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UK Copyright Literacy Survey: summary report

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June 2015

1. Introduction

The Copyright Literacy Survey aimed to gather data of copyright awareness amongst UK librarians and those working in related cultural heritage organisations, such as galleries, archives and museums. The data was gathered in late 2014 following several significant changes to UK copyright law, including several new exceptions of relevance to librarians and those working in the education and cultural heritage sectors. The survey instrument was developed in Bulgaria and findings from phase one of the project from four countries (Bulgaria, France, Turkey and Croatia) were presented at the European Conference of Information Literacy in 2014. In order to allow cross-country comparisons, the questions were devised by the original project team and only minor changes to reflect UK terminology and institutions were made.

This report provides a high level summary of the key findings from the UK survey. The researchers will undertake further analysis to compare the findings to other countries and to draw conclusions from the data. Further publications and conference papers are planned later in 2015, but due to the high level of interest in the survey it was considered appropriate to release a summary of the data at this stage.

2. Overview of responses

The survey was distributed online and emails were sent to relevant mailing lists. It was also circulated on twitter and other social media. In total there were 613 respondents to the survey, of whom 417 completed all questions. Because no questions were mandatory each question had a different number of respondents. Therefore figures are given as percentages of total responses for each question with the total stated in each figure.

3. Survey demographics

The survey collected demographic data on the respondents who completed our survey included gender, age, highest qualification, sector of work.

Of those who completed this question 76% were female and 24% were male. The age breakdown is included in figure 1:

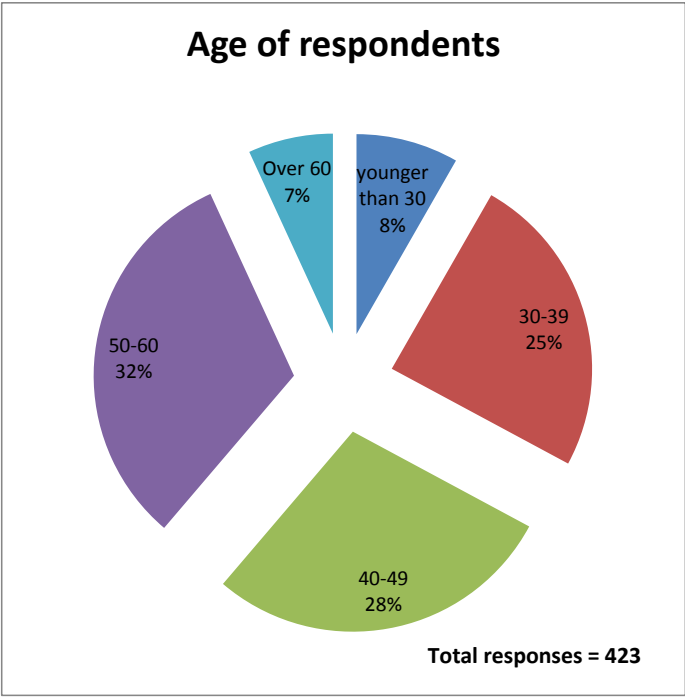


Figure 1 - Age of respondents

The majority of respondents (63%) recorded their highest educational qualification as a Master’s degree which is fairly unsurprising given the professions that were surveyed. 52% of respondents had a qualification in library or information studies and while our survey was promoted to those in museums, galleries and archives the vast majority of the respondents who completed it were clearly librarians and many of those worked (57%) in the academic library sector as per Figure 2.

