# The Development of an Intellectual Property Curriculum for European Universities

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# Why an IP-Curriculum?

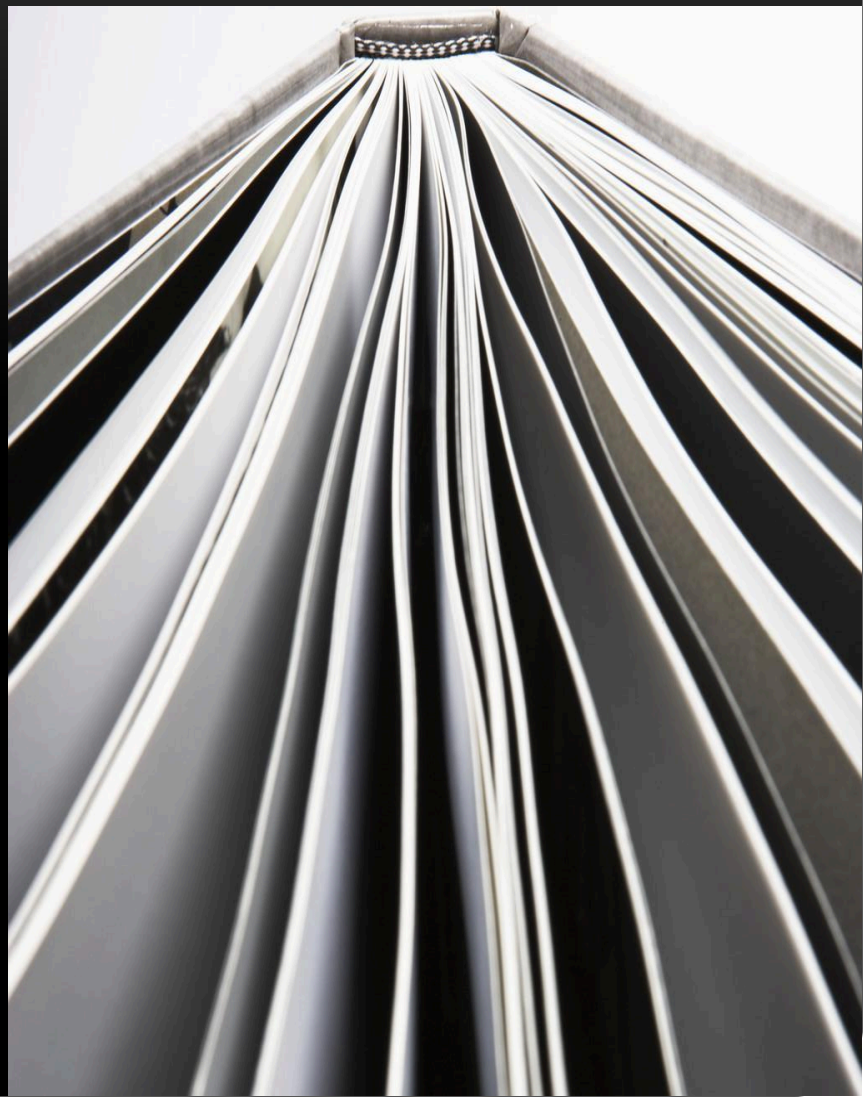
- A felt need?
  - The boost of importance of IP based assets and the uneven expansion of IP education.
    - Differences among countries
    - Differences among Universities
    - Differences among Faculties and Schools
  - IP is indispensable knowledge for Innovators/Managers/Business-men
    - A strategic tool
    - A way to generate additional revenues
    - Beyond cross-disciplinary boundaries
  - Policy *Momentum?*
    - Developing competitiveness: IP and the "knowledge triangle".

# An IP-Curriculum for whom?

- Future *creators* and *users* of IP of Europe
  - University Students and Researchers
    - Their capacity to exploit knowledge.
  - All levels: 1st, 2nd and 3rd Cycles
    - But taught in different hues: (simple awareness vs. competence; defensive vs. strategic uses)
  - "Beyond the law school": Engineering Schools, Science Faculties, Business Schools, Design Schools
    - Not IP professionals//services
  - 36 member states

# Developing the Curriculum: Part I: The IP Syllabus

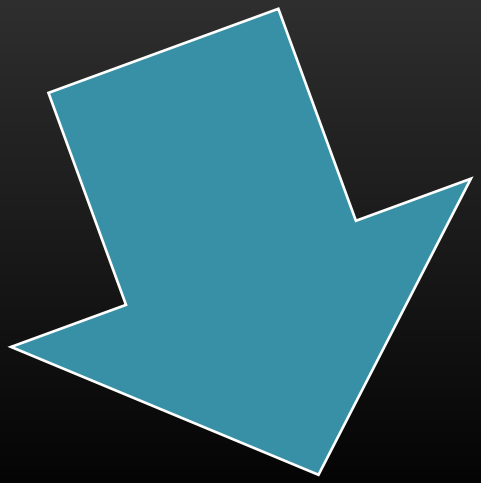
- Duration: 8 months (from July 1 2009)
- Examination of existing practices and references
- Compatibility with existing teaching materials will be sought-for.
- Two IP-expert meetings
  - October 2009 (first reading)
  - January 2010 (second reading)



