



SCOTTISH INNOVATIVE ACTIONS PROGRAMME FINAL PROJECT LEARNING REPORT

- The final project learning report should be submitted to SEP Ltd **no later than two months** after the date of completion of the pilot project.
- The information included in this report will be used to assist with evaluating the learning and outputs from the pilot projects supported through the Innovative Actions programme.
- This form is separate to the final grant claim and progress report form, which should be submitted within four months of the completion date of the project.

PROGRAMME	Scottish Innovative Actions Programme 2004-2005
PROJECT TITLE	Innovative Licences and Technology from the University of Glasgow
PROJECT REFERENCE	IA/GLASUNI/EASYDEALS/AL3/004
ACTION LINE (Please Highlight)	Action Line 1 – The Scottish Innovation System Action Line 2 – Stimulating SME Demand for Innovation Action Line 3 – Knowledge Access & Knowledge Management Action Line 4 – Innovation Marketing & Product Launch

PROJECT APPLICANT

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PROJECT DELIVERY & LEARNING

Describe how the pilot project was actually delivered in practice.

The project allowed us to create a website which provided users with access to 'off-the-shelf' licence agreements for university technology. As well as providing a portal for users to learn more about technologies we have available for licensing the website was also used to communicate other relevant information to SMEs such as news, events, case studies on other company projects, information about other relevant university projects etc.

The website was launched later than we had originally hoped and therefore we did not have as much time to test the market for the licence deals.

The website was well marketed to SMEs throughout Scotland through direct mail, email campaigns, trade magazine advertising, press stories, exhibitions and through communicating with other support agencies such as Scottish Enterprise. The website has also been well linked from the University's home page.

Working closely with the University's Dialogues project, a number of company visits were also made to start building relationships with SMEs who had shown an interest in working with us.

Originally we had hoped to host the website on an independent server and that this would be hosted externally perhaps by Universities Scotland. However given the existence of interface and university-technology.com this would have created yet another 'one-stop shop' website for SMEs. It was therefore felt that integrating the concept with individual universities would be a better way of moving forward.



Describe the top 3 learning points from delivery of the pilot project.

- § The project concept has been extremely well received by all constituencies it has been discussed with, including companies, entrepreneurs, research funders, the enterprise network and international Knowledge Transfer colleagues. In particular the move to remove barriers to university/company interactions and to drive these towards easier deals has been very well received. Overall the project has stimulated great interest and viewed as pioneering and unique.
- § There is a latent demand and interest from SMEs in working with Universities and those companies we have spoken to are clear that the ILT approach is the right one. However, this concept may be slightly ahead of its time and there is not yet sufficient 'actual' demand for licensing. Through our experience and speaking to Interface, it would appear that a number of SMEs are interested in 'testing the water' with universities. We believe that it will take some time to build up a level of awareness and trust within the SME community. We are convinced, though, that when this happens, the ILT model is the one that SMEs will want to use.
- § The ILT concept can and will be applied to a much wider range of products and services than licensable technologies. It can equally be applied to services and facilities and we are in the process of using the ILT platform to build standard approaches and booking facilities for areas such as CPD, consultancy, materials testing and mass spectroscopy. This is absolutely key as the ILT experiment has demonstrated to us the potential of the ILT as a platform for encouraging and removing barriers to University/company interactions.

Describe the most successful aspects of the pilot project and why.

The project has enabled Scotland to be at the forefront of innovative KT developments in the UK and Europe as, to our knowledge, this facility only exists on the US.

The most successful aspect of the project has been the interest that companies in Scotland have shown in the project. Although the companies may not be in a position to licence technologies from the website they have shown an interest in the project and in working with universities.

The project has given us an opportunity to inform SMEs about the online tools we have developed to try and help make it easier for them to work with us. This includes our Research Map. Through speaking to companies we have gained a better insight into what they want and need from the University and what the barriers are to working with us, both real and perceived.

The marketing and communication of the project has helped deliver and reinforce the message that universities want to work with SMEs in Scotland in order to increase innovation.

Describe the least successful aspects of the pilot project and how these aspects would be changed in the future.

The most obvious unsuccessful aspect of the project has been the lack of a deal being done. We believe that there could be a number of reasons for this:

(a) lack of time

The time-frame for delivery of the project was over-ambitious. The website launched later than planned and the site was 'live' for less time than originally hoped.

This site will continue to remain 'live' and we will continue to promote it to SMEs through our Dialogues project. As already mentioned, we plan to use it as a platform for developing and promoting a broad range of Knowledge Transfer activities and opportunities.

(b) lack of demand

There are strong indications that very many SMEs, although keen on the ILT approach, are not yet in a position to invest in university technologies. This is changing, but will take time. We believe that ILT and interface have both helped to accelerate the process by showing the University sector to be both proactive and innovative. In addition, we believe that, as the number of deals done increases, our knowledge of the technology demand will increase and enable us to identify and make available technologies focused on the interests and needs of the companies.

We will continue to add new licence deals to the website and ensure these are user-friendly for SMEs.

Describe the next stage planned for the delivery and rollout of the pilot project.

We are currently undertaking an external evaluation of the project which will also look at how we can roll the concept out and what we can change to make it more desirable for companies. The findings of this evaluation will influence how we move forward.