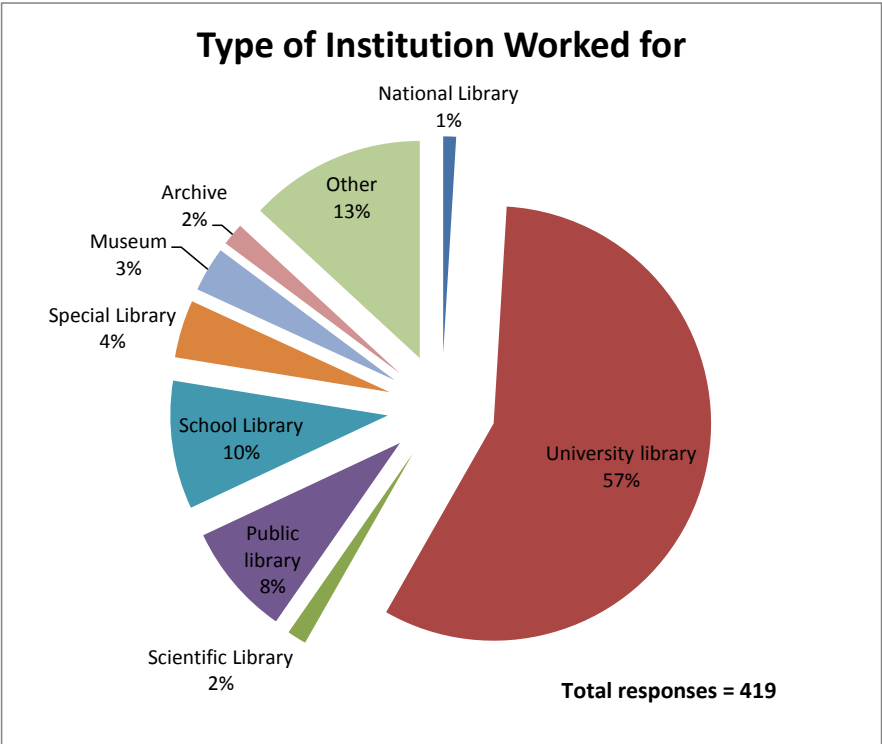


Figure 2 - type of institution worked for

The final demographic question attempted to gauge the experience of the respondents by asking how long they had worked at their current institution. More than half of the survey respondents had less than 10 years' experience at their institution, although the survey didn't ask how many years total experience they had in their profession. There was a fairly even spread of ages with most respondents (85%) between the ages of 30 and 60.

There was a high level of interest in the results of the survey with over 100 respondents providing us with their email address and expressing a wish to be kept informed about the survey results.

4. General knowledge and awareness of copyright

This section of the survey included 10 questions to ascertain the general level of knowledge and awareness of a variety of copyright issues.

Respondents were asked to comment on their familiarity with copyright and IPR issues (see Figure 3). The survey used a five point Likert scale for these questions, from extremely aware, through to not aware at all. Most people (40%) described themselves as 'moderately aware' of copyright issues. 27% were 'somewhat aware' while 17% said they were 'extremely aware'. Just 3% of people were not aware at all of copyright and IPR issues.

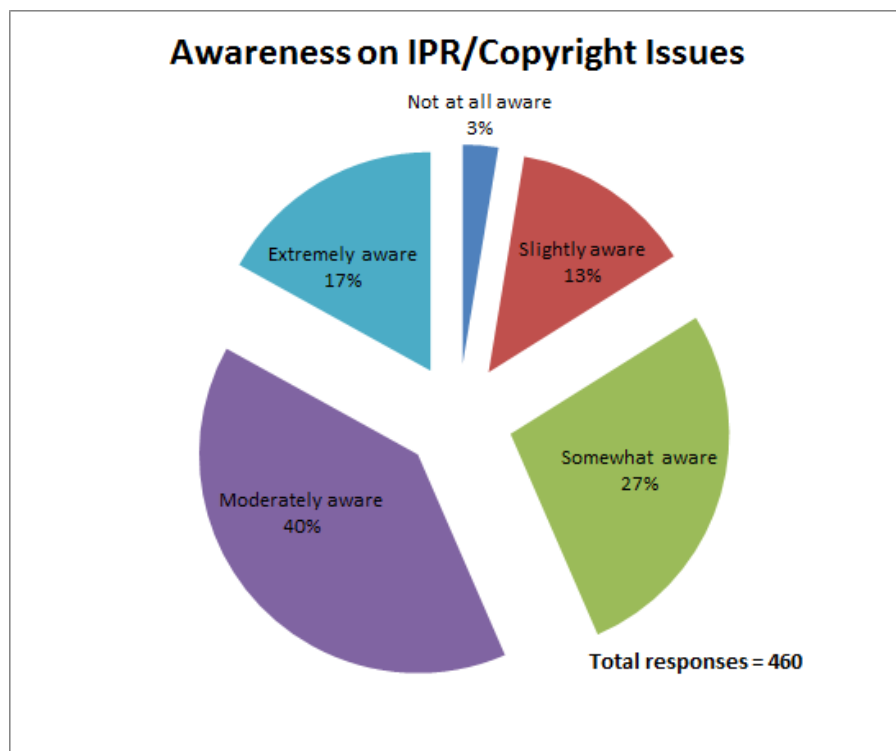


Figure 3 – Awareness on IPR/Copyright Issues

Using the same five point scale, respondents were asked to indicate their knowledge and awareness of the following issues:

- Copyright law at a national and international level

- Copyright related institutions at a national and international level
- Collective rights organisations
- Experience of clearing rights

The findings (see Figure 4) suggest that knowledge of UK copyright is an area where respondents had the greatest familiarity. 58% were extremely or moderately familiar with UK copyright law. Meanwhile 46% were extremely or moderately familiar with UK copyright institutions. International copyright law and international copyright organisations were clearly the two areas where there was least knowledge. In addition to this more than half of all respondents were not at all, or only slightly familiar with clearing rights. Finally, knowledge of collective rights management and organisations such as the Copyright Licensing Agency (CLA)¹ and The Educational Recording Agency (ERA)² was fairly evenly spread. Slightly more than half of all respondents felt they were not at all or only slightly aware of this, whilst 28% were extremely or moderately aware.

