



Maastricht University



Faculty of Law

**Self-evaluation report
Advanced Master Intellectual
Property Law and Knowledge
Management**



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Self-evaluation report Advanced Master Intellectual Property Law and Knowledge Management

Administrative data

Instelling

Naam instelling:	Universiteit Maastricht
Status instelling:	Bekostigd
Resultaat instellingstoets:	Positief geaccrediteerd voor de periode 2019-2024

Intellectual Property Law and Knowledge Management LLM

Oriëntatie en niveau:	WO – advanced master
Aantal studiepunten:	60 EC
Specialisatiemogelijkheden:	n.v.t.
Locatie:	Maastricht
Variant:	voltijd; kan over twee jaar gespreid
Joint programme:	n.v.t.
Onderwijstaal:	Engels
CROHO registratienummer:	75064

Intellectual Property Law and Knowledge Management MSc

Oriëntatie en niveau:	WO - master
Aantal studiepunten:	60 EC
Specialisatiemogelijkheden:	n.v.t.
Locatie:	Maastricht
Variant:	voltijd, kan over twee jaar gespreid
Joint programme:	n.v.t.
Onderwijstaal:	Engels
CROHO registratienummer:	75065



1. Profile and ambition of the programme

The Advanced Masters in Intellectual Property Law and Knowledge Management (IPKM) offered at Maastricht University's Faculty of Law is specially designed to meet the challenges to human innovation and creativity posed by the fourth industrial revolution (i.e. big data and data mining, Internet of Things, and artificial intelligence (AI)). In this context the development and diffusion of these so-called frontier technologies is also seen as a key factor in meeting the sustainable development goals articulated by the UN.¹ The role of Intellectual Property (IP) in innovation is, however, complex.

This complexity can be seen in terms of 1) diverse actors (private, commercial and non-commercial); 2) multifaceted subject matter in material or digital form; 3) governance by inter-sectoral organizations, institutions and public authorities; and 4) overlapping and multi-layered adjudication in commercial, administrative and criminal matters at national, regional and international level, and 5) all of these interacting within a broader economic, legal, societal, and political system. In addition, the system generates interconnections and feedback loops throughout its lifecycle stages, for example works produced and marketed will not only generate income, but also information on consumer preferences. All of this leads to non-linear effects on innovation at global and local level.

IPKM is a selective, small-scale programme that aims to prepare its graduates for specialised positions at this crossroads of law, policy and knowledge management in technology-driven innovative and creative industries. Since the master is highly specialised and requires a willingness to study law in a multidisciplinary context, it is set up as an advanced masters that offers a unique way for lawyers and graduates of science and technology or economics and business programmes to learn about intellectual property and its role in innovation and economic development in a multidisciplinary and international classroom. The IPKM is offered in a one-year intensive or two-year part-time variant to accommodate working professionals and was launched in 2009.

IPKM offers two distinct degrees:

- an LL.M degree focusing on comparative IP litigation and/or entrepreneurship, valorisation and IP management, so that graduates can work as trade mark attorneys, in-house counsel, lawyers, and policy consultants; and
- an MSc degree for graduates of science and technology aspiring to become IP specialists, knowledge managers or patent attorneys. The IPKM MSc degree has been accredited and re-accredited annually by the European Patent Office (EPO) for EQE remission since 2010.

To develop collective and multidisciplinary perspectives on intellectual property law, while at the same time accommodate distinct specialization, IPKM offers 3 main pillars: 1) the common core pillar; 2) the LL.M track pillar; and 3) the MSc track pillar.

An integrated curriculum design makes it possible for students with diverse skills and knowledge, and coming from diverse cultures, to learn not only from experts, but also from each other, especially in the common core courses that are part of both degrees.

¹ *World Economic and Social Survey 2018: Frontier Technologies for Sustainable Development*, Department of Economic and Social Affairs of the United Nations Secretariat (2018, UN/DESA), New York: United Nations.



2. Reflection on previous accreditation and midterm

IPKM was first re-accredited and received the qualification 'good' on all three standards by a decision of the Accreditation Organisation of the Netherlands and Flanders (NVAO) of 29 July 2016, and for a second re-accredited and received the qualification 'good' on standards 1 and 2, and 'satisfactory' in standards 3 and 4 by a decision of the Accreditation Organisation of the Netherlands and Flanders (NVAO) of 2018. The short time between the two procedures was the result of a decision to align the term for accreditation with all other programmes of the faculty.

Programme adjustment requests resulting in the 2016 re-accreditation meant that the thesis procedure was updated. From the first intake, students are enrolled in the new course Legal English and Methodology, comprising sessions on legal English, research methodology and thesis writing. The purpose of this course is to familiarise students with the assessment standards as expressed in the thesis assessment form, and to provide them with the tools to write a thesis of a sufficient level in terms of English and writing skills prior to the deadline. The Legal English Writing component comprises four sessions on writing, individual feedback on thesis drafts, and two additional sessions on patent drafting and translation. These language sessions run from the start of the academic year until April. They are taught by a professional linguist with a background in law from Maastricht University's language centre, and by a patent drafting and translation specialist.

The Methodology component comprises five sessions that introduce students to the process and method of writing a thesis. The methodology sessions are taught before the Christmas break by the resident IPKM staff members.

In both re-accreditations suggestions were made to increase the number of resident staff members to make the programme less dependent on a small number of Maastricht University staff. Since the previous accreditation, the IPKM staff has been enlarged with an extraordinary professor who is also serving as judge in the EPO Boards of Appeal.

3. Evaluation according to the four standards

Standard 1: Intended learning outcomes

The aim of the Advanced Master in Intellectual Property and Knowledge Management is to provide students with a thorough understanding of international, regional and domestic IP law and knowledge management. Students will acquire practical insight and the intellectual tools necessary for a critical appreciation of intellectual property law in the context of policy questions, knowledge management issues and international litigation practice. Graduates of this programme will be well qualified to work in an international, multicultural environment as academics, lawyers, consultants, or officials of governmental and non-governmental organisations, in the field of knowledge management and technology transfer. For the MSc graduates there is even an outlook of becoming a qualified European Patent Attorney through sitting the EQE exam, for which the Examination Board of the European Patent Office offers IPKM MSc alumni a remission of half a year from the mandatory period of three years' work experience under the guidance of a European Patent Attorney. The intended learning outcomes (ILOs) reflect the level of an advanced master that trains its graduates to work at the intersection of law and management of technological innovation and creative arts and sciences and does so through a constant dialogue with experts in the field and guest lecturers and alumni working in industry, international organisations and the judiciary. In this manner the ILOs remain up-to-date and reflect the expectations of the labour market. The ILOs



are furthermore achieved by dedicating a significant amount of time and attention to practical exercises based on real-life cases that reflect current developments in the field.

The matrix in the appendix displays the coverage and examination of the intended learning outcomes in respect of the common core of the programme and the mandatory courses in the LLM and MSc tracks. The learning outcomes are assessed throughout the year by means of assignments, role play exercises, mock trials and oral presentations, individual exams following every period, and the LLM or MSc master's thesis.

1. LLM-specific learning goals

Throughout the programme, LLM students take classes dedicated to international and cross-border litigation and enforcement practice. Together with the courses on entrepreneurship, valorisation and IP management, they will have a clear picture of the ins and outs of legal practice and (in-house) advisory work in all its facets. The writing of a master's thesis results in a critical understanding of intellectual property litigation and commercial practice.

This results in:

- a. a clear overview of the commonalities and differences of various systems of IP protection of different regions, i.e. the United States, the European Union, Asia, etc., especially in relation to acquisition, litigation and enforcement;
- b. an understanding of and insight into the difficulties in translating science and technology into legal terminology (the work of the MSc graduate);
- c. an understanding of the overall legal and policy tools, including in the field of IP protection, that affect levels of technology transfer, foreign direct investment, indigenous economic growth, etc.; and
- d. an understanding of entrepreneurship and IP management, technology transfer, franchising and taxation.

2. MSc-specific learning goals

Throughout the programme, MSc students take classes dedicated to claim drafting, international and European patent acquisition and procedure, and make comparisons with the state of play in the main competitive drivers in trade and innovation, namely Japan, China, other Asian countries, and the USA. Together with the courses on entrepreneurship and IP management, they will have a clear picture of the strategic importance of patent filing and the management of intellectual assets for innovative industries. The writing of a master's thesis results in a critical understanding of knowledge protection on commercialisation via patent protection, licensing agreements, joint ventures, etc.

This results in:

- a. a clear overview of the commonality and differences of the various systems of IP protection of different regions, i.e. the United States, the European Union, Asia, etc., especially in the areas of acquisition, patent drafting, claim interpretation, filing, grant and opposition. This also includes the ability to negotiate one's way past the use of three official languages of the European Patent Office (English, French, German);
- b. an understanding of the importance of claim drafting for litigation and enforcement purposes, especially in view of proceedings before the Unified Patent Court, as well as for knowledge management (the work of the LLM graduate);
- c. an understanding of the commercialisation and valorisation tools that can be used to successfully exploit and commercialise different IP assets generated by different organisations, such as in the fields of technology (patents), content (copyrights etc.), reputation (trademarks), etc.; and an understanding of the overall legal and policy conditions, including in the field of IP protection, that affect levels of technology transfer, foreign direct investment, indigenous economic growth, etc.



