning and Teaching Journal

In support of sharing effective practice in learning and teaching and educational enhancement the University of Birmingham has established a new educational journal 'Education in Practice'. Education in Practice has been designed for all University staff working in support of enhancing the student learning experience, be they academic members of staff or staff from professional or support services. It provides an accessible publication route for those looking to disseminate learning and teaching practices, ideas and developments or outcomes from projects in a scholarly manner; further, contributions are welcomed from both undergraduate and postgraduate students discussing learning, teaching and educational matters. The Editors are currently seeking contributions for its first issue which will be published in September 2014. Further details are available on the Education Matters pages on the intranet, or please contact either Jon Green or Michael Grove to discuss your ideas.

The Inclusive Curriculum Working Group

The University has established an ICWG to explore how inclusivity, in its widest sense, might be more effectively embedded within the curriculum and how to better support staff addressing issues associated with inclusivity. The Group brings together academics, professional staff and students and the leads are Jon Green (DPVC, Education), Michael Grove (Director of the STEM Education Centre) and Mike McLinden (School of Education).

During March a series of focus groups have taken place to understand what the key issues are from particular groups' perspectives. The focus groups will consider issues of particular concern for students around race, disability, gender, religion, LGBT, international, socio-economic status and part-time and mature status.

A website is being developed to bring together various resources on the inclusive curriculum. See the HEA website for useful information.

Bids are open for Education Enhancement Projects (CLAD) in 'approaches to developing an inclusive curriculum' - with a focus on resources, teaching delivery and assessment. If you want to discuss ideas for projects on this topic further you can contact Jon Green or Michael Grove.

Educational Enhancement Project Funding – Apply Now!

Do you have an idea to improve the academic experience of students?

Applications are now open to fund staff and students project ideas under the overall theme of education enhancement.

- **Student led projects (Deadline 18th June 2014)**
  Up to £1,000 available per project.

- **Staff led projects (Deadline 18th May 2014)**
  Between £2,500 and £30,000 is available per project. Larger projects with inter-School or inter-College collaboration are particularly encouraged. Project Advisors are available to assist all applicants with initial project ideas, the application process and to answer any queries that arise, please email CLAD projects.
External news

OFT study finds scope for improvement in English higher education

An OFT report published on 14 March has found that competition in the higher education sector in England is, in many respects, working well. It has, however, identified some policies and practices which might prevent universities from fully meeting student needs and maintaining their enviable international reputation.

The Chief Executive of the QAA responded to the report, saying:

"In recent years the range and diversity of English higher education has grown enormously, and with that growth has come greater choice for students and more competition between institutions.

As the sector has grown, so has the scope of QAA’s activity: we now review the higher education offered, not only by England’s universities and higher education colleges, but by over 200 further education colleges and around 300 alternative providers. We do this using a common quality framework, aligned with UK and international standards.

We therefore welcome the OFT's attempt to analyse the main implications of this growth for choice, competition and regulation, and its recognition of the vital importance of independent external quality assurance in safeguarding the student interest and public confidence in a period of rapid expansion.'

See the QAA website for further information.

Guide to funding and student number controls 2013-14 and 2014-15: How HEFCE allocates its funds and controls student numbers

A guide produced by HEFCE is intended for those working in higher education, and others who wish to understand its funding methods. It explains:

how it calculates how much each university or college gets
the principles that underpin those calculations
the components of an institution's grant
how HEFCE sets controls for the number of students that institutions may enrol.

The information applies to universities and colleges for academic years 2013-14 and 2014-15. Find more information and the guide on the HEFCE website.

New HEFCE analysis shows significant link between factors such as ethnicity, gender and school type on achievement in higher education

The most comprehensive study of its kind, published by the Higher Education Funding Council for England (HEFCE), reveals the significant effect of factors such as ethnicity, gender, disadvantage and school type on the chances of students obtaining an upper second or first class degree in higher education.

See the HEFCE website for further information.