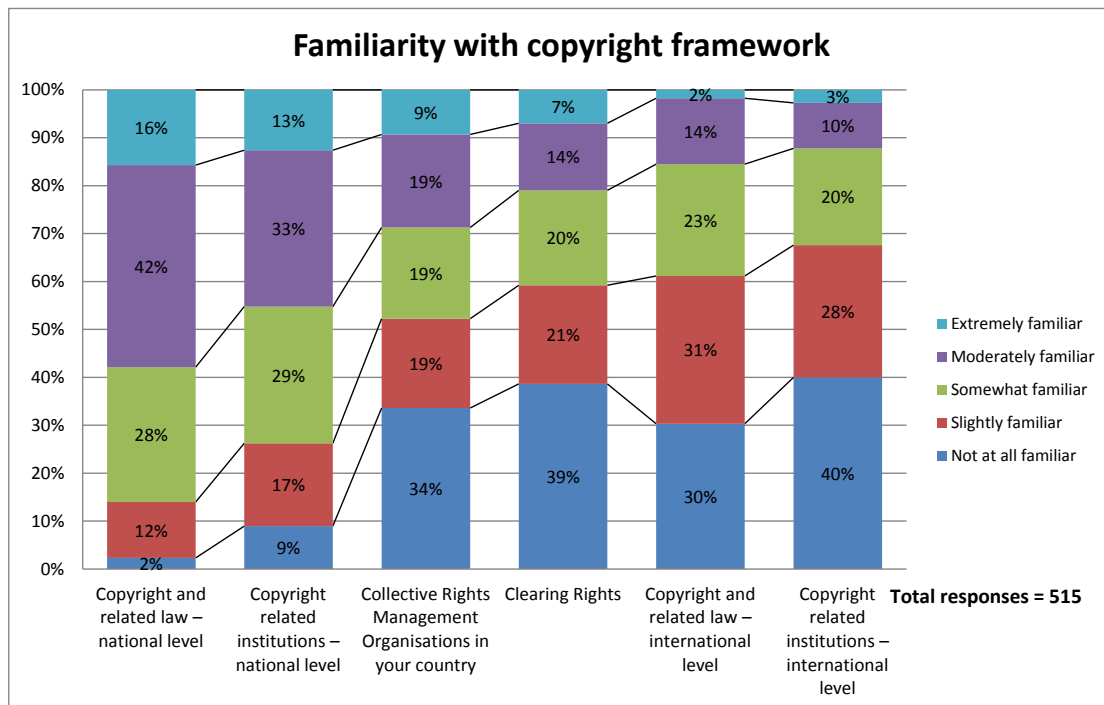


Figure 4 – Familiarity with copyright framework

The second question asked respondents about their familiarity with topics such as Creative Commons licences, fair dealing, open access, licences for electronic resources and issues related to e-learning. (see Figure 5). Knowledge of licensing in their own institution, licensing of digital resources, fair dealing and creative commons were all areas where many respondents were extremely or moderately knowledgeable of the issues. Open access was another issue that almost half (44%) of respondents said they were extremely or moderately aware. Copyright and e-learning was an area where there were mixed levels of knowledge. For example, 34% of people were moderately or extremely familiar with the issues, but 46% were either not at all or only slightly aware. ‘Copyleft’

¹ www.cla.co.uk

² <http://www.era.org.uk/>

was also a term that many who completed the survey were not familiar with; over 60% of respondents did not know what this was.