Standard 2: Educational learning environment

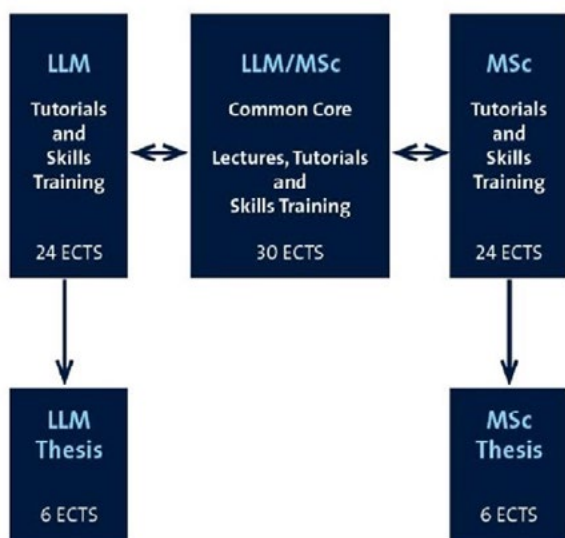
Educational philosophy

All teaching in the IPKM is primarily done through Problem-Based Learning (PBL), often using real-life cases, weekly assignments and mock trials. Students are assigned and encouraged to work in teams of maximum three. The sub-group composition reflects the cultural, jurisdictional and multidisciplinary diversity of the student population. Participants can learn from the experience and discipline-specific knowledge of others while dealing with these assignments. In this way the teaching-learning environment encourages students to plan an active role in the design of their own learning process (student-centered approach).

Language of instruction

The language of instruction is English, as this is the official language common to international organisations dealing with intellectual property administration and dispute resolution, such as the World Intellectual Property Organization, the World Trade Organisation, the International Union for the Protection of New Varieties of Plants, the European Patent Office, and EU agencies and common court(s), such as the EU Intellectual Property Office, the Community Plant Variety Office, the Unified Patent Court and the Court of Justice of the EU.

Masters Intellectual Property Law and Knowledge Management (LLM/MSc)



The curriculum structure of the programme

The IPKM programme is designed according to three main pillars:

1. the common core pillar;
2. the LLM track pillar; and
3. the MSc track pillar.

The rationale for organising the programme in three pillars is to teach IP law to science graduates together with law graduates where possible and beneficial, and to provide tailor-made courses to students following the MSc track and those following the LLM track separately in order to give them the chance to deepen their knowledge specifically in the areas that are relevant for their prospective fields of work.



The common core courses and modules provide students from different backgrounds with a thorough understanding of IP law and crucial policy questions related to it. The MSc track programme is a combination of practical skills training and specific modules that allow students to gain in-depth knowledge of relevant areas of IP law and knowledge management issues.

The third component of the IPKM programme is the LLM or MSc thesis in the third term, through which students acquire highly specialised knowledge and thorough academic research skills. Consequently, all students will have to take the courses offered in the common core, and in addition courses offered in each respective degree track pillar. The teachers are furthermore asked to design their assignments in such a way as to address the specific needs of the LLM or the MSc group. This ensures that the intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect.

The majority of students who followed the half-speed programme over two years have been MSc students; they have usually taken the patent-related courses in year one and the remaining courses and modules in year two. This half-speed option is open to all students, but it is especially relevant for those MSc students wishing to satisfy the mandatory work experience requirement for admission to the European Qualifying Exam of the European Patent Office.

The learning outcomes elaborated above reflect the orientation of the IPKM programme towards educating students to do independent academic research, and to solve multidisciplinary questions relevant to this field of law. The critical appreciation of their own research results and those of others is a central element of the programme that is taught throughout the entire programme in various courses. Furthermore, the interactive learning environment teaches students to make effective use of databases and other sources for independent research.

The MSc or LLM thesis process further enhances the experience gained through written assignments and mock trials throughout the year, and is an important contribution to the further development of competences concerning independent research and the answering of interdisciplinary questions. The study of multidisciplinary research topics is highly encouraged, in particular with a view to the interdependencies between science and technology and intellectual property law and management issues.

Common Core LLM and MSc

The IPKM programme offers a common core of courses that is jointly attended by students of both tracks: the LLM track and the MSc track. In the initial phases of the programme, all students receive an intensive introduction to the subject matter and a primer Introduction to IP Law and Knowledge Management on how to deal with multidisciplinary challenges. This mandatory introduction is not for EC credit and serves to level the playing field between participants holding a science or a legal, economic, or social science degree. The first term also features a mandatory course on Legal English and Methodology.

The subsequent compulsory common core courses are aimed at providing a thorough understanding of intellectual property law and knowledge management issues that is relevant for students of both tracks. The emphasis in this pillar is on exposing law graduates and science graduates to the experience of jointly learning about intellectual property law.

This is what is required from people working in the field of intellectual property: understanding their colleagues who come from a very different background, such as law, economics, biology, chemistry, electronics, engineering, pharmacology or physics, etc. In other words, the emphasis in the common core courses is on gaining an in-depth knowledge of intellectual property law that is common and necessary for the different areas of work. Generally, a staff member from Maastricht will convene a course in which two or more non-resident experts will teach once



or twice. By having different experts giving their view about the same topics, participants in the programme will face the challenge of getting to know different academic theories about one subject and forming their own opinion in this respect. The common core programme has two elements: 1) compulsory common core courses, and 2) intensives that are chosen from a list of optional modules, matching and enhancing the student's individual LLM or MSc orientation.

Each course offered has a coordinator who is responsible for the format of the course and the examination.

In order to provide consistency to the programme, the format of the common courses offered has the following features:

- one course typically has a study load of 5 EC;
- seven weeks of teaching and one week of exams;
- two courses running parallel at the same time; and in addition
- smaller (2-3 EC) skills and intensive elective courses
- one week of one course usually consists of one lecture and one tutorial or moot court;
- each course is convened by a Maastricht member of staff; non-resident staff members are invited to teach several sessions in one course;
- the ideal way of combining teaching by a Maastricht member of staff and by non-resident staff members and giving the course an overarching frame is the following;
 - week one: organised by course coordinator
 - week two: organised by non-resident staff
 - week three: organised by non-resident staff
 - week four: organised by course coordinator
 - week five: organised by non-resident staff
 - week six: organised by non-resident staff
 - week seven: organised by course coordinator
 - week eight: examination

The LLM track

In addition to the common core programme described above, the IPKM programme offers tailor-made courses for the LLM students of the programme, which are mandatory for the participants following the LLM track. Compared to the common core programme, the emphasis in this pillar is to give graduates with a degree in law, economics or political science the opportunity to deepen their knowledge in the field of knowledge management and technology transfer that is relevant for their field of expertise, such as working in a law firm or as an official in governmental and non-governmental organisations, research institutes, etc. In other words, the emphasis in the courses offered in the LLM track is on practical knowledge and training that will enhance students' ability to make use of the theoretical knowledge they acquired in the common core programme for their area of expertise. Dedicated LLM courses focus on litigation and enforcement practice and an LLM thesis completes the full year of 60 EC.

The skills training of the LLM track is integrated in the tutorials and primarily aimed at providing students with the necessary means to plead in front of national courts or in front of the EPO Boards of Appeals and the Unified Patent Court in litigation proceedings. Therefore, the skills training includes:

- moot courts;
- litigation procedures before the EPO and the UPC;
- Comparative IP Litigation – Germany, France, UK, Benelux;
- Technology transfer and transaction practice; and
- an introduction into researching sources of IP; drafting and presenting the LLM thesis proposal.



The tutorials offered within the LLM track accompany the common courses and make up the practical, problem-based part of the course. This allows for a particular focus on the problems LLM graduates will face in their professional life, such as solving specific legal problems and litigating in the area of IP. To this end dedicated LLM courses are offered, focusing on litigation and enforcement.

The MSc track

In addition to the common core programme described above, the IPKM programme offers tailor-made courses for the MSc students of the programme which are mandatory for the participants following the MSc track. Compared to the common core programme, the emphasis in this pillar is to give graduates with a degree in science or technology the opportunity to deepen their knowledge in the field of intellectual and industrial property law, including the preparation for the European Qualifying Exam for European Patent Agent. In other words, the emphasis in the courses offered in the MSc track is on practical knowledge and training that will enhance students' ability to make use of the theoretical knowledge they acquired in the common core programme, in particular, for their area of expertise. Dedicated MSc courses focus on patent procedure and drafting practice and an MSc thesis completes the full year of 60 EC.

The skills training of the MSc track is integrated in the tutorials and primarily aimed at providing students with the necessary means to qualify to work as a European Patent Agent. In this context there will be a strong emphasis on practical technical language training, on patent drafting, interpretation, and litigation, both before the European Patent Office and the Unified Patent Court.

The skills training includes:

- the construction and drafting of patent claims;
- the procedures before the Boards of Appeals of the EPO and the UPC;
- technical language training; and
- an introduction to researching sources of IP; drafting and presenting the MSc Thesis proposal.

The tutorials offered within the MSc track accompany the common courses and make up the practical, problem-based part of the course. This allows for a particular focus on the problems MSc graduates will face in their professional life, such as drafting and reading patent claims for various areas of technology. To this end dedicated MSc courses are offered, focusing on patent procedure and drafting.

Work forms

Since a significant number of part-time students enroll every year, teaching is offered on Thursdays and on Fridays. For each session students are typically asked to prepare an assignment, case study, or mock trial. This continuous form of preparation and assessment allows students to keep track of their own progress and distributes the study and assessment load equally throughout the year. All assignments are furthermore logged in the electronic learning environment's grade book system. This allows the students to continually track their progress. In class, students receive feedback on their work on individual or collective assignments. They will frequently be asked to present their assignment in class, or argue a mock trial. This creates a dialogue between peers and with the expert teachers alike and brings PBL to life.

Study load

A more or less equal distribution of courses, credits and elective options over the year ensures that the curriculum can be successfully completed within the set time. The weekly assignments furthermore allow students to gain credits towards the completion of each course and to track their progress towards meeting the learning outcomes of each course. Below there is an overview on how 60 credits (EC) are divided. Students can obtain more EC through taking multiple (common core) electives.