There has been interest from other universities in Scotland and as discussed above we are looking at how this concept could be used to expand the www.university-technology.com website.

One area we are already developing is the inclusion of facilities and services on the website. We are looking at how we can promote service facilities to SMEs through standard agreements and online booking facilities. This would perhaps be a good first-step interaction for new companies wanting to work with a university.

We would hope that deals will start to flow through the website in the next year or so. Now that the infrastructure, systems and learning are in place we hope to expand on the number of technologies with associated licences. We will continue to promote the website and hope to use it as an integral part of our SME engagement strategy moving forward.

We are also continuing to develop the structure of the licence deals and the language used. We want to try and make them as user-friendly for SMEs as possible.

Using patent searching software we are also planning to target our deals more effectively to SMEs. By using this software we can find SMEs who have similar patents and target them with our offering.

INNOVATION POLICY

Describe how the learning from the pilot project will be used to influence future innovation policy in Scotland.



The learning from the project will contribute to:

- the development of policy by the SFC's Knowledge Transfer Group addressing Economic Development (Director of R&E is member of the group)
- the development of policy and programmes through ERDF (Director of R&E is member of PIC, Head of BD is member of Innovation Advisory Group).
- The learning will contribute to policy advice to and by TVS (Director of R&E is member of the Advisory Board)

Learning from the project will be fed into the Innovating Nation Conference which is being held in Edinburgh, 21st – 23rd February. We have delegates attending on each of the days.

The learning will also be used to demonstrate Scotland's Innovative approach to UK and international groups including UNICO (the UK Technology Transfer Association – Director of R&E is a Board Member) and AUTM (the world's leading academic technology transfer association – Director of R&E is a Vice President, Board Member and Trustee).

INNOVATION PRACTICE

Describe how the learning from the pilot project will be used to influence future innovation practice and delivery in Scotland.

The project has already stimulated interest from a number of other universities who wish to adopt the ILT model. Discussions are underway to assess whether this approach could be used to expand the scope of University-Technology.com.

COMMUNICATION & DISSEMINATION

Describe how the learning from the pilot project will be communicated and disseminated within your own organisation, to other organisations in Scotland and elsewhere in Europe.



The delivery and learning from the project will be integrated into the development and delivery of the Dialogues project which is currently running from Glasgow University. The website aspects will feed into the development of our Research Map and also inform our email communications strategy for SMEs.

The project is also being used to develop our knowledge transfer strategy for those technologies and patents which we believe are suitable for SMEs.

As active members of the university-technology.com management committee we meet with representatives from the other Universities every quarter. The project has been discussed at a number of meetings and will continue to feature in our ongoing discussions with our partner organisations.

We have recently agreed to coordinate the Knowledge Transfer Practitioners group for the next year. This will provide a good opportunity for us to discuss the project and the concept with representatives involved in knowledge transfer at all universities in Scotland.

We are currently working with the University of Essex as part of a HEIF 3 project. The consortium is made up of representatives from the Universities of Cambridge, Leeds, Liverpool, Warwick and the Open University. Learning from this pilot will play an important role in our involvement in the HEIF 3 project as we disseminate our learning and the concept to our UK colleagues.

We are currently working with the University of Copenhagen and the Valencian Network of Science Parks to exchange best practice in knowledge and technology transfer. We have presented and discussed the project at a number of workshops.

Glasgow University is invited to speak at events throughout the world on technology and knowledge transfer. We are very proud of this pilot project and we continue to discuss and present the concept to audiences throughout Europe and globally.

PRIVATE SECTOR

Describe how the private sector was engaged during delivery and how they have responded to the new approach or mechanism delivered through the pilot project.

The private sector have been involved throughout. In fact the genesis of the project came from conversations with Scottish technology entrepreneurs, including Ian Ritchie and Brendan Hyland who challenged us to remove barriers to engagement and make it easier to licence technology.

SMEs were engaged through a number of activities:-

- scoping the project
- providing input on the licence forms
- Beta testing the system

We also engaged through networking, hosting events, company visits and information exchanges via the website and email.

OUTPUTS & RESULTS

Describe the main qualitative outputs and results from the pilot project.

The project has delivered a number of outputs but unfortunately there are no real results at this time. The project has catalysed a number of relationships between SMEs and the Universities and these relationships are being taken forward by the Dialogues team. These interactions may well result in projects which bring results but these will be outwith the time-frame of the pilot project.

Please complete all the quantitative outputs and results relevant to your project in the list below. Please also add any others that are relevant to your project but not listed.

OUTPUTS	Total
No. of SMEs assisted by the project.	110

No. of new innovative mechanisms and approaches introduced by the project	1
No. of new links made between SMEs and universities / the research base as a result of the project	24
Other	
No. of events held	5
No. of SMEs attending events	24
RESULTS	
No. of new processes developed	0
No. of new products developed	0
No. of SMEs with active plans ¹ in place to manage and exploit their intellectual assets	0
No. of SMEs with active plans in place to develop longer term relationships with universities / the research base	26
No. of SMEs with active plans in place to create new markets from their innovation / take their innovation to market	0
No. of instances of actual knowledge / technology transfer from universities / research base to SMEs (e.g. spin outs, licence agreements, technical co-operation, etc)	9
Other	

¹ Please note that the project applicant will be required to record the number of active plans in place with companies using a method suitable for the project concerned.