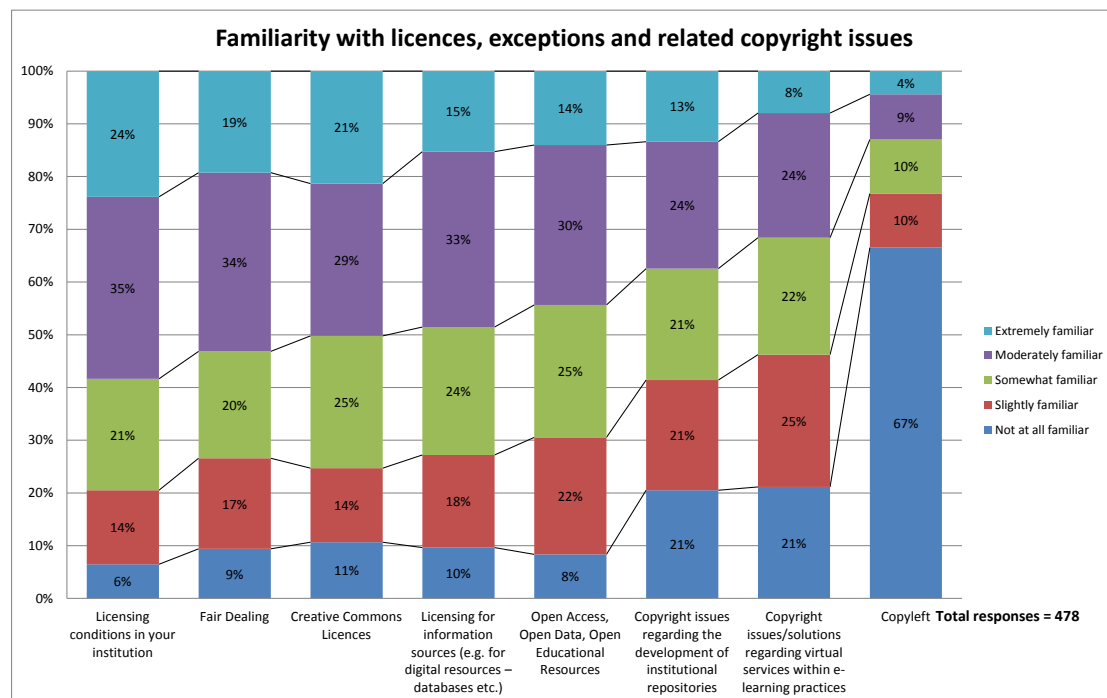


Figure 5 – Familiarity with licences, exceptions and related copyright issues

The survey asked about familiarity with digitisation issues, out of print works, public domain and orphan works. Digitisation was an issue that almost half (49%) of respondents were extremely or moderately aware of. Levels of awareness of out of print works, dealing with public domain materials and orphan works split the respondents almost equally.

The survey also asked respondents where they went to get information about copyright issues as they relate to their work at a cultural / heritage organisation. Figure 6 shows that websites and colleagues are by far the most frequently cited sources of information in this area. Books are also an important source as are professional bodies and the email discussion lists such as the JiscMail list 'LIS-Copyseek'.