Staff

Staff in the IPKM programme is selected on the basis of academic and professional reputation. Their language ability is assured through the fact that staff members are familiar and actively working with the official language that is common to field, which is English. In terms of expertise, attention is given to an appropriate inclusion of knowledge from various jurisdictions, most notably Europe, Asia, and the United States. In terms of the selection of non-resident teaching staff, attention is given not only to their specialist knowledge, but also to their professional reputation and ability to teach and inspire. Many of the non-resident staff members have academic affiliations (ensuring UTQ or foreign equivalent) and a proven track record in teaching, including the PBL method. This means that a veritable luminary in the field teaches a course close to his or her specialisation.

The IPKM teachers are committed to the programme and their students, often building up personal and professional relationships through supervisory activities for theses and through offering internships, often resulting in employment.

Since non-resident experts often work in the professional field, their availability is limited. In view of this reality the course coordinators and programme director, all directly employed by Maastricht University, have a duty to maintain the integrity of the programme. This means that they sometimes have to act as intermediary and agent for non-resident staff, or in case of unforeseen circumstances act as replacement. Most of the non-residential staff members have been involved in the IPKM programme from the very beginning, many of them contributing to its accreditation process, assisting in defining learning outcomes and providing strong feedback on the programme's composition. The enthusiasm and continued support from the non-resident teaching staff has been instrumental in keeping the programme current and able to meet the ever-changing demands from academia and practice.

The IPKM programme is coordinated by the programme director, a senior academic staff member. This is the holder of the Chair of Intellectual Property Law at Maastricht University's Faculty of Law. Furthermore, a board consisting of key teachers from practice, academia, and IP management has been established. The IPKM management team operates under the guidance of the programme director, who is also a deputy judge in the Court of Appeal in the Hague. The team further comprises a practicing IP attorney, a lawyer/social scientist, a lawyer/business graduate, and an innovation economist. The function of the team is to supervise the format and content of the programme and safeguard its consistency. A specific task for the board of admissions is to decide on the admission of applicants.

Academic orientation

The IPKM curriculum is closely related to the research conducted as part of the Ius Commune Research School, most notably its research programme in intellectual property law, which is part of the research cluster in international economic law that is organised through the Institute for Globalisation and International Regulation.

IPKM benefits from their connection to the Institute for Globalisation and International Regulation (IGIR), a multidisciplinary research institute in international economic law based at Maastricht University's Faculty of Law, which is home to its resident and non-resident research fellows and PhD candidates in IP law and policy. IPKM students are offered access to expert lectures and lunch seminars where scholars present their recent work on prevalent legal questions. IGIR is also instrumental in the running of 'The Innovation Legal Clinic' (TILC).

Study trips

The IPKM programme includes study trips to relevant EU and international institutions. Among the institutions visited are several international institutions, such as the European Patent Office in Munich and The Hague (Rijswijk), and the European Intellectual Property Office (EUIPO) in Alicante.



Together with Queen Mary IP Research Institute (London), and Universidad Autónoma de Madrid, IPKM organizes an annual seminar for students on recent IP developments. Students from the three institutions meet annually, alternating between the three participating institutions. The number of participating institutions is likely to increase, leading to a larger body of experts and participants.

As the IPKM's staff participate in the European Intellectual Property Innovation Network (EIPIN), access to research congresses organized at partner universities and research institutes situated in Spain (Master in Law of the Digital Society, Alicante), LUISS (Rome), Germany (MIPLC Munich) and the United Kingdom (Queen Mary IP Research Institute U. London) for IPKM students with a strong research focus is facilitated.

The purpose of the study trips is to give students an excellent opportunity to inform themselves about possible professional careers and to establish contacts within European and international institutions, law firms, top universities and research institutes in the field of IP. Attendance is not mandatory, but encouraged and supported. Active participation is required, as well as intensive reading and preparation. The study trips are organised during periods of the academic year, during which no classes are offered, and therefore convenient for students. During study trips the students are accompanied by one or two members of staff so as to guide students, answer their questions, and provide a follow up.

Legal Clinic

The IGIR-IPKM honours programme offers some the most promising IPKM students to participate in the Innovation Legal Clinic (TILC). The Innovation Legal Aid Clinic provides pro-bono legal advice to independent artists and start-ups. Participating students engaged in such client-counselling work in groups under the supervision of a member of staff and professional lawyers and patent attorneys to give answers to real-life intellectual property questions. Lawyers that collaborate with the TILC work in IP law firms such as Ventoux, AOMB and Ab Ovo. TILC also stimulates students to contribute concise posts on developments in intellectual property for TILC's fortnightly newsletter that receives wide circulation through website and social media platforms.

Students and admissions

The target group of students for the IPKM is relatively wide. Lawyers, economists, political scientists and graduates holding a degree in science and technology can all be admitted if they meet the formal criteria (see admission requirements below). Potential students with work experience are particularly encouraged to enroll. This also explains why the IPKM is also offered as a part-time variant that allows for a combination of continued employment and study.

Since the learning curve for those without a significant exposure to law is steep, and the programme is intensive, the admission criteria are strict. The board of admissions therefore check not only the formal requirements, but also the motivation and letters of support. As part of the onboarding of incoming students, a full first week is dedicated to guiding the students through the programme. This serves to ensure that expectations on the students' and admission's side can be aligned, and manageable challenges can be addressed at individual level.

Facilities

Although most IP-specific resources are available through the general UM and Faculty framework (e.g. digital library IP resources in WestLaw, HeinOnline, etc.), IPKM provides dedicated access to Darts-IP and PatSnap, two subject-specific databases that contain decisions on intellectual property disputes from all over the world and a patent database that allows for innovation analysis and patent landscaping.



Standard 3: Assessment

As part of the IPKM assessment policy, the defined ILOs are reflected in the assessment matrix at course and programme level. The IPKM resident staff have set common assessment forms and rubrics that can be used throughout the academic year. The programme director ensures that the different forms of examination are coherent and lead to reaching the intended learning outcomes, by assembling the assessment policy of each course and advising course coordinators where necessary to include or change a method of assessment. In the remainder of this section concrete descriptions are provided detailing how assessment is made reliable, valid and transparent.

The prime form of examination comprises the assignments that students have to prepare on a weekly basis. These assignments may consist of written pieces, presentations, draft patents, and mock trial briefs and related oral submissions which students must execute individually, but most often prepare collectively in small groups of maximum three students. Courses that lend themselves to assessment by means of a final exam, and are concluded by a final written exam at the end of the teaching period. This exam can consist of open questions, or a combination of open questions, and theoretical and practical case-like questions. The written exam primarily serves to test the student individually on a select number of topics and therefore complements the weekly assignments which often are collective works. Course descriptions provided on the Student Portal specify how the final grade is calculated, but this is in principle according to a ratio of 40% for assignments and 60% for the individual final exam. In case there is no written exam, the assignments are individual, heavier or weighted higher to measure the progress in learning expected of the student. Overall the system guarantees that there always is a considerable individual component to the assessment of every course.

Throughout the year, the resident and non-resident teachers are requested to set an assignment for each session they are teaching. These assignments must be prepared prior to the tutorial sessions. Knowledge clips serve as preparation for the discussion of assignments and class, so that accompanying classroom lectures can be interactive.

In the common core courses, these assignments are typically set in such a way that LLM and MSc students do cooperate to present optimal solutions. The teacher grades the assignments and provides feedback to the students during the tutorial sessions. Since most teachers see the students for at least two sessions during the year, they can also assess whether the individual student is making sufficient progress from one assignment to the next, as these assignments are aligned with the subject matter that is covered by the teacher in the course. All assignments are entered into an electronic assignments portfolio within the electronic learning environment Canvas that allows for checks on plagiarism and non-creative, non-original, and therefore non-permitted use of AI/ChatGPT. Individual feedback is provided by the tutor, either in written form on the electronic portfolio by means of a rubric, or on a printout of the latter. Tutors are also requested to provide collective feedback during their contact hours with the group. In the IPKM Guide for Teachers (available during the site visit) practical instructions are provided for the setting and correction of assignments. The programme coordinator maintains an overview of both the assignments set and the grading thereof: external teachers submit the assignments to the programme director and course coordinator before teaching and communicate the grading thereof. The grades, sometimes accompanied by comments, are filled in the grading centre on the Student Portal.

All resident and non-resident teachers are requested to submit one or two open exam questions related to the topic that they have been teaching to the programme coordinator. The reason is that teachers can ensure parity between what was taught and what is examined, while the programme coordinator can assess whether the exam matches the overall intended learning outcomes. The exam is checked for consistency, accuracy and requirements in terms of learning outcomes under the 'four eyes' principle. In practice, this means that the programme coordinator sends the draft final exam to all resident IPKM staff for comments. The exam components, resulting in an individual assessment of the student, is corrected by the programme coordinator and



course coordinator, based on the standard answers provided by the teachers. In this manner, an assessment of the learning outcomes of each course is assured. The combination of grades for the assignments and the individual exam limits bias and provides a balanced assessment of each student's progress. Whereas non-resident teaching staff assists in setting norms by, for example providing exam questions and model answers or co-supervising theses, the actual and final assessment always rests with a staff member resident at the Faculty of Law.

Those courses that lend themselves for a final exam are concluded by an individual written three hour open-book examination, covering on average three courses per period. The grades students received for their written assignments submitted during the course form part of the final grade, and oral participation (e.g. during mock trials) does as well.

Intensive courses are taught during a shorter time span and are structured similarly, but are examined separately.

All exams are evaluated (through student evaluations). Evaluations are discussed in the IPKM Examination Board and the IPKM Education Committee. In case of poor results feedback is provided to the IPKM MT.

Students can inspect their corrected exams and ask for clarification in relation to content, the answer key, or corrections within a period prescribed by the Education and Examination Regulations, which is reviewed annually by the Faculty's Examination Board and is approved and adopted by the Board of the Faculty of Law. Because of the relatively small numbers, resit exams are conducted orally in the presence of at least two examiners.

