Overview of RPEM

Ha Noi 23 November2017

Outline

- Introduction of RPEM

- Structure of the Training program

- Update of Progress

Introduction of RPEM

- Regional Patent Examination Training (PRET) Mentoring Program (RPEM), with the support of IP Australia, commenced in June 2017.

- The overall objectives:
  – Developing training framework and material,
  – Building internal training capacity,
  – Improving quality standards.

Introduction of RPEM (2)

- The first stage from June 2017 to June 2018 will focus on:
  - Designing and developing Competency-based Training Framework and Training material;
  - Improving the methodologies and skills of trainers (Train the trainer)
- The second stage will involve:
  - Implementation,
  - Quality management.

Structure of the Training Program

- The Training program for twelve month period has four phases:
  - Phase A: core concepts
  - Phase B: Technology specific and furthers and national practice
  - Phase C: searching
  - Phase D: on the job training

Structure of the Training Program (2)

- **Phase A- Core concepts**
  - Unit 1: Introduction
  - Unit 2: Patent Overview
  - Unit 3: Formality Exam
  - Unit 4: Construction
  - Unit 5: Clarity and Support Requirements
  - Unit 6: Unity
  - Unit 7: Novelty
  - Unit 8: Inventive Step
  - Unit 9: Intro to report writings (1st reports)
  - Unit 10: Assignments

Structure of the Training Program (3)

- **Each Unit of Phase A comprises:**
  - PowerPoint slides
  - Handouts
  - Assignments

Update of Progress

- **Overall target date for completion of Phase A – Core Concepts: 31 Jan 2018**

Kim Anh			
Item number	**Package Name**	**Start Date**	**Finish Date**
5.0	Unit 3: Clarity and Support Requirements (Art. 23.6 from Circular No.01-2007-TT-BKHCN 14/2/07)	16 Oct 2017	3 Nov 2017
8.0	Unit 6: Inventive Step	6 Nov 2017	17 Nov 2017
11.0	Unit 9: Assignment – Bottle Holder	20 Nov 2017	1 Dec 2017
13.0	Unit 11: Assignment – Foot rest	4 Dec 2017	15 Dec 2017

Mr Hai			
Item number	**Package Name**	**Start Date**	**Finish Date**
6.0	Unit 4: Unity & Divisionals	6 Nov 2017	15 Dec 2018
10.0	Unit 8: Modified Exam	18 Dec 2017	19 Jan 2018

Kien			
Item number	**Package Name**	**Start Date**	**Finish Date**
2.0	Unit 1: Patent Overview	16 Oct 2017	26 Jan 2018

Dao			
Item number	**Package Name**	**Start Date**	**Finish Date**
4.0	Unit 2: Construction	16 Oct 2017	3 Nov 2017
7.0	Unit 5: Novelty	6 Nov 2017	17 Nov 2017
9.0	Unit 7: Intro to report writing (1st reports)	20 Nov 2017	15 Dec 2017
12.0	Unit 10: Assignment – Lip Applicator	18 Dec 2017	5 Jan 2018

Update of Progress

- ## Train the Trainer

| Train the Trainer Calendar of training dates			
		Date	Day
Induction			
Induction VC		14-Nov-2017	Tuesday
Train the Trainer units			
Unit 1 VC Intro	Developing Training	21-Nov-2017	Tuesday
Unit 1 VC Review		12-Dec-2017	Tuesday
Unit 2 VC Intro	Planning and Delivery	09-Jan-2018	Tuesday
Unit 2 VC Review		30-Jan-2018	Tuesday
Unit 3 VC Intro	Assessment	06-Feb-2018	Tuesday
Unit 3 VC Review		27-Feb-2018	Tuesday
Unit 4 VC Intro	Evaluation and Continuous	06-Mar-2018	Tuesday
Unit 4 VC Review	Improvement	27-Mar-2018	Tuesday
Unit 5 VC	Wrap-Up	April 2018 TBC	

Thank you for attention!