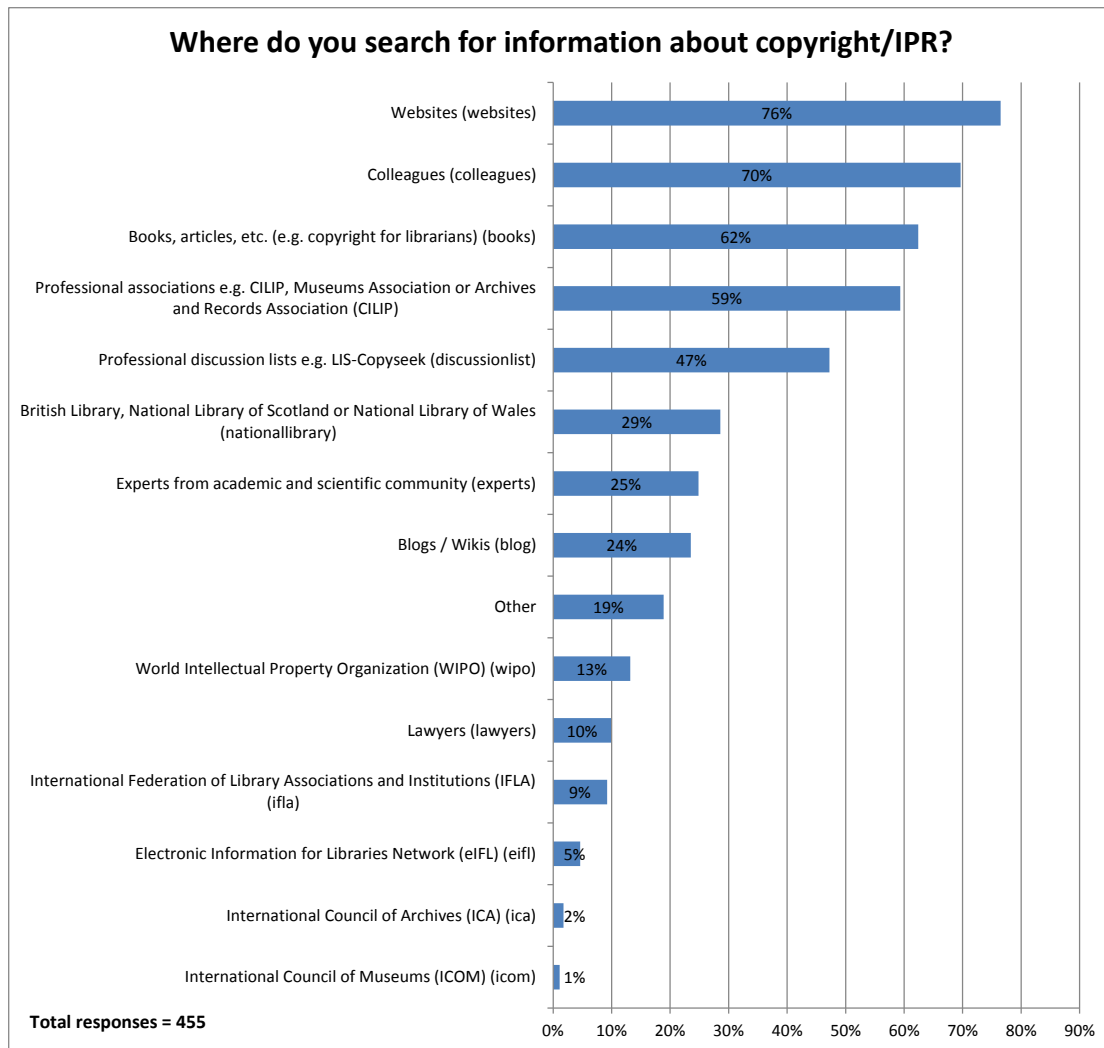


Figure 6 – where respondents search for information about copyright/IPR

Respondents were asked about their levels of interest in copyright initiatives from national libraries or from professional associations such as CILIP³ or LACA⁴. The survey suggested that most people (56%) were moderately or somewhat interested in these. Quite a high percentage did not answer this question and only 19% said they were extremely interested.

The survey asked if there was a national strategy for copyright in the UK and the results suggested uncertainty in this area – 49% of people did not know if this existed. Question 8 also tested people’s understanding of UK copyright law at a deeper level asking them if the national legislation included:

- Duration of copyright protection
- Exceptions for private use, educational, scientific and research purposes
- Exceptions for libraries, educational institutions, museums and archives

³ <http://www.cilip.org.uk/>

⁴ <http://www.cilip.org.uk/cilip/advocacy-awards-and-projects/advocacy-and-campaigns/copyright/laca-libraries-and-archives>

- Rights for librarians to provide modified copies of works to serve the needs of visual impaired patrons
- Orphan works (e.g. compulsory license or limitation of liability)

Figure 7 shows that people had the greatest knowledge about the law making a provision for duration of copyright, but that new provisions such as the IPO orphan works licensing scheme have clearly not reached all librarians and information professionals as only 62% knew these existed.

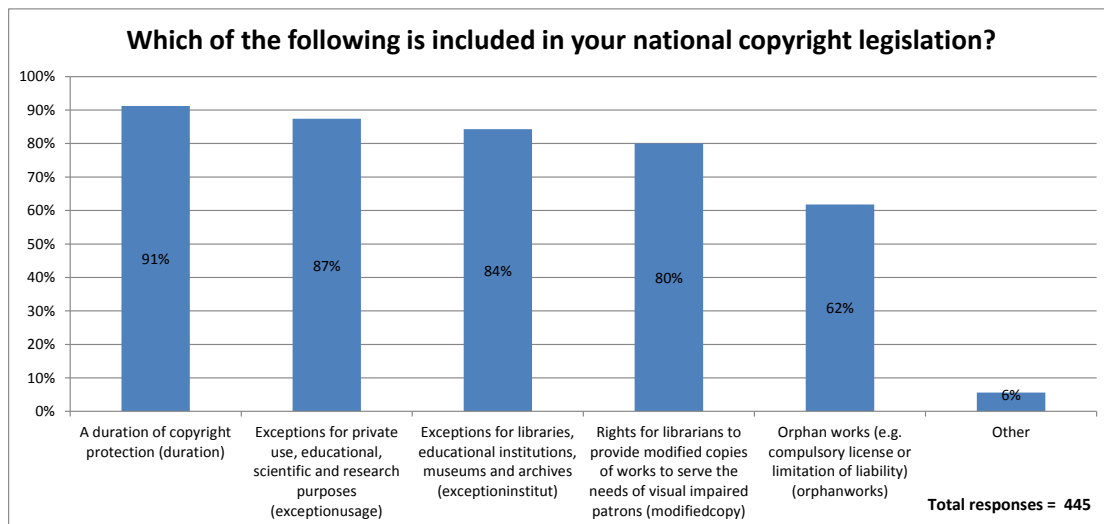


Figure 7 - What is included in national copyright legislation

Levels of awareness of international copyright initiatives, for example the work of IFLA, are clearly less widely known in the UK with only 25% of people being aware of these.

The final question in this section asked people whether they agreed with the following four statements:

- Services offered by libraries and other cultural heritage institutions require compliance with the copyright legislation
- World Intellectual Property Organization (WIPO) Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or otherwise Print Disabled is an important achievement
- WIPO should define better exceptions and limitations to copyright in the digital environment
- Worldwide harmonisation of exceptions and limitations to copyright for libraries and archives is necessary

Figure 8 shows that there was broad agreement with the first two statements by the respondents with 91% and 87% of people agreeing. The second two statements the majority of respondents also agreed with but to a lesser extent.