The Education and Examination Regulations (EER) allow for one resit per exam during each academic year only. Only in special cases can the Board of Examiners deviate from this rule.

The guidelines for the assessment of assignments are communicated to both students and teachers at the beginning of each academic year. External teachers receive the IPKM Guide for Teachers, which includes the guidelines for assessment. Students are pointed to the guidelines available on the Student Portal. This has gradually resulted in better feedback to students and a much clearer indication of authorship responsibilities by students. If students cooperate on assignments, the group composition cannot remain the same from one assignment to the next. This ensures that the likelihood of free-riding is minimalised, and the skill of performing in different teams stimulated.

Thesis assessment

From the outset, students familiarise themselves with legal research methods and writing skills, not in the least through the course Legal English and Methodology. These skills are necessary for the research and writing requirements that are associated with the LLM or MSc thesis but are also useful in relation to other independent research, such as for their assignments.

Students will complete a 6 EC master's thesis of 8,000 to 10,000 words on a relevant topic of their choice under the supervision of two resident staff members from Maastricht University's Faculty of Law. Non-resident staff members may assist in supervision. To complete the thesis, three terms can be distinguished: term one: acquiring knowledge about researching academic sources of IP law, defining research problems, research questions, setting up a relevant research design, different legal research methods, learning how to write and reference correctly in Academic Legal English; term two: drafting and presenting the research proposal; term three: writing the LLM or MSc thesis.

The thesis writing component provides a structure with several deliverables to students that are assessed summatively. The aim is to accomplish that they submit a sufficient thesis in August that can be assessed normatively. All proposals and draft submissions are recorded in Canvas before their final recordal in the faculty's



thesis dossier. This allows the students and staff to interact in relation to the proposal during the process leading up to the final submission.

The first deliverable is a research proposal that needs to be handed in in January, followed by the oral presentation thereof to the full resident IPKM team in February. During the oral presentation session, students receive feedback and are assigned two supervisors. Three weeks later, they have to submit their re-worked proposal to their supervisors, incorporating the feedback received. In April and May, students choose to participate in one out of two submission rounds to receive feedback from their peers on the introduction and a first substantive chapter. All students provide feedback to two students on several aspects of writing a thesis, in line with the criteria reflected in the final assessment form used by the assessors for the final thesis. This assessment form is provided to the students in the form of a feedback rubric. In June, students need to defend their draft thesis before IPKM staff, in particular the supervisors.

Following this thesis defence in June, a first provisional assessment (pass on condition of major revision only; pass with medium revision; or pass with minor revision) is communicated to students during this oral defence and in writing, together with a concise synopsis of the feedback provided. Students then have time to finalise their work until the deadline 31st of August.

The students' submissions are automatically checked for plagiarism on three separate occasions: 1) the January thesis outline for the oral presentation, 2) the draft thesis for the June thesis defence, and 3) the final August submission. The full manuscript history and plagiarism reports are then available to the assessors. In the final evaluation, based upon the criteria set out in the standard Faculty evaluation form (Thesis Dossier), a second assessor will have the first opportunity to communicate her/his findings to the supervisor, who is then responsible for processing the final assessment prior to 30 September. The supervisor communicates this double assessment to the Education Office. In case the thesis is graded with a fail (lower than 6), it can be rewritten and resubmitted until 31 October. All theses submitted or resubmitted after the initial deadline of 31 August cannot be graded with a grade higher than 6.5. Theses graded with a grade lower than 5 cannot be resubmitted in rewritten form. These students will have to write a new master's thesis and will only be able to finish the master's through renewed effort in terms of research design and execution.

For the final grading the resident programme coordinators remain responsible for double checks, one in depth, and one marginal. In some limited cases an external supervisor is found to deal with certain topic areas that require specialist expertise. In this scenario, too, the resident co-supervisors remain responsible for final assessment and grading, while obviously taking into account the comments of the external supervisor. The above process ensures that supervisors are selected based on a collective decision following the presentation of proposals, and that the criteria for assessment are also clear to the students through the peer-review process. This means that evaluation and judgment is a progressive process making the final judgment more reliable and valid.

Standard 4: Realised learning outcomes

Professional orientation

LLM graduates have at their disposal sufficient academic and in particular legal skills to successfully compete for positions and participate in an international legal work environment in positions at:

- law and consultancy firms dedicated to IP law;
- research institutes and technology transfer offices;
- international economic institutions, such as the WTO and WIPO;
- national and international NGOs, such as Free Software Foundation Europe (FSFE) or the International Centre for Trade and Sustainable Development (ICTSD);



- European and national patent offices or trademark offices; and
- Industry associations and national or transnational innovative corporations.

MSc graduates have at their disposal sufficient academic, legal and in particular patent drafting skills to successfully compete for positions and participate in an international work environment in positions at:

- national and European patent offices (EPO) or bureaus of industrial property;
- research institutes and technology transfer offices;
- national and international NGOs such as the Free Software Foundation Europe (FSFE) or the International Centre for Trade and Sustainable Development (ICTSD);
- industry associations and national or transnational innovative corporations and knowledge-intensive industries (e.g. high-tech, ICT, nano-tech, biotech, life sciences and chemistry).

The fact that the intended learning outcomes and learning outcomes for the IPKM are reached is proven by the results of the multiple assignments students hand in on a weekly basis, their exams, and the master's thesis.

Masterthesis

One of the tools, if not the main tool, for establishing whether or not students have achieved the learning outcomes is the master's thesis. In writing the master's thesis, students integrate the knowledge and skills they have obtained during the programme. A high level of independence is expected from students. Several students have been able to use their master thesis as the basis for subsequent funded PhD research, and others have won prizes from professional bodies.

Realised learning outcomes

Considering the IP programmes offered at other universities, including our EIPIN partners offering a comparable programme, a conscious choice has been made to offer something unique, namely a programme on the interface of intellectual property law, technology and intellectual property management. This is reflected in the curriculum design and informs the choices made in respect of the courses offered. As is to be expected and necessary, all major areas of intellectual property law are covered (patent, trademarks and unfair competition, copyright, design law), but the programme places a somewhat stronger emphasis on patent law, and the interface between law, entrepreneurship, policy and strategic management of all intellectual property assets. In turn, the LLM-track's focus is predominantly on comparative litigation practice, whereas the MSc track's focus is perhaps even more strongly focused on the professional requirements of patent attorney practice.

The traditional professions for lawyers and patent or trademark attorneys are highly regulated. This means that IPKM has set its end terms according to the demands from the national bar associations and/or national or regional organisations for patent and trademark attorneys. The fact that our graduates are indeed hired to the positions described above demonstrates that IPKM offers the appropriate professional orientation. This is elaborated further below.

Demonstration of achievement of learning outcomes

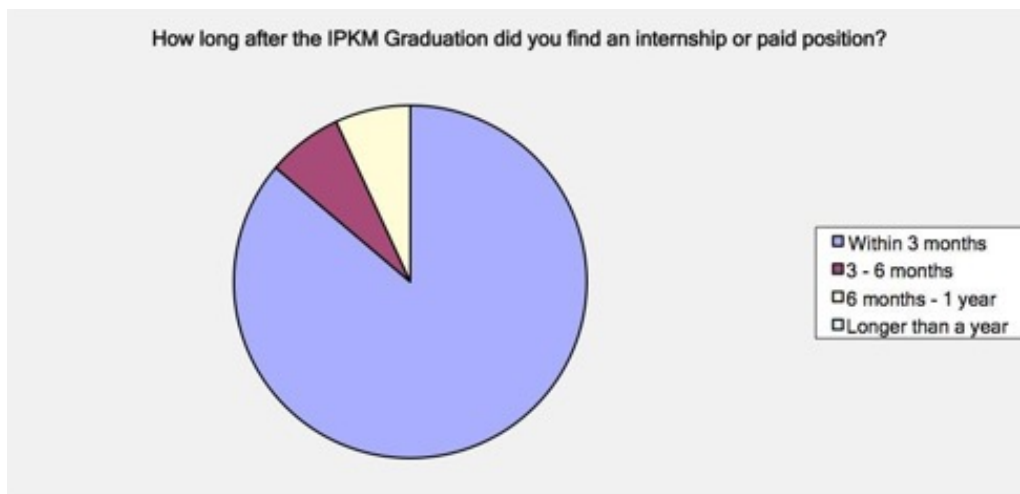
Over the years employer awareness of and satisfaction with the IPKM programme seems to be growing, as evidenced by repeated hiring of IPKM graduates (e.g. Philips IP and Standards, Hoyng ROKH Monegier, Darts-IP, etc.), the recruitment of IPKM graduates as PhD candidates in IP (e.g. Sciences Po, University of Nottingham, EIPIN-Innovation Society H2020 Marie Skłodowska-Curie EJD project), and the hiring of IPKM alumni by EUIPO following the conclusion of their internship.