IP Australia's Approach to Competency Based Training and Assessment

Baahini Sivakumar

RPET Manager, Mentor & Trainer

Australian Government
IP Australia

P — Patents
TM — Trade Marks
D — Designs
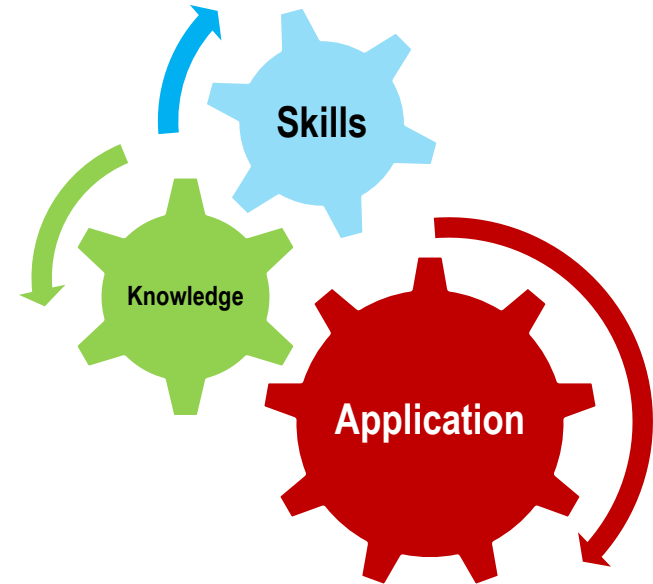PBR — Plant Breeder's Rights
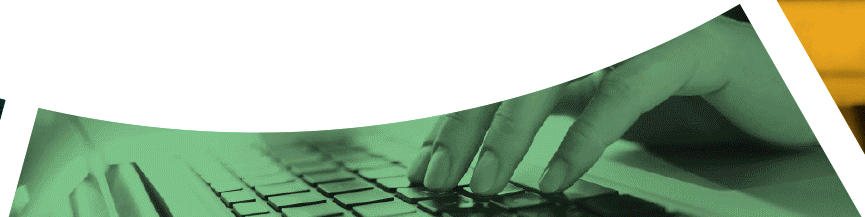
Competency Based Training & Assessment

- Mastery of knowledge and skills

- Clear objectives (competencies and skill sets)

- Learner focused - Self paced

- Recognition of prior learning

- Assessment based on ability to perform the competencies and skill sets

Competency Based Training and Assessment

Competency based training

training that is designed to provide the required skills and knowledge for a particular unit of competency or group of competencies

Competency based assessment

Assessment is the checkpoint to determine if the skills and knowledge required by the competency or group of competencies has been achieved by the trainee and can be demonstrated in the work environment to the required standard

CBT at IP Australia

IP Australia uses a competency based training and assessment (CBT) framework within the IP Rights Division to *recognise* and *benchmark* workplace competency.

This framework encourages staff to improve their knowledge and skills over time in order to:

- progress to more senior classification levels
- ensure that IP Australia nurtures and grows a talented and professional workforce that can deliver agreed business outcomes

Example Competency

Unit: IPAEXM503 - Apply legal, technical and procedural knowledge in the role of an Examiner

Elements	Performance Criteria
1. Identify relevant laws, tests and principles	1.1 Sources of legal information applicable to examination are identified 1.2 Legal precedents are identified and considered 1.3 Relevant sections of legislation are identified
2. Apply relevant laws, tests and principles	2.1 Relevant legal tests and principles are applied 2.2 Case law and legal precedents are applied
3. Work in accordance with organisational guidelines and procedures	3.1 Work tasks are completed in accordance with established office practice and legal framework 3.2 Organisational policy and manuals of practice and procedure are complied with 3.3 Relevant examination tasks are undertaken 3.4 Technical expertise is reflected in decisions

Competency Based Assessment

- Process of reviewing a trainee's evidence, usually presented in a 'portfolio of evidence', and making a judgment as to whether the established performance criteria for each unit of competency being assessed has been met.

- Evidence is information gathered by the trainee that demonstrates their skills and knowledge in relation to the units of competency being assessed.

- A decision or 'outcome' from the assessment process is that the trainee is either 'competent' or 'not yet competent' in relation to the unit or units of competency being assessed.

Principles of Assessment

- Validity
  - Assesses what it claims to assess; and
  - The outcome is supported by the evidence

- Reliability
  - Evidence presented is always examined the same way so that assessment results are comparable for any assessor conducting the same assessment with different learners.