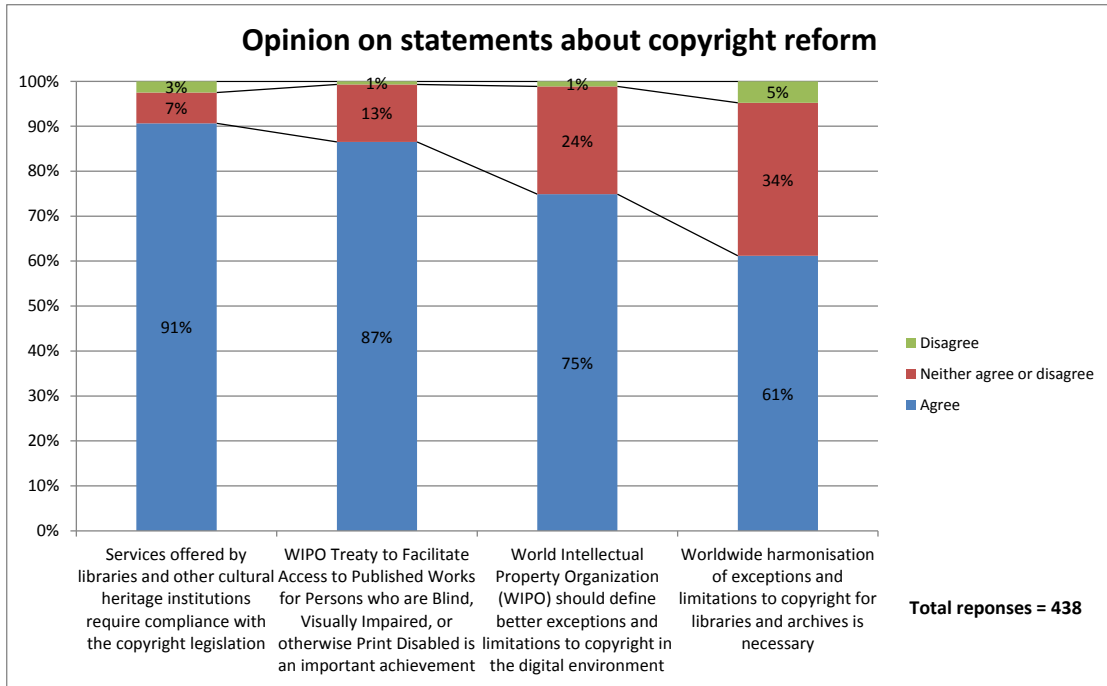


Figure 8 - Opinion on statements about copyright reform

5. Copyright Policy at an Institutional Level

The next section of questions explored copyright issues and policies at an institutional level and responses to these are summarised in Figure 9:

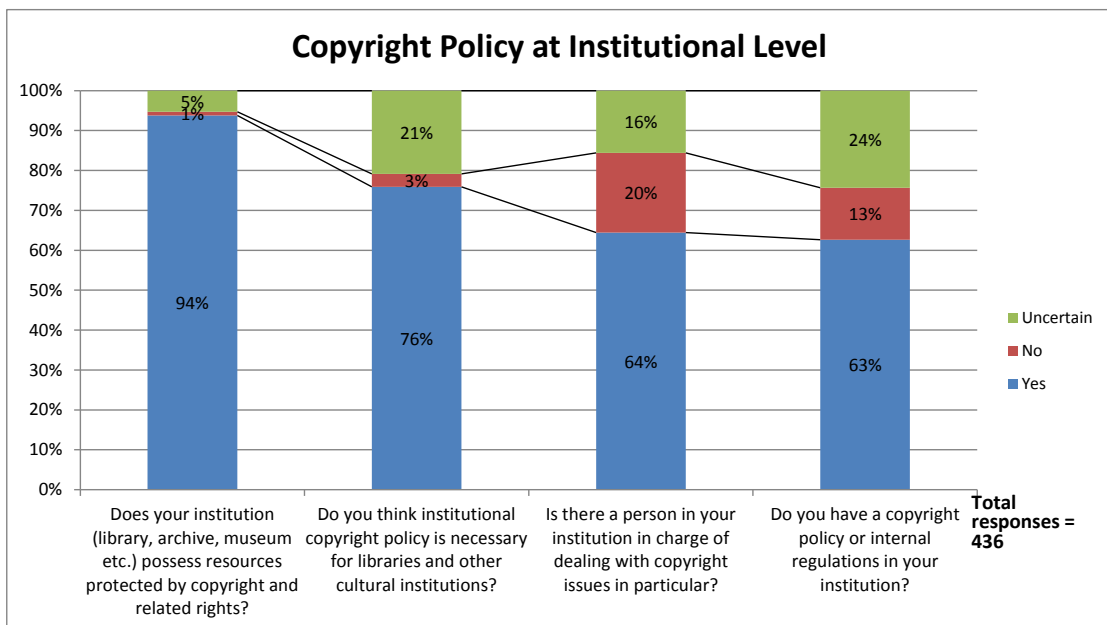


Figure 9 - Copyright policy at institutional level

Almost all institutions agreed they owned resources protected by copyright and related rights and the majority of respondents (76%) think institutional copyright policies are necessary for libraries and other cultural institutions, however a number of people were uncertain about this. When asked “do you have a copyright policy or internal regulations in your institution?”, only 63%

said they did. Interestingly nearly a quarter of people (24%) who answered the question were not sure if their institution had a copyright policy.