General Objectives:

- It shall assist students in learning and understanding:
  - The importance and the value of IP generated by firms and – consequently- of properly protecting IP.
  - The main categories of Intellectual Property Rights (Patents, Copyright, Trademarks and other Distinctive Signs, Industrial Designs, as well as 'quasi' IP - Trade Secrets and Know–How, Reputation etc.) and recognize their different economic and social functions.
  - Formalities, procedures and institutions involved in IP protection.
  - Different "uses" for IP: (to protect "core" innovation processes, create alternative sources of revenues, as a strategic means to enhance firm competitiveness , to secure market positions, etc.)

# Some opposing “forces”



A “standard” IP curriculum

For all levels of study

For different schools and faculties

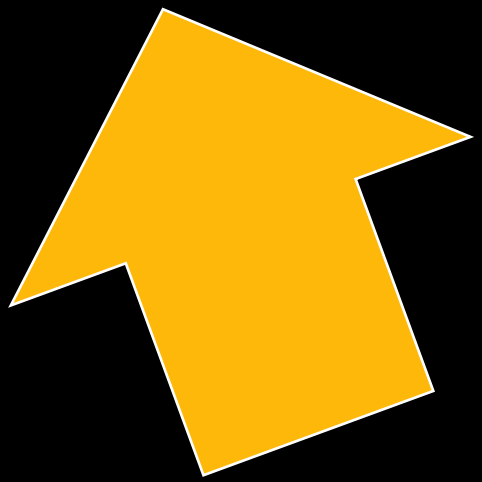
For all EPO member states

One size “does not fit all”

Different career orientations need different IP teachings

Substantial differences among countries

- IP awareness
- teaching infrastructures
- specific issues (curriculum concentration, Bologna, etc.)