Principles of Assessment

- ## Fairness

    - Individual learner's needs are considered during assessment;

    - Reasonable adjustments can be made to account for individual learner's needs;

    - The learner is informed about the assessment process and is free to challenge the assessment result.

- ## Flexibility

    - Use a range of assessment methods similar to job role;

    - Learners can negotiate some aspects of their assessment

Rules of Evidence

- ## Validity
  - The evidence provided by the learner must reflect the unit of competency being assessed.

- ## Sufficiency
  - The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

Rules of Evidence

- ## Authenticity

  - The assessor is assured that the evidence presented for assessment is the learner's own work.

- ## Currency

  - The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

IP Rights Examiner Program (IPREP)

Stage 1
up to 4 months

Stage 2
up to 8 months

Stage 3
up to 12 months

IP Rights Examiner Program (IPREP)

- 3 Stages with a progression point at the end of each stage
- 3 Skill Sets
  - Examination Skill Set
  - Communication & Decision Making Skill Set
  - Workplace and Administrative Skill Set
- At the end you get Acceptance Delegation

IP Rights Examiner Program (IPREP)
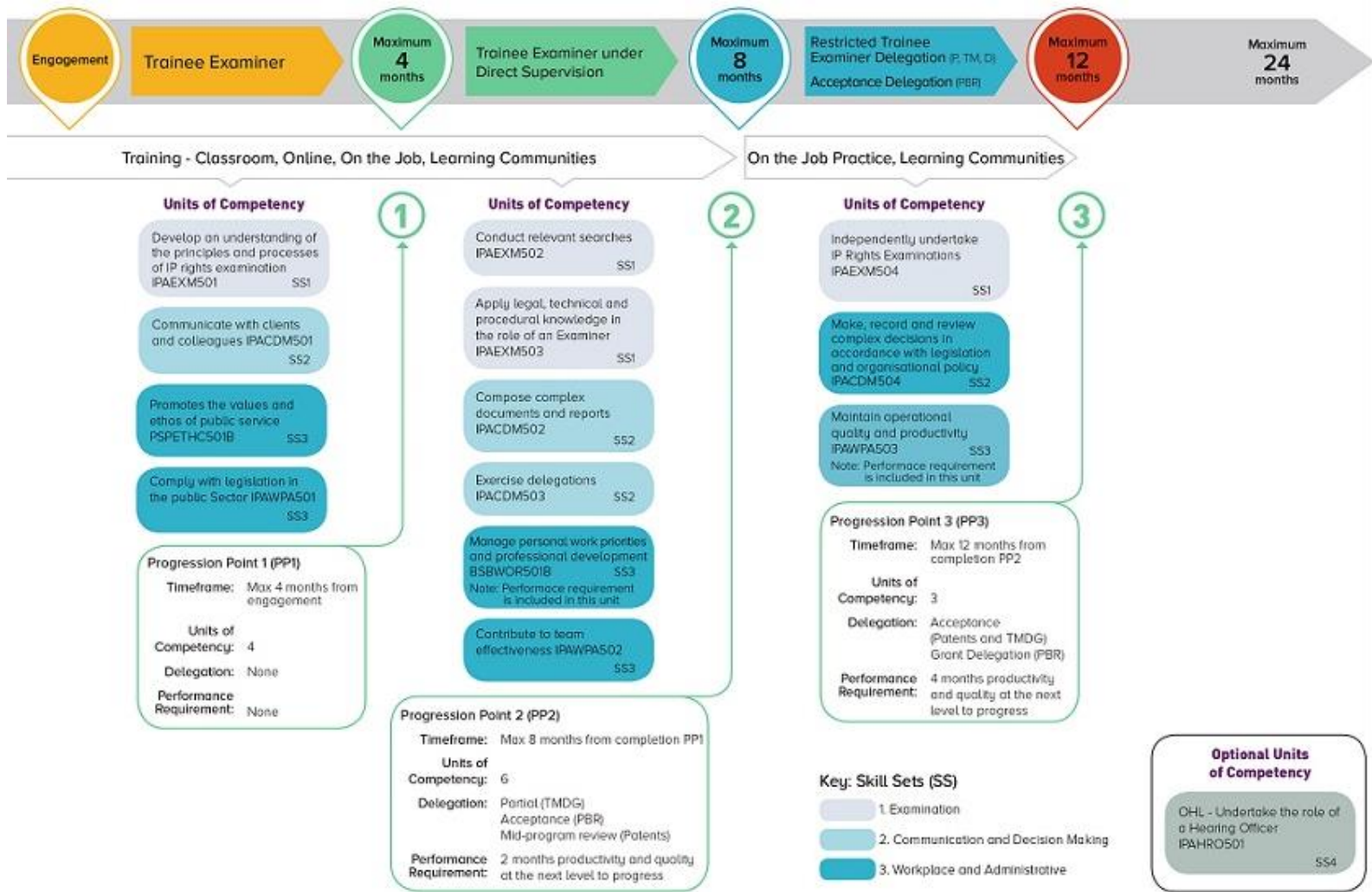
Stage 1