64% respondents said there was a person in their institution in charge of dealing with copyright issues in particular, 20% said there was not and 16% did not know.

6. Copyright and Education

The survey asked respondents about the role of copyright and IPR in the formal education and continuing professional development (CPD) of librarians and cultural heritage sector workers.

In both the case of both formal education, such as library and information science (LIS) degrees and CPD, almost all respondents (over 90%) believed that copyright and wider IPR issues should be included in the curriculum (see Figure 10).

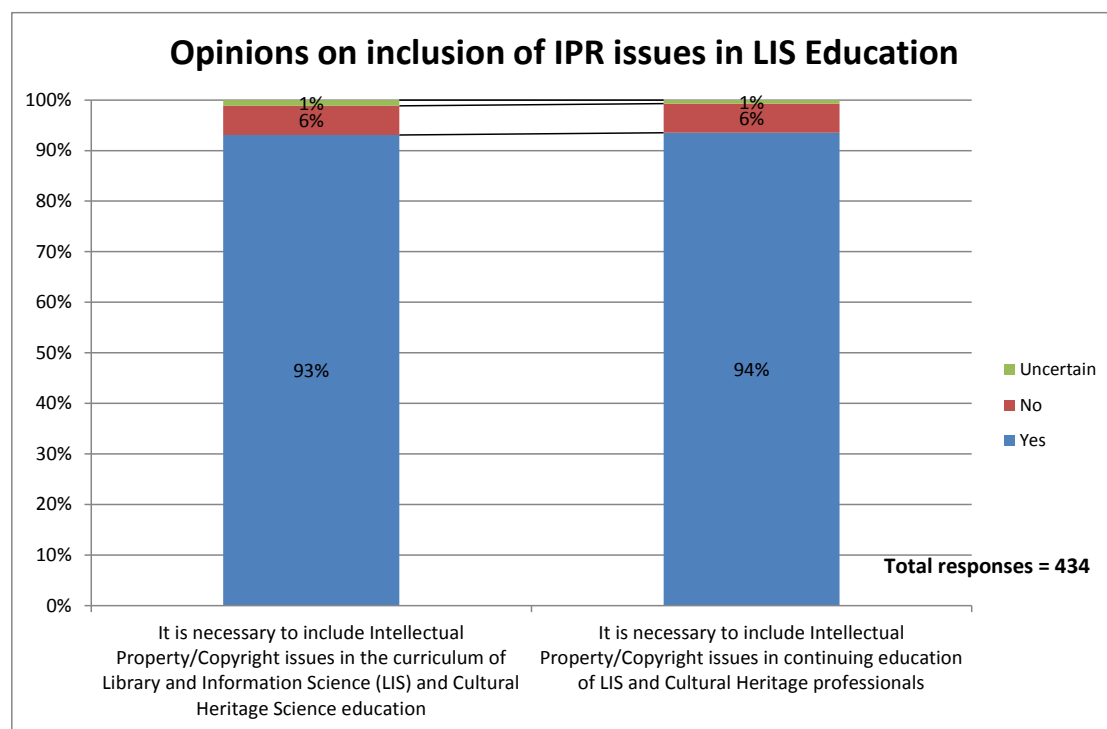


Figure 10 – Opinions on inclusion of IPR issues in LIS education

The survey went on to ask the specific topics that should be included in both the formal education and CPD of LIS professionals. These two questions were free text boxes and the comments were subsequently analysed and categorised into discrete topics to indicate areas of commonality in the wide range of responses. The following tables show the 20 most frequently cited topics. In terms of the education of librarians and information professionals, the suggested topics are presented in Table 1.

Table 1 - Copyright and IPR topics required in the education of LIS and related professionals

Overview of UK copyright legislation	68
Copyright exceptions / relation to licences	43
Practical application of copyright law	34
Digital copyright / copyright and the internet	33
Creative Commons / copyleft	31
Fair dealing	27
Specific Licensing schemes e.g. CLA, ERA	27
Exceptions for libraries	24
Open access and institutional repositories	23
Copyright of specific types of works e.g. images, music, unpublished works	21
International copyright law	20
Licensing of digital resources	20
Copyright duration / out of copyright work	20
Copyright and digitisation / preservation	18
Exceptions for educational use	17
How to protect IP	16
Knowing how to stay up to date / good sources of copyright info	15
Clearing rights / tracing rightholders	14
What copyright covers / limitations	13
Copyright issues affecting particular user groups e.g. academics, students, members of the public, commercial uses, NHS	13

Meanwhile participants were asked to specify the topics/issues they thoughts should be covered in a CPD programme regarding Intellectual Property. The results are presented in Table 2.