Alumni of the IPKM programme have been surveyed in relation to their experiences of the programme and its relation to their first and current employment. Thirty individuals responded. Some key information is presented here, which shows that the programme's full-time graduates have been in demand and successful in terms of

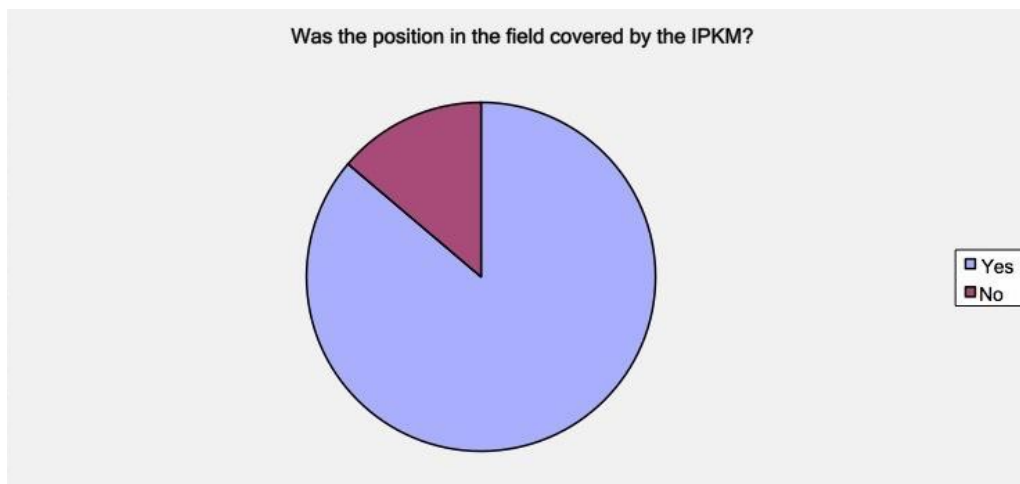


finding employment in the sector covered by the programme. It also shows that well over 80% of the respondents found the IPKM helpful for their career and that almost 100% would recommend the IPKM to a peer or student.

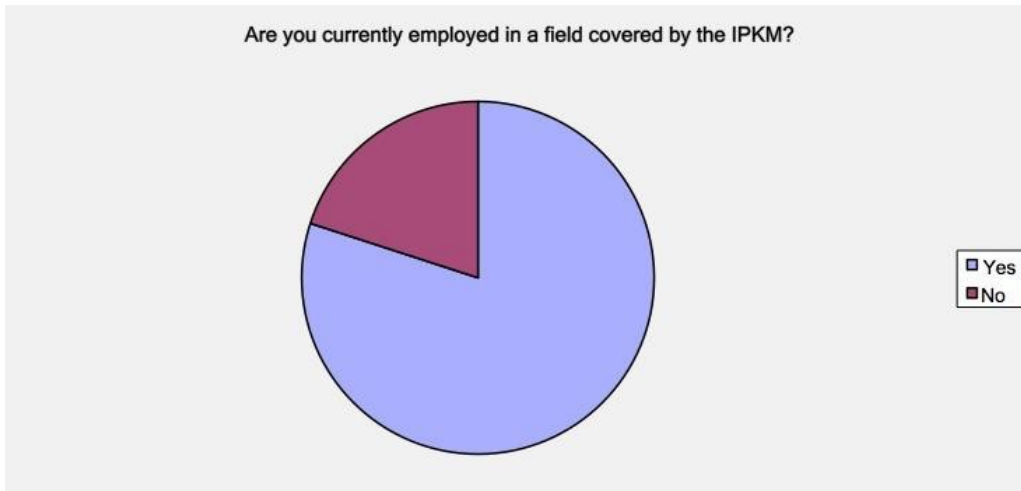
The outcome of the IPKM alumni survey indicates that there is a strong correlation between having successfully completed the IPKM programme and finding employment in a function related to intellectual property and knowledge management. The function descriptions that the alumni themselves give furthermore indicate that the level of knowledge and skills that they obtained through the programme is highly appreciated by employers. Alumni who were already employed have indicated that the programme advanced or fundamentally altered their career perspective. This is most apparent with candidates holding degrees in science and technology, who describe the programme as life changing. The appreciation by alumni and the professional field truly underscores the added value and unique properties of the IPKM programme.



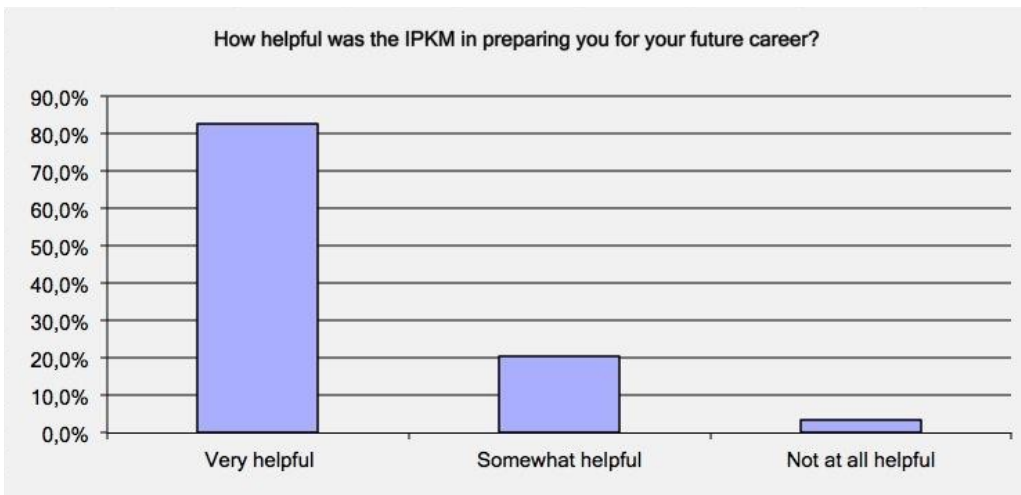
Within 3 months 86.2%; 3–6 months 6.8%; 6 months–1 year 6.9%; longer 0%



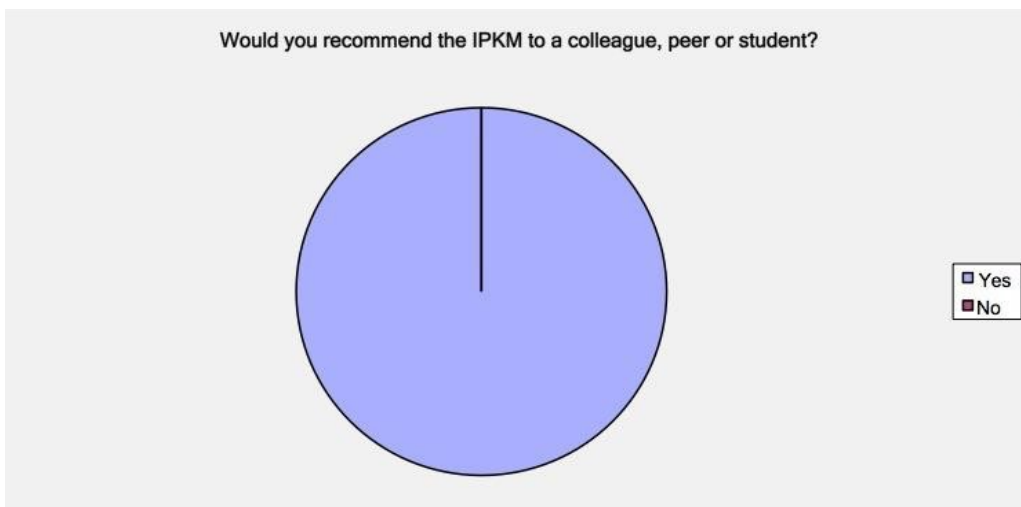
Yes 86.2%; No 13.6%



Yes 80%; No 20%



Yes 100%





4. Student chapter

The student chapter of the IPKM programme aims to showcase the students' perspective on the program, including their evaluation of the alignment with intended learning outcomes (ILOs), teaching methods, assessment practices, and achieved learning outcomes. This chapter was curated by student representatives from the IPKM programme. To obtain a comprehensive understanding of students' experience and satisfaction with the IPKM LLM and MSc, the three student representatives created a questionnaire consisting of open-ended questions. These questions were designed to allow students to freely express their thoughts and opinions while aligning with the aims and objectives of the four program standards, as well as the overall performance and outcomes expected. The responses obtained from the questionnaire guided and specified the student representatives' contributions to the report. If desired, the questionnaire and its results can be provided upon request.

Standard 1: Intended learning outcomes

The Intended Learning Outcomes (ILOs) of the IPKM programme are geared toward the specialization in the framework of Intellectual Property law and the exploration of the interface of intellectual property law, technology, and intellectual property management. Through this programme, students are expected to gain a thorough understanding of the legal principles and concepts and develop skills in technology management, including innovation management, technology transfer, and licensing. By focusing on practical exercises, students are expected to analyse and critically evaluate complex intellectual property issues and disputes, and to apply legal principles and concepts to real-world scenarios. All these aspects were clearly set form the IPKM's description, and the students felt to have advanced in these regards. The programme also emphasizes the development of communication, and teamwork skills as well as cross-cultural and interdisciplinary competencies, to prepare students to work effectively in a global and diverse business and legal environment.

The Advanced Program of Intellectual Property Law and Technology Management at Maastricht University offers two different tracks for students to pursue: the LLM track and the MSc track. The first is designed for students with already a legal background wishing to enhance their skills in intellectual property matters, whereas the latter is directed to those wishing to pursue careers as practicing patent attorneys, having already a technical background. This distinction is also relevant as to the ILOs of the respected tracks. The LLM programme aims to equip students with the academic and legal skills to successfully compete for positions and work in an international legal environment by focusing on litigation practice and proceedings. The MSc track aims to provide students with patent prosecution and patent litigation focusing on European jurisdictions.

Reflecting on the student experience, the students think that the ILOs of the programme were met. The curriculum (as explained under standard 2) seems to provide for both the academic skills, as elaborated during the one-year programme, and the soft skills through the PBL system approach.

Standard 2: Educational learning environment

Starting with the language of instruction, the choice of English is very well-justified in light of the highly international student body. The diversity is not only in terms of nationality but also in where the students are placed in their professional development. Some come right out of an undergraduate programme whereas others have been working for over 20 years. Combined with the cultural diversity, the use of English makes the most sense. The teaching environment also supports the students to develop their legal English skills in overt and subtle



ways. The students follow sessions organised by designated staff from the Faculty and the UM Language Institute to learn best practices with respect to academic writing, methodology, and research.