- Complying with the values, code of conduct and other legislation in the public sector

- Developing an understanding of the principles and processes of IP rights examination

- Verbal and written communication with clients and colleagues

Stage 2

- Conduct relevant search in the trainees' relevant technical field
- Apply legislative, technical and organisation specific procedures to the process of examining.
- Produce and edit reports of a complex nature relevant to the work of an Examiner.
- Apply other interacting legislation, policy and guidelines, and exercise delegations.
- Set and meet priorities, analyse information and using a range of strategies to develop further competence.
- Plan with the team to meet expected outcomes, develop team cohesion, participate in and facilitate the work team, and communicate with the management of the organisation.
- Trainees are now also required to examine real cases
    - To pass Stage 2, they need to demonstrate they can produce at a level of 60% of normal Examiner for 2 months

Stage 3

- Work independently in searching, conducting research and analysing information when examining applications.

- Apply legislative decision making process to make and justify decisions on complex matters and recording and reporting those decisions.

- Maintain operational quality and productivity in the role of an IP Rights Examiner.

- Trainees examine real cases
  - To pass Stage 3, they need to demonstrate they can produce at a level of 100% of a normal Examiner for 4 months

- Optional Courses to complete

The Assessment Portfolio of Evidence

- A typical portfolio of evidence collated by the trainee will contain evidence from a range of sources including:
    - A range of completed work activities
    - Work samples (cases) and relevant feedback sheets
    - Assessment activities and cases completed during participation at formal learning programs
    - Completed responses to Supplementary Assessment Activities
    - Supervisor report/s
    - Original or certified copies of tertiary and/or vocational qualifications
    - The trainee's CV/resume
    - Other documents that support the trainee's competence in one or more of the units of competency being assessed

Recognition of Prior Learning

- Formally recognise the existing skills and knowledge of trainees.
- Has the same level of rigour as the standard assessment process but may take less time because of trainee's prior education, training and/or work experiences
- The process involves:
  - Trainee self-assessment of RPL potential
  - The Training and Assessment Plan discussion
  - Development of the TAP
  - Portfolio of evidence developed
  - Workplace assessor makes an assessment decision
  - Trainee is notified of the assessment outcome

Assessing Skill Set

- The skill sets that apply for trainees include:

- Examination Skills (IPREP only)

- Communication and Decision Making Skills

- Workplace and Administrative Skills

The Skill Set Assessment Packs for IPREP includes Assessment Tools grouped by the above Skill Sets. Each Assessment Tool includes comprehensive guidance notes for Workplace Assessors and trainees, which have been mapped to the performance criteria and requirements of each unit of competency. The guidance notes outline what the trainee needs to demonstrate to be deemed competent.

