

WIPO/IPLT/BEI/01/4

ORIGINAL: English

DATE: July 2001



STATE INTELLECTUAL PROPERTY OFFICE  
THE PEOPLE'S REPUBLIC OF CHINA



WORLD INTELLECTUAL  
PROPERTY ORGANIZATION  
GENEVA



JAPAN PATENT OFFICE

## **WIPO ASIAN REGIONAL TRAINING COURSE FOR TRAINERS AND INSTRUCTORS OF INTELLECTUAL PROPERTY**

organized by  
the World Intellectual Property Organization (WIPO)

in cooperation with  
the State Intellectual Property Office (SIPO) of  
the People's Republic of China

and with the assistance of  
the Japan Patent Office (JPO)

**Beijing, July 23 to 27, 2001**

**STRUCTURING UNIVERSITY TEACHING AND TRAINING COURSES  
IN INTELLECTUAL PROPERTY, LESSONS TO BE LEARNED;  
THE EXPERIENCE OF SINGAPORE**

*Document prepared by Ms. Ng Siew Kuan Elizabeth,  
Associate Professor, Faculty of Law,  
National University of Singapore, Singapore*

Slide 1

# INTELLECTUAL PROPERTY TEACHING & TRAINING COURSES AT THE NATIONAL UNIVERSITY OF SINGAPORE

---

Associate Professor  
NG Siew Kuan, Elizabeth  
Faculty of Law  
National University of Singapore

© Ng Siew Kuan Elizabeth 2001

1

Topic 4

Slide 2

---

WIPO Asia-Pacific Regional Seminar  
for IP Trainers & Instructors  
Beijing, People's Republic Of China  
July 23 to 27, 2001

© Ng Siew Kuan Elizabeth 2001

2

Slide 3

## 1. INTRODUCTION

---

- ◆ Rapid advance in technologies - IT
  - Impact on knowledge dissemination in the 21st Century
- ◆ Advent of Internet lead to “seismic shift” in dissemination and acquisition of knowledge
  - New economy
  - Instant information anywhere anytime

© Ng Siew Kuan Elizabeth 2001

3

Slide 4

## 1.1 Introduction

- ◆ Traditional methods of education versus e-Learning and I-Learning
- ◆ Delivering 2 papers:
  - Topic 4: Structuring university teaching and training courses in intellectual property, lessons to be learned – the Singapore experience;
  - Topic 7: Development of curricula and training materials in intellectual property.

© Ng Siew Kuan Elizabeth 2001

4

Slide 5

## 2. Topic 4: IP Teaching & training courses at NUS, Singapore

- ◆ Structuring university teaching & training courses in intellectual property, lessons to be learned: the experience of Singapore
- ◆ Focus: IP teaching at the Faculty of Law, National University of Singapore (NUS)

© Ng Siew Kuan Elizabeth 2001

5

Slide 6

## 2.1 IP Teaching & training courses at NUS, Singapore

- ◆ Paper - divided into 3 topics:
  - IP teaching and training in the 1980s
  - Changes and development in IP teaching and training in the 1990s
  - IP education in the 2000s

© Ng Siew Kuan Elizabeth 2001

6

Slide 7

### 3. IP teaching & training in the 1980s

---

- ◆ Law of Intellectual Property taught at 2 levels
  - Undergraduate LL.B program
  - Postgraduate LL.M and Diploma in Law programs
- ◆ Undergraduate IP course
  - around 1985/86 to date
  - optional course
  - Lecture-tutorial system
  - Assessment: examination + assignment
  - Student enrolment - 60 (1980s) to 140 (1990s)

© Ng Siew Kuan Elizabeth 2001

7

Slide 8

### 3.1 Undergraduate IP course in the 1980s

---

- ◆ The basic course covered the main IP Rights, such as:
  - Law of Patents
  - Law of Passing-off
  - Law of Registered trademarks
  - Law of Trade Secrets/Confidence
  - Law of Industrial Designs
  - Law of Copyright

© Ng Siew Kuan Elizabeth 2001

8

Slide 9

### 3.2 Postgraduate IP course in the 1980s

---

- ◆ Law of Intellectual Property course
  - offered to the postgraduate LL.M and Diploma in Law students
- ◆ Course details:
  - syllabus - similar to the undergraduate IP course
  - Objective
  - Optional course
  - Seminar style
  - Assessment: examination + research paper

© Ng Siew Kuan Elizabeth 2001

9

Slide 10

## 4. Changes & development in IP education in the 1990s

- ◆ Changes were made to both the undergraduate and postgraduate IP courses
- ◆ Undergraduate IP course: 3 main development
  - Changes to IP course structure
  - Introduction of Directed Research (IP)
  - New IP courses floated for non-lawyers

© Ng Siew Kuan Elizabeth 2001

10

Slide 11

### 4.1 Changes to undergraduate IP course structure (LL.B)

- ◆ Basic IP course → 3 independent courses



Duration: 1 year



½ year

- Reasons for change
  - » massive development in field of IP
  - » option to “specialize”
- Assessment

© Ng Siew Kuan Elizabeth 2001

11

Slide 12

### 4.1 Changes to undergraduate IP course structure (LL.B)

- 3 IP courses:
  - » Intellectual Property Rights in Inventions and Innovation
    - ◆ Patents
    - ◆ Trade secrets/ Know-how protection
    - ◆ Industrial designs protection
    - ◆ Layout-designs of integrated circuits (recently introduced)
  - » Law of Copyright
    - ◆ Including Performers’ rights
  - » Law of Unfair Competition
    - ◆ Trade marks/ Geographical indication
    - ◆ Economic torts