With respect to curriculum, the modules are tailored to the intended learning outcomes and updated with the latest developments in IP law. The teaching methods and tools are diverse, ranging from a Socratic method to a more PBL/CCCS approach reliant on prior student preparation. The teachers invariably provide sufficient guidance, possess both practical and academic knowledge, and are approachable.

In terms of improvements, the study load is considerable but that is not an issue because an Advanced Master's is expected to be intensive. However, the course planning team could decide the number of and deadlines for assignments in advance and communicate this to students. For the most part, this was done but where it was not, there were unexpected updates on the Assignments page, which unforeseeably increased the study load. Scheduling is a major issue with the programme because dates and times (of classes) are frequently changed, causing uncertainty and confusion among students. Once again, the planning groups know of this and do inform us in advance of the right channels to stay updated with the latest version of the schedule. They also explain the reason for the abrupt changes, so it is understandable. However, such changes should be minimised as much as possible.

Coming back to some positives, the thesis supervision process is remarkable and very inclusive. It should serve as a model for master's programmes. The students are trained in legal English and methodology prior to any submission of a thesis proposal. Moreover, they are encouraged to find topics from a very early stage and all members seem to have an open-door policy on this point. The thesis proposal is seriously reviewed, leading to constructive feedback. There is a second opportunity to submit thesis proposals for those who were not able to secure a topic in the first attempt. This is to be lauded because it helps the student find the best fit and normalises 'not getting it right straight away'. At the same time, the deadlines are tight enough to discourage procrastination. Expectations are clearly communicated, and one-to-one lines are established between each student-supervisor pair.

For the MSc track, it focuses on patent prosecution in Europe, including the procedural aspect and substantive aspect. In addition, it also emphasises the differences in different technical fields. Most of the lecturers are patent attorneys with different technical backgrounds, who provide more practical experience. Further, because the MSc group is relatively small, the interactions between teachers and students are more efficient and effective.

Standard 3: Assessment

The course assessment methods are, in general, followed and the instructions are clear from very early on in the course period. The level of detail in model answer/rubrics is not consistent across courses and needs to be aligned on a programme level. This would also help the students learn from their past mistakes, which would be useful for subsequent assessments because the modules build upon each other throughout the year.

On two occasions, the information on the UM webpages did not correspond with the final assessment decision, so this is also something that can be improved. In an intensive master's programme, the students need to have a realistic estimate of workload and contradictions may skew their expectations for the worse.

The programme utilises a variety of assessment methods: written assignment, in-class assignments, mock trials, presentations, and interactive discussions. This helps the students develop soft skills by challenging them in different ways. The criteria are clearly explained, and students are able to recognise the feedback in most cases.



Standard 4: Realised learning outcomes

Given that the programme currently is ongoing, the last standard is to be assessed based on the experience gathered so far, as well as informal alumni communication that occurred both independently and through their visit in “Young Expert Lectures” presenting their current professional journey. The majority of students present a positive reflection of the IPKM experience. More precisely, as far as preparedness to enter the job market is concerned, the students acknowledge that the academic skills acquired are to be considered assets, mainly in the European job market.

Another positive notice is the participation of the IPKM programme at the Pan-European Seal Professional Traineeship Programme, a joint initiative of European universities and intellectual property organisations. More specifically, selected students have the chance to apply for a year-long, paid traineeship at the EUIPO and EPO. In addition to that MSc track obtains six-month remission of European qualifying examination, which shortens the training period of being a European patent attorney. Therefore, a considerable amount of connection is present between the academic environment and the job market. The EUIPO and EPO traineeship are reserved for nationals of EU and EPO States, respectively; however, this is not something that can be influenced by the institution, so this should not detract from the merits of these opportunities.

In this context, the Expert lectures offered by the programme is an important plus factor. Guest lectures, experts in the field, among which litigators, experts or members of IOs, are presenting topics of their expertise and encourage students to participate interactive sessions and round tables to obtain insides in the sector.

Final remarks

Strong Points:

- ILOs aimed at developing academic, professional, and soft skills.
- Tailored modules meant to fulfil the ILOs.
- Dedicated thesis writing track combined with personalised feedback and supervision.
- Small scale classroom and effective communication between teachers and students.
- Assessment is generally clear from course description.
- Programme participates in numerous traineeship programmes.
- Expert lectures organised at regular intervals with the opportunity to network with these lecturers afterwards.

Challenges:

- More feedback on the examination results.
- More professional life sharing.
- Better analogy between MSc students and LLM students.

Enhance the communication of student’s responsibilities especially in relation to guest lecturers.



5. Global SWOT analysis

The SWOT analysis reflects the realities in terms of strengths, weaknesses, opportunities and threats that the IPKM programme faces in presenting a multidisciplinary perspective on the role of intellectual property law in stimulating innovation and creativity at regulatory and firm level. The programme prepares graduates for careers as highly specialised lawyers, in-house counsel, trade mark and patent attorneys, policy consultants, and innovation managers. To do so, the programme needs to foster an understanding of science and technology, international and domestic law and dispute resolution, and the management of research and development from lab to market.

Strengths

- IPKM-LLM/MSc has a unique multidisciplinary profile in which lawyers and scientists come together, and issues are approached from a knowledge management angle as well as from an intellectual property law perspective, thus providing learning outcomes at professional and academic level (standard 1);
- There are distinct tracks for LLM and MSc students enabling them to specialize towards international litigation and licensing practice (LLM) or towards patent attorney practice (MSc). This is reinforced by a thematic and distinct focus on the LLM or the MSc thesis (standard 1);
- The learning outcomes are integral to the curriculum's design, seeking complexity, fostering critical understanding of intellectual property as a complex adaptive system, and cooperation between disciplines (standard 1);
- The language of instruction is English, as this is the official language common to international organisations dealing with intellectual property administration and dispute resolution, such as the World Intellectual Property Organization, the World Trade Organisation, the International Union for the Protection of New Varieties of Plants, the European Patent Office, and EU agencies and common court(s), such as the EU Intellectual Property Office, the Community Plant Variety Office, the Unified Patent Court and the Court of Justice of the EU (standard 2);
- The programme provides mandatory training on “Legal English and Methodology”, so that both student groups become conversant with the jargon, level and expectations related to writing and articulating legal arguments that invariably will contain technical and scientific terms, as well as economic and management concepts. This course is supported by the UM's language institute that provides training and feedback to improve the participants' individual writing style (standard 2);
- The problem-based learning outcomes cover multiple jurisdictions within and outside of Europe, and seek to address diverse innovation systems and industry sectors where human industrial and intellectual creativity is concerned (standard 1);
- The students are actively encouraged to steer their own learning process through interaction with peers in possession of a law degree or a degree in science or engineering, as well as with teachers hailing from practice, the judiciary and academia, all having widely diverging cultural, legal or disciplinary backgrounds (standard 2);
- By steering their own learning process, both individually and in class assignments, several students can reflect well on the strength and weaknesses of the programme, and feel free to communicate their views either individually, or through the IPKM programme committee, so that feedback can be constructively used to improve the programme, but also the class environment (standard 2);
- The programme is embedded in an international network that includes the European IP Innovation Network (EIPIN), the EUIPO, the EPO, the Institute for European Studies of Macau (IEEM), and a partnership for an optional annual student exchange seminar with Autónoma Madrid and Queen Mary University of London, this enhances the international classroom experience and outlook (standard 2);
- IPKM courses are assessed on the basis of a combination of collective and individual assignments, and an individual concluding exam. To prevent free-riding, group work is limited to three individuals (in common courses typically one MSc and two LLM students), each having the ability to identify their individual contribution (standard 3).



- The guidelines for making and grading assignments are set and communicated uniformly, and feedback is provided (standard 3);
- Assignments are most commonly set by professional practitioners in intellectual property, meaning that a close approximation of actual and current scenarios is possible. This is evidenced by the assessment in real-life scenarios, such as mock trials, negotiation and licensing exercises, contract and patent drafting, etc. (standard 3);
- The programme has a professional orientation that is supported through the founding membership of the Pan-European Seal Professional Internship programme (PES). This has resulted in a steady placement of graduates for a one-year paid internship at the EUIPO and EPO, even though these are competitive hiring processes (standard 4);
- The professional orientation that is further supported by providing elective access to the Innovator's Legal Aid Clinic (TILC), offering the opportunity to gain experience in client counselling. The TILC's newsletters on recent IP developments "Friday Fortnightly" that is compiled and written by current IPKM students and alumni is attracting a growing readership in professional circles;²
- Most graduates (82%) tend to find employment within three months from graduation (standard 4);
- IPKM is accredited by the European Patent Office (EPO) for remission of the professional qualifications requirements for admission to the European Qualifying Exam (EQE) for European Patent Attorneys. An EQE exam training is furthermore available to IPKM MSc graduates upon the successful completion of the IPKM (standard 4).
- Several IPKM graduates have advanced to PhD projects that were initiated during the IPKM at the UM, at other academic institutions, or through a H2020 Joint European Doctorate project led by Maastricht University (EIPIN-Innovation Society) under Marie Skłodowska-Curie grant agreement Number 721733.³ This is testament to the stimulation of independent research-driven nature of the advance master (standard 4).

Weaknesses

- Although the curriculum has been updated for the start of the Unified Patent Court system in 2023, it is not independently accredited to provide a UPC Litigation Certificate to European Patent Attorneys. It is imperative to continuously scan the needs of the professional market to assess whether there is a need or possibility to do so. At present this is not yet clear.
- The programme director tries to provide a more-or-less fixed planner for the entire year, which is then subject to minor variations only. However, many of the teachers are non-resident teachers hailing from practice, the judiciary and academia from all over the world. Although over the years this group has become relatively stable and reliable, the programme is nevertheless exposed to the risks associated with last-minute cancellation due to professional commitments (court appearances), travel restrictions, etc. This is an almost inevitable weakness, however, the quality of education is assured through the growing organizational attachment of the various offices and institutions to the program, so that replacement teachers can be quickly found. A clear and precise curriculum description as session level means that expert teachers can quickly step in as substitute teachers.
- Non-resident teachers sometimes have difficulties to provide feedback in a timely fashion, especially since they tend to be employed in industry, legal practice, the judiciary, or patent attorney firms. It is for this reason that teachers are asked to provide assignments and exam questions with feedback rubrics and answer keys.
- Despite attempts to establish a formal IPKM alumni association, this has not yet been established. There merely is an informal online community that, however, has been willing to engage actively in the program for the 15th anniversary of the programmes.