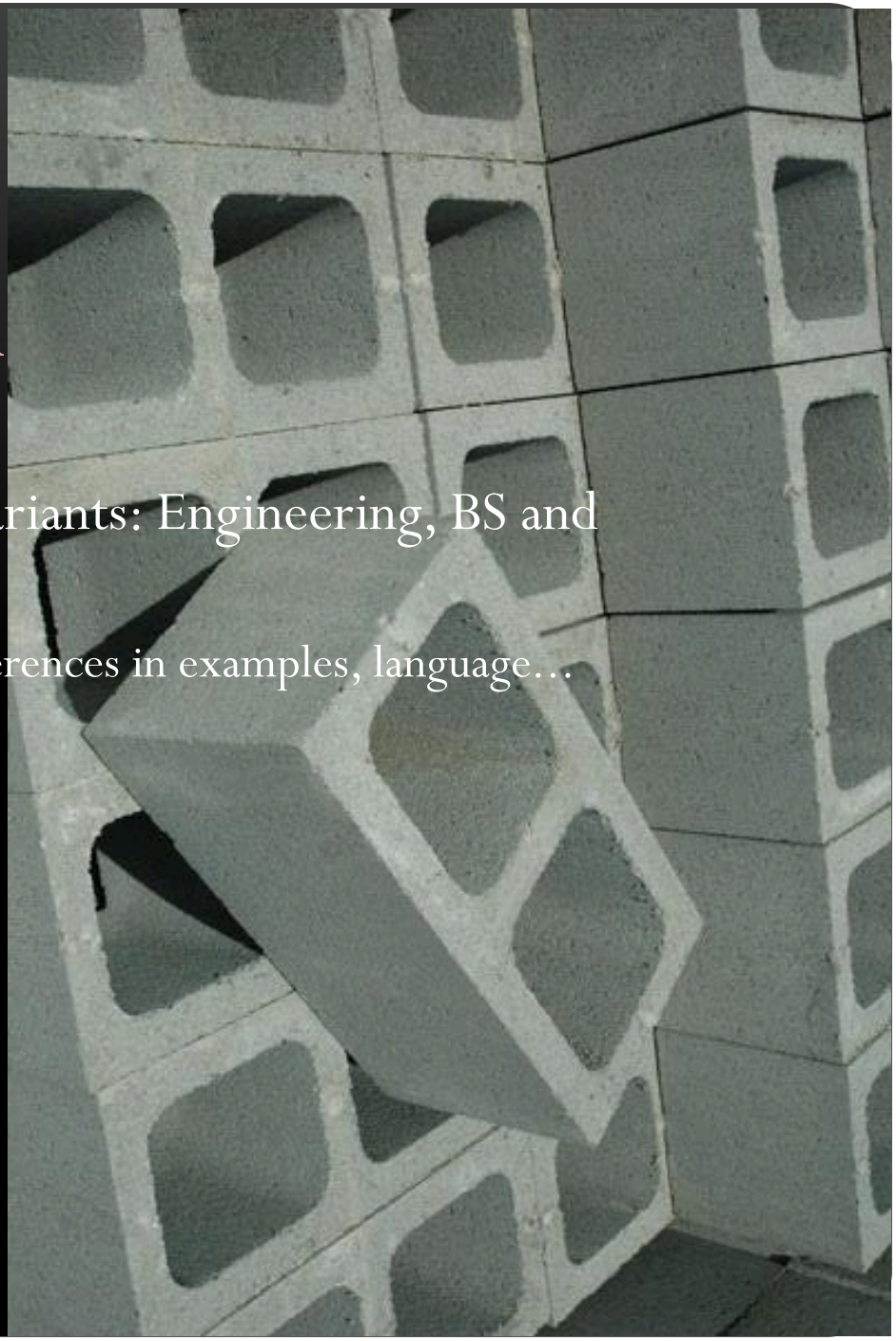


# The IP Syllabus

- A standard tool but, however..
- ..flexible,
  - Capable of meeting diverse local, disciplinary, etc. needs).
  - Providing -at an earlier stage- the necessary basic knowledge while..
  - ..allowing the gradual, progressive incorporation of specific topics according the needs which appear at more advanced levels of specialization in different disciplines.



- **A modular approach**
  - The Basic IP module (three variants: Engineering, BS and Economics, Science)
    - Similar basic content. Slight differences in examples, language…
  - The advanced modules
    - Building blocks approach.



**Bachelor (1rst Cycle)** 1 to 2 ECTS

Basic IP Course (tailored for…)

| Engineering | Science Fac. | Business Schools |
|---|---|---|

Basic IP Course

**Master (2nd Cycle) and Doctoral (3rd Cycle)** 1 to 2 ECTS each

| | | | | |
|---|---|---|---|---|
| Basic IP Course (if not taken before) | Ex. 1: Using Technological Information | Ex.2: Intermediate Patent Course | Ex.3: Commercialization of IP (Licenses, franchising, spin-outs, Technology Transfer) | Ex 4: IP Valuation, Taxation, Financing |
| Ex.5: IP Management | Ex.6: ICT and IP | Ex.7: Content Creation and IP (IP and the Creative Industries) | Ex .8: Biotechnology and Patents | etc. |

Advanced Modules (some examples)

# Topics for a Basic IP Course

- Economic Foundations of IP Law
- Intellectual Property, Innovation and Business
- Categories of Rights and Functions:
  - Protection of Technology (Patents, Utility Models, Plant Variety Protection, etc.)
  - Protection of Reputation, Goodwill and Corporate Image (Trademarks and other Distinctive Signs, Design Law).
  - Protection of Creative Expressions and Contents: Copyright, Design Law.
  - *Quasi*-IP: Protecting IP through Trade Secrets and Confidentiality. The Protection of Reputation (for example, unfair competition, passing-off, etc.)
- Obtaining exclusivity on creativity and innovation and defending one's assets (IP Institutions, IP prosecution, IP enforcement. Obtaining and defending IP rights globally).
- IP Transactions: Licensing, Technology Transfer.
- Using IP strategically (special mention to uses of technological information, available databases, etc.).
- Workshop/Practicum

# Course Information Template

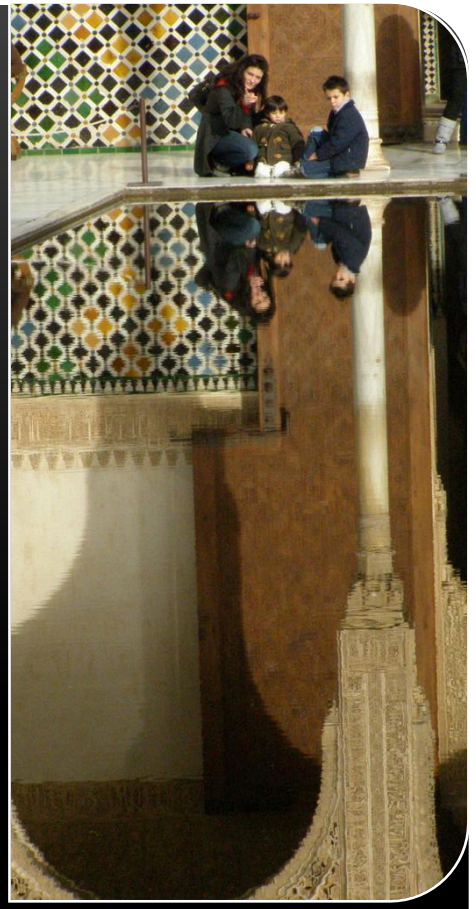
- BASIC INFORMATION
  - Title:
  - Objective
  - Student Profile and Requirements
  - Profile of the lecturer (s)
  - Extension (CREDITS)
  - Content
- ADDITIONAL INFORMATION
  - Compatibility with other courses
    - –requires..leads to …
  - Identification of possible reference material

# Questions? Suggestions? (for example..)

- What don't students need to know about IP?
- Is the extension of the modules appropriate?
- Would the development of modules-by-topics (for example a Biotech and IP modules, ICT and IP, etc) be necessary, or rather should we concentrate on "horizontal" topics .
- Modules you would suggest.



Thank You !




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