Table 2 - Copyright and IPR topics required in the CPD programmes of LIS and related professionals

Recent updates to the law	67
Overview of UK copyright legislation	48
As per previous answer	41
Practical application of copyright law	30
Copyright exceptions / relation to licences	23
Digital copyright / copyright and the internet	20
How to protect IP	17
Fair dealing	16
Exceptions for libraries	15
Open access and institutional repositories	15
Creative Commons / copyleft	15
Specific Licensing schemes e.g. CLA, ERA	15
International copyright law	14
Licensing of digital resources	13
Copyright issues affecting particular user groups e.g. academics, students, members of the public, commercial uses, NHS	13
Case studies of impact on libraries and LIS bodies	13
What copyright covers / limitations	12
Orphan works	10

Copyright training / education for others	10
Copyright of specific types of works e.g. images, music, unpublished works	9
Copyright and digitisation / preservation	9

Fewer people answered the second question and 41 people said that all the same topics included in formal training should be included in CPD. However there are some key differences. An understanding of recent updates to the law was the most frequently cited topic for CPD. In general people also wanted to know about practical aspects of copyright that might relate to their job.

The survey asked about preferences for delivery of CPD in this field (see Figure 11). Training courses were the most popular (cited by 85% of respondents), with online resources from websites as being the next popular (cited by 82% of people). Distance learning or e-learning was another popular choice (80%).

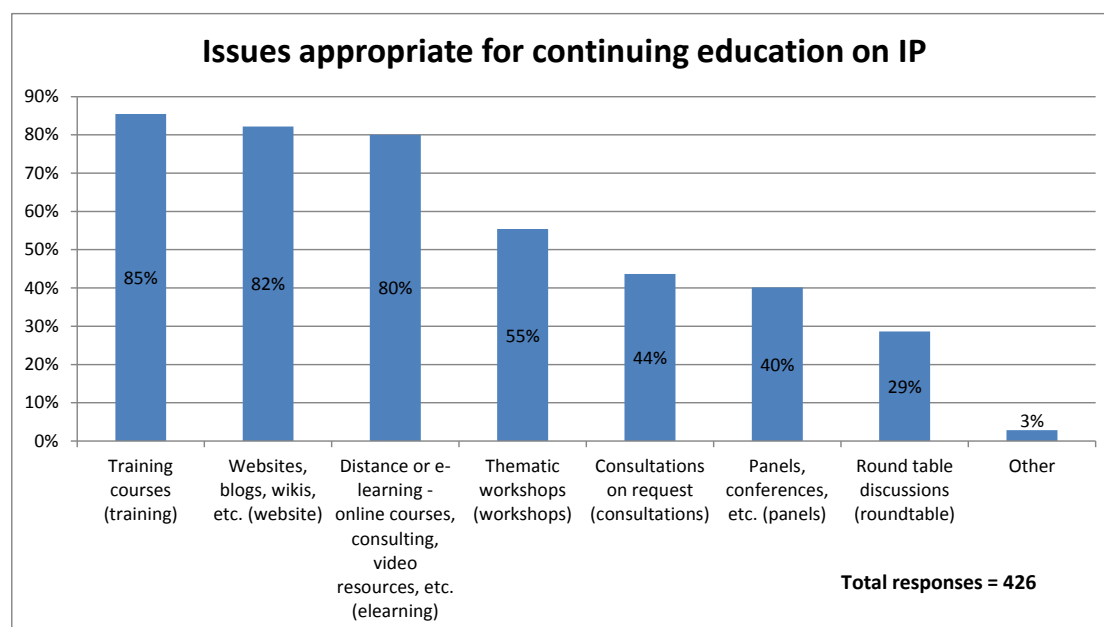


Figure 11 – Issues appropriate for continuing education on IP

7. Conclusion

This report provides a summary of the data collected in a UK wide survey. To our knowledge it is one of the most wide ranging surveys of copyright knowledge amongst librarians and related professionals. The next phase of the research will be to undertake further analysis of the data and to compare the UK data to that from the other countries. So far we have had the largest response from any European country to undertake the Copyright Literacy Survey and the researchers are keen to undertake a follow-up study to gather more qualitative data on this topic. The survey suggests that levels of copyright literacy amongst these professions are generally fairly good, but that there is a need for additional training and support. It seems that the support required is primarily about developing confidence amongst librarians who perceive themselves to be grappling with an increasingly complex international copyright regime.

Acknowledgements

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