2 See the TILC LinkedIn page: <https://www.linkedin.com/company/80688873/>

3 EIPIN-Innovation Society was a funded European Joint Doctorate consortium of leading research and training centres in the area of intellectual property, with the objective to provide political leaders and stakeholders reliable conclusions and recommendations in the form of doctoral IP research on how to deal with the adaptive complexities of innovation cycles that secure economic benefits and uphold justice in the innovation society. See <https://cordis.europa.eu/project/id/721733>



Opportunities

- The COVID lockdowns have led to the creation of a recorded repository of lectures and knowledge clips, that has made the programme more robust. Even though face-to-face teaching is the norm, the use of ICT and new online teaching methods creates an additional layer of individual learning opportunities. The programme has started to make these materials available in an increasingly structured manner (standard 2).
- Centralized systems like TestVision make it possible to keep better track of exam questions, exam records, and assessment rubrics. This will make assessment more transparent over time, both for participating staff and students (standard 3).
- Given the success of the November 2023 '15 Years of IPKM' conference and the Friday Fortnightly newsletter,⁴ there is potential to set up an IPKM alumni association. In both activities the IPKM alumni have been active participants (standard 4).
- It is foreseen that a UPC Litigation Certificate Course that is run in cooperation with the Academy of European Law (ERA) in Trier provides the necessary building blocks for the IPKM to be accredited by the UPC Preparatory Committee, or to provide remissions towards obtaining such certificate, as only students with a background in science and technology need this for their professional career (standard 4).

Threats

- The limited number of full-time staff members, making coordination of the programme, individual courses, education and corrections a challenge. IPKM management seeks to find the funding to hire more full-time staff members (standard 2).
- Lack of timely feedback leaves students disappointed and furthermore compels the management to spend a lot of time in chasing after teachers or even repairing omissions of this kind. Teachers are systemically asked to provide timely feedback, but also for rubrics that allow for knowledgeable teachers to step in, or even for self-assessment (standard 3).

4 For the Friday Fortnightly publications, please visit <https://www.linkedin.com/company/80688873/>



Appendix I Intended learning outcomes

In light of the programme aims above and the teaching method used at the Faculty of Law:

1. Graduates will be well versed with concepts such as entrepreneurship, IP management, and the role of IP law in commerce, research and innovation policy.
 - a. Graduates of the IPKM **LLM** will have expertise on the legal and commercial aspects of IP and knowledge management, acquiring skills to work at an academic level in a European and/or transnational legal and policy environment in close interaction with colleagues holding a degree in science and technology. LLM students will be familiar with IP litigation in multiple jurisdictions and before unitary EU courts, international and European IP law, international IP treaties, judicial proceedings and jurisprudence.
 - b. Graduates of the IPKM **MSc** will have expertise on the scientific, economic and commercial aspects of knowledge creation, patent drafting, and commercialisation. They will acquire the relevant skills to work at an academic level in an international, multicultural environment as European patent agents, national patent agents, or officials of the European patent office or other European or international governmental and non-governmental organisations in the field of intellectual property and knowledge management, in close interaction with colleagues holding a degree in law. MSc students will be familiar with the role of patent drafting for the purpose of commercial strategies and international patent litigation.
2. Graduates can apply the knowledge and skills obtained by defining, analysing and solving complex problems, especially at the interface of law, innovation, culture, competition, and science and technology. They are flexible and can easily adapt to new situations, both at the level of substantive intellectual property law as well as in the unlocking and exchange of information on national, regional and international law and policy for cultural, intellectual, and industrial creativity. They have written an academically sound master's thesis based on independent research. They can express themselves clearly in both oral and written form at an academic and professional level.
3. Graduates have been trained in formulating and articulating their conclusions to reflect an open-minded but critical and scientific attitude. They have learned to distinguish between ethical, economic, policy and legal arguments and take account of different, sometimes conflicting interests. They are able to synthesise different points of view into a legally relevant, academically sound conclusion.
4. Graduates have learned how to cooperate at a professional and academic level and have gained experience in playing different parts in teams comprised of lawyers, economists, social scientists, and participants holding a degree in science and technology. They can comprehend legal texts and judgements, as well as the legal significance of registered rights, most notably inventions disclosed in patent documents. They can convey their understanding to, and exchange views on the relevant issues with a professional or non-professional audience.

Appendix II Curriculum Overview & Course descriptions



	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	
Common courses	Principles of Intellectual and Industrial Property Law (LAW5013) – 5 EC	Law of Trade Marks and of Geographical Indications (LAW5015) – 5 EC	EPC Claim Interpretation (LAW5031) – 2 EC	Patent Law II (LAW5018) – 4 EC			
	Copyright and Related Rights (LAW5014) – 5 EC	Patent Law I (LAW5016) – 5 EC	Intensive on EU Trade Marks and Community Designs (LAW5050) – 3 EC				
	Legal English and Methodology (LAW5091) – 0 EC						
	Master Thesis IPKM (LAW5095) – 6 EC						
LLM	IP Enforcement and Procedure (LAW5028) – 3 EC		Global Policy and Economics of IP Law (LAW5026) – 2 EC	Comparative IP Litigation (LAW5027) – 5 EC	Technology Transfer and Transaction Practice (LAW5029) – 5 EC		
MSc	IP and Life Sciences (LAW5032) – 2 EC	IP and Computer Science (LAW5033) – 4 EC	EPC Procedure (LAW5022) – 2 EC	EPC Claim Drafting (LAW5034) – 4 EC	EPC Opposition (LAW5035) – 2 EC		
Electives		Intensive on the Law Against Unfair Competition (LAW5052) – 3 EC	Intensive on Plant Variety Protection and Biotechnology (LAW5049) – 3 EC	Intensive on Intellectual Property Institutions and Adjudication (LAW5053) – 3 E	IP Entrepreneurship and Management (LAW5036) – 4 EC		
				Intensive on Intellectual Property in Asia (LAW5047) – 3 EC	Competition Law and IP (LAW5020) – 3 EC		
		Annual IEEM IP Seminar and Professional Update, Macau (LAW5025) ⁵ – 3 EC		Intensive on Intellectual Property in the USA (LAW5046) – 3 EC	Intellectual Property Overlaps (LAW5019) – 3 EC		
					Intensive on Intellectual Property and Sustainability (LAW5054) – 2 EC		
	IPKM Mock Trial Competition (LAW5037) ⁶ – 2 EC						
	IPKM Honours ⁷ – 2 EC						
Internship IPKM (LAW5595)							
Upon request to the programme Director and following approval by the Board of Examiners, modules offered in the context of IPKM may be chosen as elective. This includes mandatory MSc or LLM courses, but can be further extended to courses offered at the Brightlands campuses.							

5 Subject to availability

6 Subject to availability

7 Subject to availability



Appendix III Match to NLQF and EQF

The aims and intended learning outcomes of the Master in Intellectual Property Law and Knowledge Management, as set out under standard 1, can be matched to the accepted Dutch Qualifications Framework (NLQF) and European Qualifications Framework (EQF) for master's degrees. Please find a further elaboration of the intended learning outcomes and their relation to the NLQF and EQF below.

1. Knowledge and understanding

Different aspects of property acquisition and protection in international, European, regional and national perspectives are systematically taught, discussed, and practiced in case studies and mock trials throughout the IPKM programme. The programme is taught by resident and non-resident experts hailing from academia, international institutions, valuation, technology transfer, IP management, and legal, taxation, or patent attorney practice. It builds on the students' knowledge and understanding acquired at bachelor's and master's level, as well during employment. The case studies, assignments and mock trials are specially designed to tap the expertise of individual IPKM students who, after all, have qualifying degrees in law, economics, political science, or science and technology, resulting in:

- a. an in-depth understanding of IP law and procedures and practical skills related to intellectual property, especially where litigation, enforcement, legal advice and IP management is concerned;
- b. a critical appreciation of the role of IP law in the context of policy questions and knowledge management issues, such as the role of IP law in commerce, research and innovation, access to health, sustainable development, the validation of knowledge, the registration of IP, transfer of technology and management and commercialisation of all human cultural, intellectual and industrial creativity;
- c. the identification of knowledge about the major research questions and research results regarding IP law and knowledge management issues; and
- d. intricate knowledge and skills in specific areas of IP law and knowledge management, connected to specialised modules and the master's thesis.

2. Applying knowledge and understanding

The application of knowledge and understanding is trained inter alia by making use of practical assignments, case studies and mock trials in teaching specific subject matter. Usually, real-life cases are adapted for these teaching purposes in a way that compels students to enhance and deepen their prior knowledge of the subject area, while learning from the prior knowledge of colleagues with a background in another jurisdiction, or with a completely different skill set than their own. To the extent that is possible and useful, the assignments, case studies and mock trials are related to current research and academic discourse, resulting in:

- a. knowledge of research methods and techniques in the field of IP law and knowledge management;
- b. familiarity with the gathering of European and international documents in IP through various digital sources and other databases;
- c. an ability of self-directed problem-solving acquired through case studies and exercises in the contexts of specific courses and modules;
- d. the ability to conduct independent academic research in a critical manner, exemplified by the master's thesis; and
- e. critical and independent reflections on research results and interpretations thereof concerning IP law and knowledge management issues.