The Assessment process

- **RPL** — Assess potential for recognition of prior learning
- **TAP** — Complete the training and assessment plan
- **Evidence** — Gather evidence for assessment
- **Assess** — Undertake progressive assessment
- **Outcome** — Determine final assessment outcome
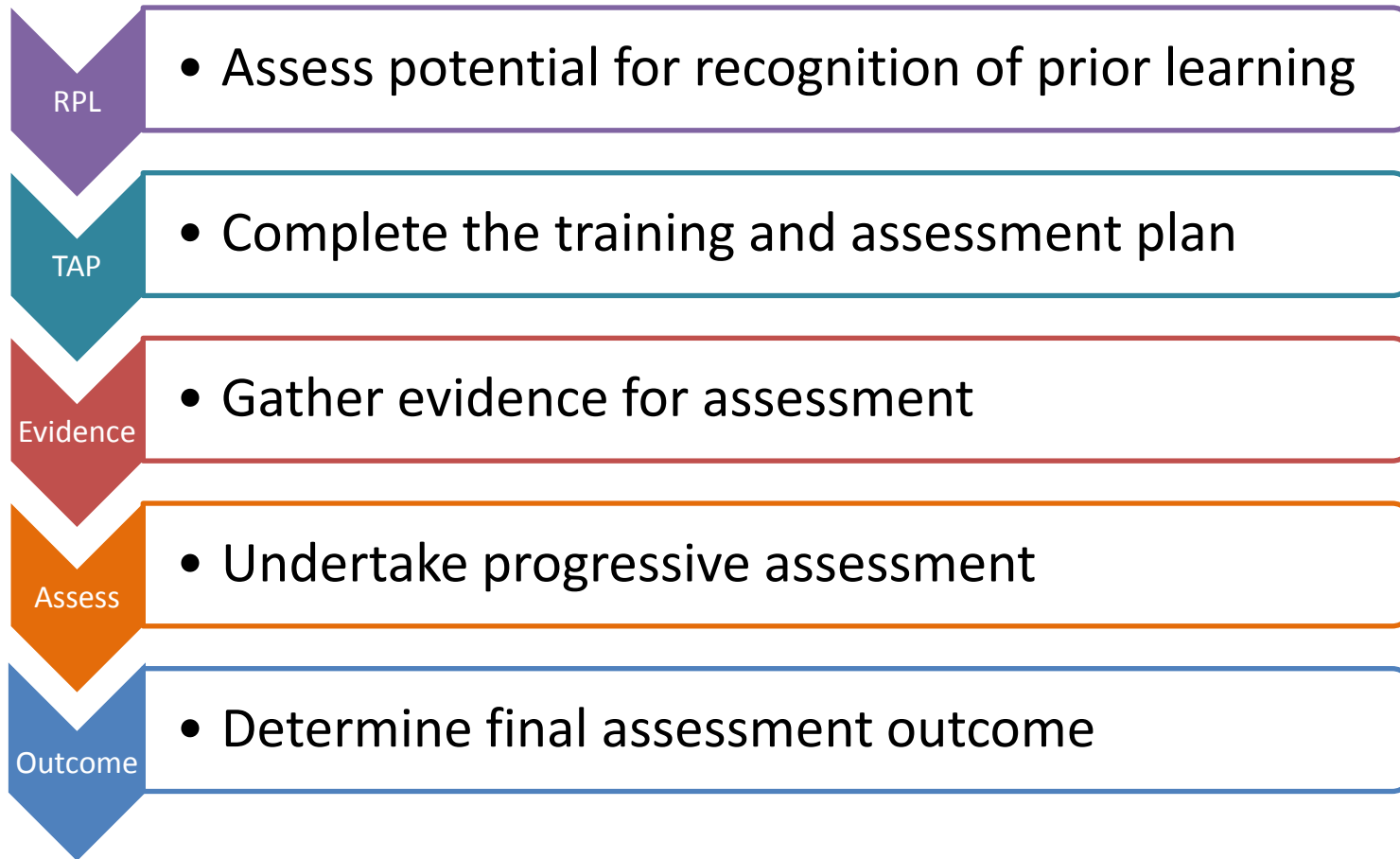
Maintaining Trainees' Performance

- Performance requirements' include meeting or exceeding the agreed:
  - Productivity (quantity)
  - Quality
  - Timeliness
  - Workplace behaviours - APS Values (ICARE) and APS Code of Conduct

- **Stage 2 trainees**
  - 2 months performance requirements at the required standards for Stage 2
  - Trainees must also maintain and continue to demonstrate competencies achieved in Stage 1
- **Stage 3 trainees**
  - 4 months performance requirements at the required standards for Stage 3
  - Trainees must also maintain and continue to demonstrate competencies and performance requirements achieved in Stage 2

Good Assessment requires

- Assessor training and qualification

- Moderation of results

- Assess a range of work

- Include assessment of "real" work

- Procedures for assessment developed

- Clear, equitable and consultative approach

Conclusion - Competency Based Training & Assessment

- While training is rigorous and structured it is **learner centred** with options to get RPL or to move ahead more quickly.