© Ng Siew Kuan Elizabeth 2001

12

Slide 13

## 4.2 Introduction of Directed Research (IP)

- ◆ Directed Research (IP)
  - Dissertation on intellectual property law
    - » guided research - done under supervision
  - encourage greater research activities
  - Credit: 3 units (½ year course)

© Ng Siew Kuan Elizabeth 2001

13

Slide 14

## 4.3.1 Introduction of IP courses for non-lawyers

- ◆ 2 new IP courses for non-lawyers
  - Principles of Intellectual Property Law
    - » undergraduate IP course for non-lawyers
    - » students from the non-law faculty
      - ◆ Patents
      - ◆ Confidence/Know-how protection
      - ◆ Industrial designs
      - ◆ Layout-designs of integrated circuits
      - ◆ Trade marks
      - ◆ Copyright and related rights including performers' rights

© Ng Siew Kuan Elizabeth 2001

14

Slide 15

## 4.3.2 Introduction of IP courses for non-lawyers

- Business and Law of Biotechnology
  - » Taught to postgraduate Accelerated Masters of Science students
  - » Law component - deals mainly with law of patents with particular focus on biotech patent cases
- Courses tailored to needs of engineers, scientists etc
- Assessment
- Rationale

© Ng Siew Kuan Elizabeth 2001

15

Slide 16

#### 4.4. Changes to Postgraduate IP courses

- ◆ Development to Postgraduate LL.M and Diploma in Law IP courses
- ◆ Basic IP course → 2 independent courses
  - ↓
  - Duration: 1 year
  - ↓
  - ½ year
- 2 courses:
  - » Law of Patents
  - » Law of Copyright
- Assessment

© Ng Siew Kuan Elizabeth 2001

16

Slide 17

#### 5.1 Modes & Parameters of Assessment

- ◆ Assess and evaluate intended outcome of teaching & training - E.g.
  - examination
  - continuous assessment/presentation
  - research papers/dissertation
  - e-mail conference participation
  - oral examination
  - Project work

© Ng Siew Kuan Elizabeth 2001

17

Slide 18

#### 5.2 Mode of teaching

- ◆ Lecture-tutorial v. seminar
- ◆ Small group v. large group
- ◆ Cf. E-learning
  - “Brick-and-mortar” to “Click-and-mortar”
  - Online delivery methods/Online Web-based delivery.

© Ng Siew Kuan Elizabeth 2001

18

Slide 19

### 6.1 Optional v. Core curricula

- ◆ Core subjects - e.g.
  - Contract
  - Tort
  - Criminal
  - Evidence(?)
  - Trust
  - Property
  - Legal systems
  - Company law (?)
- ◆ Compulsory IP course?
- ◆ Justification

© Ng Siew Kuan Elizabeth 2001

19

Slide 20

### 7. IP Education in the 2000s

- ◆ Meeting the needs of the KBE
  - Changes to IP course structure → specialization
  - Multi-disciplinary approach to teaching
  - Mode of assessment changes
  - Use of IT in teaching & training
  - Customized education
  - Online Learning

© Ng Siew Kuan Elizabeth 2001

20

Slide 21

### 7.1.1 Changes to IP course structure

- ◆ Move away from basic IP training per se
  - More emphasis on specialization to meet needs of new economy
- ◆ 2 tier approach:
  - Basic IP course
  - Advance IP courses
- ◆ Advance IP courses
  - Current issues in e-commerce (2000)

© Ng Siew Kuan Elizabeth 2001

21



Slide 22

## 7.1.2 Changes to IP course structure

### – IP Rights in Biotechnology & Life Sciences (2002)

#### » E.g. Patenting of Life - Legal issues relating to:

- ♦ Patenting of animals, plants, humans, body parts, tissues, organs etc /Cloning
- ♦ patenting of genes, ESTs, SNPs
- ♦ gene therapy
- ♦ GMOs
- ♦ Biodiversity

© Ng Siew Kuan Elizabeth 2001

22

Slide 23

## 7.2.1 Other Changes

- ♦ Multi-disciplinary approach to teaching
  - staff from different disciplines/faculties
  - law + technology
- ♦ Mode of assessment changes
  - more flexibility/ no examination?
  - more emphasis on continuous assessment?
  - project work?

© Ng Siew Kuan Elizabeth 2001

23

Slide 24

## 7.2.2 Other Changes

- ♦ Use of IT in teaching & training
- ♦ IVLE (Integrated Virtual Learning Environment)
  - » teaching and learning over the Internet.
  - » web-casting of lectures
  - » delivery of course materials online etc
  - » facilitate online teacher-student communication
    - ♦ discussion forums                      assignment repository
    - ♦ class distribution lists                announcement board
    - ♦ course FAQ                                Class schedule

© Ng Siew Kuan Elizabeth 2001

24

Slide 25

### 7.2.3 Other Changes

- ◆ Customized education
  - Education customized to learner's needs
  - See paper on Topic 7: Development of curricula & training materials in IP
- ◆ Online education
  - » e-Learning, I-Learning
  - » Virtual Universities
  - » Corporate Universities

© Ng Siew Kuan Elizabeth 2001 25

Slide 26

### 8. Conclusion

- ◆ Other IP training courses
  - CLE seminars, workshops etc
  - Mini IP courses for lawyers and non-lawyers
  - In-house IP training
  - Teaching of IP to public and schools
    - » IPOS talks to primary schools - learners from 7 yrs
    - » increasing public awareness of IP
- ◆ “Hurricane of change”
  - » meet demands of new economy in 21st Century

© Ng Siew Kuan Elizabeth 2001 26

[End of document]