3. Making judgements

Integral to Problem-Based Learning (PBL), students are taught by means of a challenging Socratic methodology involving problem-solving of intellectual property and knowledge management issues in a multidisciplinary setting,



they are continuously challenged by their teachers and their peers. They thereby become accustomed to translating prior and textbook knowledge into sound judgements. Through their master's thesis, students furthermore demonstrate their ability to form their own opinion on complex issues involving intellectual property and knowledge management, considering the wider societal context, ethical, policy and commercial dimensions, resulting in:

- a. the capability to review all one's own knowledge in a critical manner;
- b. an attitude of critically appreciating the role of IP law and different policy areas, question the merits as well as the disadvantages thereof; and
- c. the acquisition of an attitude to innovate academic and practical skills continuously in a constantly and rapidly globalising world.

4. Communication

The teaching method of Maastricht University is based on PBL, which also forms the basis of teaching in the IPKM. Pbl requires inviting multidisciplinary contributions from the different students, resulting in an environment where students are systematically and continuously trained in their communicative and cooperative skills, resulting in:

- a. communication in English, both orally and in writing, of the results of study to a public of academic peers followed by critical discussions;
- b. logical reasoning from various perspectives (the different national systems of protection of intellectual property law, the different policy areas related to IP law and the different areas of IP law, multidisciplinary perspectives);
- c. the ability to use modern means of communication, such as Internet discussion boards (Canvas), online peer-review (Feedback-Fruits) etc.;
- d. use of an interactive learning environment, requiring active discussions of peer groups among themselves (including multidisciplinary backgrounds) and with researchers; and
- e. the ability to work in teams, as required by the education method.

5. Learning attitude and skills

During the programme, students are expected to formulate their research questions and conduct their research autonomously. The writing of weekly assignments, the delivery of presentations and mock trials, as well as the writing of the master's thesis increasingly requires the highest level of autonomy and self-management of the student. Because of the multidisciplinary and international challenges that innovation law and policy bring, students are forced to turn to one another for advice while making use of the educational background and experience of their peers, resulting in:

- a. an autonomous and critical attitude towards IP law and knowledge management issues based upon the critical appreciation acquired in the course of their studies;
- b. the ability to work in international, multicultural, and multidisciplinary environments;
- c. the ability to interact and work in close corporation with people from different cultural and scientific backgrounds;
- d. an attitude to engage in a broad network of peers and to maintain contacts.

Appendix IV MATRIX IPKM



Dublin Descriptors	Intended learning outcomes	Common Core								LLM				MSc				
		Principles of Intellectual and Industrial Property Law	Copyright and Related Rights	Law of Trade Marks and of GIs	Patent Law I	EPC Claim Interpretation	EU Trade Marks and Community Designs	Patent Law II	Thesis	IP Enforcement and Procedure	Global Policy and Economics of IP Law	Comparative IP Litigation	Technology Transfer and Transaction Practice	IP and Life Sciences	IP and Computer Science	EPC Procedure	EPC Claim Drafting	EPC Opposition
knowledge and understanding	in-depth understanding of IP law	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	-
	critical appreciation of the role of IP law and IP management	-	-	-	X	-	-	X		X	X	X	X	X	X	X	X	-
	identification of knowledge major research IP law and KM	X	-	-	X	-	-	X		-	-	X	X	X	X	X	X	X
	specialised knowledge and skills in specific areas of IP or KM	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
applying knowledge and understanding	knowledge of research methods in the field of IP and KM	X	X	X	X	X	X	X	Legal English and Methodology + Depends on subject	-	X	X	X	X	X	X	X	X
	gathering European and international documents	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
	self-directed problem-solving	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
	conduct independent academic research	X	X	X	X	-	X	X		X	X	X	X	X	X	X	X	-
	critical and independent reflections on research results	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
making judgments	review one's own knowledge in a critical manner	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
	critically appreciating the role of IP law and policy areas	X	X	X	X	X	X	X		X	X	-	X	X	X	X	X	X
	attitude to innovate academic and practical skills	X	X	X	X	X	X	X		X	-	X	X	X	X	X	X	X



		Principles of Intellectual and Industrial Property Law	Copyright and Related Rights	Law of Trade Marks and of GIs	Patent Law I	EPC Claim Interpretation	EU Trade Marks and Community Designs	Patent Law II	Thesis	IP Enforcement and Procedure	Global Policy and Economics of IP Law	Comparative IP Litigation	Technology Transfer and Transaction Practice	IP and Life Sciences	IP and Computer Science	EPC Procedure	EPC Claim Drafting	EPC Opposition
communication	study results to public of academic peers	X	X	X	X	X	X	X										
	logical reasoning from various perspectives	X	X	X	X	X	X	X										
	use of modern means of communication	X	X	X	X	X	X	X										
	use of interactive learning environment	X	X	X	X	X	X	X										
	ability to work in teams	X	X	X	X	X	X	X										
learning attitudes and skills	autonomous and critical attitude	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	work in international, multicultural, multidisciplinary environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	work with people from different cultural backgrounds	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	engage in a broad network	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LLM Specific	overview of commonalities and differences of various IP systems, especially regarding acquisition, litigation and enforcement								X	X	X	X						
	understanding and insight in translating difficulties								X	-	X	-						
	understanding entrepreneurship IP management and transactions								-	X	-	X						
MSc Specific	overview of commonalities and differences of various IP systems, especially regarding acquisition, procedure, opposition and patent drafting													X	X	X	X	X
	understanding of importance of claim drafting for litigation purposes and KM													X	X	X	X	X
	negotiate one's way past the use of three official languages by the European Patent Office													X	X	X	X	X



Dublin Descriptors	Intended learning outcomes	Electives									
		The Law Against Unfair Competition	IEEM IP Seminar and Professional Update	Plant Variety Protection and Biotechnology	Intellectual Property Institutions and Adjudication	Intellectual Property in Asia	Intellectual Property in the USA	IP Entrepreneurship and Management	Competition Law and IP	Intellectual Property Overlaps	Intellectual Property and Sustainability
knowledge and understanding	in-depth understanding of IP law	X	X	X	X	X	X	X	X	X	X
	critical appreciation of the role of IP law and IP management	-	-	-	X	-	-	X	-	X	-
	identification of knowledge major research IP law and KM	-	-	-	-	-	-	-	-	-	-
	specialised knowledge and skills inspecific areas of IP or KM	X	X	X	X	X	X	X	X	X	X
applying knowledge and understanding	knowledge of research methods in the field of IP and KM	X	X	X	X	X	X	X	X	X	X
	gathering European and international documents	X	X	X	X	X	X	X	X	X	X
	self-directed problem-solving	X	X	X	X	X	X	X	X	X	X
	conduct independent academic research	X	X	X	X	X	X	X	X	X	X
	critical and independent reflections on research results	X	X	X	X	X	X	X	X	X	X
making judgments	review one's own knowledge in a critical manner	X	X	X	X	X	X	X	X	X	X
	critically appreciating the role of IP law and policy areas	X	X	X	X	X	X	X	X	X	X
	attitude to innovate academic and practical skills	X	X	X	X	X	X	X	X	X	X
communication	study results to public of academic peers	X	X	X	X	X	X	X	X	X	X
	logical reasoning from various perspectives	X	X	X	X	X	X	X	X	X	X
	use of modern means of communication	X	X	X	X	X	X	X	X	X	X
	use of interactive learning environment	X	X	X	X	X	X	X	X	X	X
	ability to work in teams	X	X	X	X	X	X	X	X	X	X
learning attitudes and skills	autonomous and critical attitude	X	X	X	X	X	X	X	X	X	X
	work in international, multicultural, multidisciplinary environments	X	X	X	X	X	X	X	X	X	X
	work with people from different cultural backgrounds	X	X	X	X	X	X	X	X	X	X
	engage in a broad network	X	X	X	X	X	X	X	X	X	X

Appendix V Staff



Since the previous accreditation, the IPKM staff has been enlarged with an extraordinary professor. The UM resident team now comprises:

- one full-time (1.0 FTE) professor of Intellectual Property Law acting as programme director (ancillary activity - deputy judge in the Court of Appeal The Hague);
- one full-time (1.0 FTE) associate professor of intellectual property;
- one full-time (1.0 FTE) assistant professor of intellectual property;
- one part-time (0.2 FTE) extraordinary professor of Intellectual Property Institutions and Adjudication (primary function - member of the Boards of Appeal of the European Patent Office);
- one part-time (0.2 FTE) extraordinary professor of Intellectual Property Litigation and Transaction Practice (primary function - practicing IP lawyer);
- one part-time (0.2 FTE) extraordinary professor of Entrepreneurship, Management and Technology Transfer of Intellectual Property (primary function - academic in health- and pharmaco economics, and entrepreneurship consultant);
- one part-time (0.1 FTE) assistant professor currently working in the USA and co-teaching the intensive IP and Sustainability.

Name	Position	fte	Degree / Title	Expertise
Engelen, Th.C.J.A. van	Extraordinary professor	0,0	Dr	Intellectual property litigation and Transaction practice
Kamperman Sanders, A.W.J.	Professor	1,0	Dr	Intellectual and industrial property law, Competition law, Trade law
Moerland, A.	Associate professor	1,0	Dr	Intellectual property law, EU external relations, WTO law
Heath, Ch.	Extraordinary professor	0,2	Dr	Intellectual property Institutions and Adjudication
Pugatch, M.P.	Professor	0,2	Dr	Economics, Intellectual and industrial property management, Innovation studies
Tyagi, K.	Assistant professor	1,0	Dr	Intellectual property and competition law
Shabalala, D.	Assistant professor	0,0	Dr	Intellectual property law and sustainability

In addition to the resident staff mentioned above, several non-resident teachers participate in the programme.