- Trainees have to demonstrate their competence **– assessment** is the key element

IP Rights Learning and Development Manual

3.10.2 What are performance requirements?

'Performance requirements' include meeting or exceeding the agreed:

- Productivity (quantity)
- Quality
- Timeliness
- Workplace behaviours - APS Values (ICARE) and APS Code of Conduct

Performance requirements must be relevant to the trainee's role and their CBT stage or program.

Performance requirements must be monitored and assessed in accordance with those agreed in the trainee's Training and Assessment Plan (TAP).

3.10.3 Who must achieve performance requirements?

Performance requirements apply to all staff, including trainees.

Performance requirements apply to IP Rights trainees in the following categories:

IP Rights Examiner Program (IPREP)

Stage 2 trainees

- 2 months performance requirements at the required standards for Stage 2 – linked to unit of competency BSBWOR501B
- Trainees must also maintain and continue to demonstrate competencies achieved in Stage 1

Stage 3 trainees

- 4 months performance requirements at the required standards for Stage 3 – linked to competency IPAWPA503
- Trainees must also maintain and continue to demonstrate competencies and performance requirements achieved in Stage 2

IP Rights Administration Program (IPRAP)

Patent Learning Community

Patent Learning Community: the Landing

Created by Ben Richards, last modified by Jerome Lay on Oct 16, 2017

Note: make sure you are logged in to Confluence or things won't work; use your LAN ID and password!

STEP 1 - Foundation

STEP: What's On in the STEP Life

Online Resources

STEP 2 - Advanced

Patent Trainee's Social Hub

Training Content Developers
Handy Hints & Tips

STEP 3 - Practice

The Coaches Corner

IP Rights Learning & Development Manual

STEP Project Material Feedback
General User Feedback click here

#socialhub

Coach's Corner

Patents Coaches Corner

Created by Jodi Lawler, last modified by Michelle Lussick on Jul 31, 2017

The workplace coach is central to the success of the STEP program. Training is about People and you are the people who will make this training great for our new Trainees.

STEP is a blended program. That means it relies on significant input from the coach for its success.

You must provide real examples from your section to complement the learning from the modules for the program to be effective!

Read more below in the Workplace Learning Guide below.

> Your Support Team

> Your Community

> Your Resources

- Assessment Tasks Model Answers
  - Assignment Feedback Sheets
- Workplace Coaches Sharing Space
  - Chemical Technologies Resources
- Workplace Learning Guide
  - 1. Welcome
  - 2. Introduction to workplace learning in the STEP program
  - 3. Workplace Coaches learning community of practice
  - 4. Coaches' checklist
  - 5. Detailed Guide to STEP units and workplace activities
  - 6. CBT assessment materials and related documents
  - 7. Knowledge Bank Questions
  - 8. Completing a stage in STEP

Coaching resources

Australian Government
IP Australia

CBT Coaching eLearning Suite

Created by Jennelle McAppion, last modified on Jul 18, 2017

What is Coaching at IP Australia	Coaches Toolkit What do I do?	Coaching Conversations
1	**2**	**3**

Module 1 of the CBT Coaching Suite - **What is Coaching** - explores the differences between a CBT Coach and a general workplace coach at IP Australia. It outlines how to become a coach, what support networks are in place and how to build basic coaching skills.

Module 2 of the CBT Coaching Suite - **Coaches Toolkit** - looks at the timeline and actions CBT Coaches should adhere to in order to effectively support a trainee going through the CBT process.

Module 3 of the CBT Coaching Suite - **Coaching Conversations** - examines how a CBT Coach can give appropriate feedback and advice through the use of verbal and non verbal communication techniques, active listening skills and targeted questioning.

Who to Communicate with and When	Coaching vs Supervising vs Mentoring	Coaching eLearning Suite
4	**5**	

Module 4 of the CBT Coaching Suite - **Who to Communicate With and When** - outlines the importance of communication between the CBT

Module 5 of the CBT Coaching Suite - **Coaching vs Supervising vs Mentoring** - explains the differences between each role type, the benefits of each role and

ANY QUESTIONS?

![Australian Government — IP Australia logo]

Contact us

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- youtube.com/user/ipaustralia