



## AN IP EDUCATION FIT FOR PURPOSE: WHAT SHOULD AN IP MASTER LOOK LIKE?

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**Рамальхо А. Належна освіта з інтелектуальної власності: якою має бути магістратура з інтелектуальної власності?** Усе більшої значущості набуває інтелектуальна власність — як у юридичних дослідженнях, так і в суспільстві, що зобов'язує нас переосмислити освіту в галузі інтелектуальної власності, й те, як ми можемо розробити ефективні магістерські програми, за якими будуть навчатись майбутні покоління професіоналів у галузі інтелектуальної власності для задоволення потреб ринку. Ця стаття розглядає можливе рішення у формі обговорення магістерської програми з інтелектуальної власності й управління знаннями, що проводить Маастрихтський університет.

*Ключові слова:* інтелектуальна власність, магістратура, освіта

Intellectual property (IP) is a topic of increasing relevance, both in legal studies and in society. From innovative start-ups to established R&D departments, technological developments take central stage. A real need for professionals who know how to tackle IP issues in a holistic fashion has arisen. This scenario brings challenges — but also opportunities — to students, researchers, and educators alike. This contribution will focus on a couple of those challenges and opportunities, and hopefully help fostering discussion on the effectiveness of IP education, and its adequacy to meet current demands.

The first challenge is to bridge the gap between IP education and the needs of society. IP education should be designed considering the real structures — industry, research institutes, and law firms, to name a few — that students must fit in once their studies are completed. More than ever, these structures demand multi-faceted IP professionals that can understand technical, legal and management issues. The next question is of

course how IP education can achieve this. A successful, multidisciplinary IP curriculum calls for great care when assembling a teaching team; it is not easy to form a diverse teaching group that remains nevertheless cohesive. As for students, such curriculum obliges them to step out of their backgrounds — their comfort zones — to communicate, work with and learn from people having different expertise. Students need to be open to learning from different experts and to engaging with other students who have diverse scientific backgrounds.

The second challenge is network and connectivity. No IP man or woman is an island. IP education providers ought to plant the seed of networks on which students can rely on during years to come. A sound network is key to work opportunities in the future, and also to continuous IP learning. Again, the question is how IP programmes can achieve this. The answer should lie not only on teaching design, but also on out-of-class activities geared towards network construction.



The Faculty of Law of Maastricht University has, since 2009, a programme designed to address these challenges: the Advanced Master in IP and Knowledge Management (IPKM). The IPKM comprises two tracks, an LL.M. and an M.Sc., which share common core courses in addition to the specialised courses of their respective tracks. Common core and specialised courses share the same teaching philosophy: Socratic teaching, problem-based learning using real-life cases, and a combination of individual and group assignments, such as policy-making briefs, case studies and mock trials. Among other things, this means that in the common core courses students from different backgrounds (lawyers, scientists, economists) need to work together and learn from each other, in order to reach a fitting solution.

In addition, the IPKM lays the foundations for students to build their own networks. Most courses are taught by a team comprising one resident lecturer and invited lecturer(s). Invited lecturers are highly distinguished academics from other universities or renowned professionals (patent attorneys, officers from in-

ternational IP organisations, etc). The IPKM also holds a series of Expert Lectures (open to the general public as well), where guest speakers present topical subjects. Moreover, a team of students is selected every year to attend a cycle of conferences organised together with IPKM partners in the European Intellectual Property Institutes Network (EIPIN). In the EIPIN context, students can engage with conference speakers, as well as with students and staff from other universities. Last but certainly not least, a number of internships at relevant IP organisations (such as the European Patent Office and the European Union Intellectual Property Office) are on offer, placing students at the very centre of the IP world.

With numbers of applicants to the programme increasing — and given the success of graduates in finding positions thereafter — it is safe to say that the IPKM has filled an important gap, bringing IP education closer to industry, lawmakers and academia. ♦

Надійшла до редакції 09.01.2017 р.

**Рамальо А. Надлежащее образование по интеллектуальной собственности: как должна выглядеть магистратура по интеллектуальной собственности?** Всё большую значимость приобретает интеллектуальная собственность — как в юридических исследованиях, так и в обществе, что обязывает нас переосмыслить образование в сфере интеллектуальной собственности, и то, как мы можем разработать эффективные магистерские программы, по которым будут учить будущие поколения профессионалов в области интеллектуальной собственности для удовлетворения потребностей рынка. Эта статья рассматривает возможное решение в форме обсуждения магистерской программы по интеллектуальной собственности и управления знаниями Мaaстрихтского университета.

*Ключевые слова:* интеллектуальная собственность, магистратура, образование

**Ramalho A. An IP education fit for purpose: what should an IP master look like?** Intellectual property's increasing relevance, both in legal studies and society, obliges us to rethink IP education, and how we can design efficient master programmes that will educate future generations of IP professionals to meet market demands. This article considers a possible solution in the form of discussion of the master in intellectual property and knowledge management provided by Maastricht University.

*Key words:* intellectual property, master program, education