Monitoring & Evaluation of Training Programs of IP Academies/IP Training Units

Singapore

Multiple Stakeholders = Multiple Accountability Points

- IP Associations
  - Law Society (IP Council)
  - Asian Patent Attorneys Association (APAA)
  - AIPPI
  - Singapore Business Federation
  - Media Development Agency (MDA)
  - Workforce Development Agency (WDA)
  - Singapore Management University
  - Singapore University of Technology and Design
- Executive/External Education and Training Centres, Business Associations
  - NUS Extension
  - PSI Academy
  - Association of Small and Medium Size Enterprises (ASME)
  - Exploit Technologies (Commercialization arm of ASTAR)
  - Intellectual Property Office of Singapore (IPOS)
  - Singapore Polytechnic
  - Singapore Institute of Technology
  - Singapore Polytechnic
- Government Agencies
  - National University of Singapore
  - Nanyang Technological University
  - Singapore University of Technology and Design
  - Singapore Management University
- Institutes of Higher Learning
  - National University of Singapore
  - Singapore Polytechnic
  - Singapore Institute of Technology
  - Singapore Management University
- IP entities and service providers
  - Intellectual Property Office of Singapore (IPOS)
  - Singapore Polytechnic
  - Singapore Institute of Technology
  - Singapore Management University
- TTOs
  - Exploit Technologies (Commercialization arm of ASTAR)
  - Intellectual Property Office of Singapore (IPOS)
  - Singapore Polytechnic
  - Singapore Institute of Technology

Study Program on Human Resource Development in the Field of IP
Feb 2011, Japan
Accountability to Different Stakeholders

- Direct reporting to the governing and funding bodies
  E.g. IP Academy
  - Board of Governors – representing varied stakeholders
  - the Ministry of Law – funding agency

- Accountability to other external stakeholders for specific deliverables:
  - Other funding entities
    - E.g. for IP Academy includes government agencies who support specific activities such as industry training programmes
  - Partners
    - E.g. certificate conferring partner
  - Clients
    - E.g. for customized in-house programmes addressing specific needs

Performance Indicators

- Marketing indicators
  1. Size of contact database for particular sector
  2. Number of participants
  3. Number of organizations (indication of commitment of an organization which attends; organization contacts versus individual contacts)
  4. Number of new subscriptions
  5. Number of unsubscribed
  6. Number of ‘multipliers’ – supporting organizations who assist in marketing the programme

An academy’s ‘reach’ is its ability to get to its target audience.

A critical indicator of the value that the academy can provide to its stakeholders to ensure that there is effective delivery of programmes.
Performance Indicators

- Programme indicators
  - Feedback from participants on
    - Content
    - Delivery
    - Relevance
    - Tutor’s ability to communicate
  This feedback is consolidated and provided to tutors for further development of the programme and their delivery.

- Administration indicators
  - Feedback from participants with input from tutors and managers on
    - Customer service
    - Room set-up
    - Materials
    - Support of tutors

Performance Indicators

- Who is accountable
  - Indicators need to relate back to specific individual KPIs.
  - A key component of staff assessment for performance bonuses, and promotion.
  - E.g. IP Academy programmes process is from “cradle to grave” i.e. Each officer is in charge of a portfolio of sectors and is responsible for the indicators at each stage in the process.
Performance Indicators

• *Show me the money.*
  • Value not just indicated by the above indicators but the revenue generated from the programme as an indication of market relevance.
  • E.g. IP Academy:
    – Fees for higher level programmes are set at market value to recover a % of operational costs of the organization.
    – Programmes may not recover all indirect costs but have to recover direct costs before they are conducted.
    – Fees are an indicator of market interest and perceived value.

\[
\text{Perceived Value} = \text{Content} + \text{Administration} + \text{Delivery} + \text{Market Interest} = \text{Fees}
\]

Performance Indicators

• Setting expectations with client
  – Pre-planning meeting (immediate client – contracting person)
    • Input on intended audience including
      – Past experience in IP,
      – Levels (awareness – skills), and
      – Learning objectives targets.
    – Content development
      • Curriculum has to be signed-off by client.
    – Pre-course input from attendees (ultimate client – participants)
      • Issues of interest,
      • Scenarios that can be discussed, and
      • Expectations.
  – Delivery of post-programme report to client (for review by immediate client).
Programme Reports

• Individual programme reports submitted to management and clients (for contracted programmes).
• Reports include
  – Participant analysis
    • Past experience and current interest
    • Organization, department and level
    • Relevance of programme
  – Feedback analysis
    • Benchmarked to internal set standards
    • Justifications (if any) for non-achievement
  – Marketing report
    • Marketing undertaken and approach used
    • Sector response
  – Cost recovery and reasons if not achieved. Staff have to obtain
    • Input from sector and multipliers
  – Improvements proposed for next run

Programme Reports

• Other input and follow-up:
  – Tutors’ feedback on
    • Programme
    • Participants
    E.g. sponsoring companies may get a copy of the tutor’s input as to readiness of the participant for qualification (Patent Agent trainees)
  – 3-6 month post programme follow-up with participants
    • Extent of training impact on performance, and
    • If programme achieved stated outcomes.
Alignment to Recognized Competency or Curricula Frameworks

- Gain acceptance and assists an academy to get buy-in and traction with various stakeholders.

- May mean more onerous monitoring responsibilities.

- E.g. IP Academy and the Workforce Skills Qualification programme:

Alignment to Recognized Competency or Curricula Frameworks

- More about WSQ

  - A national credentialing system.
  - Focus on competencies that companies are looking for.
  - Based on [national standards](http://app2.wda.gov.sg/wsq/Common/homepage.aspx) developed by WDA in collaboration with various industries.
  - Industry sectoral frameworks which serve to:
    - "Professionalise" the industry
    - Enhance labour market flexibility and skills portability
Alignment to Recognized Competency or Curricula Frameworks

- Additional duties

  - Opening up programmes to pre- and post- external audits.
  - Submission of programmes through appraisal process.
  - Qualification of organization, staff and tutors under an accreditation system.
  - Assessment systems (achievement of learning objectives)
    - performance statements and
    - underlying knowledge gained.

Alignment to Recognized Competency or Curricula Frameworks

Includes assessment of participants, and submission of learners accreditation.

- Organization approval as a qualified provider
- Course approval (appraisal of programme mapped to specific competencies)
- Accreditation duties and responsibilities (ties in to terms and conditions)
- Continuous improvement and maintaining accreditation includes opening up organization and programme to audits

Audits may include course quality assurance, programme administrative systems, continued viability of organization etc.

Process for accreditation
Alignment to Recognized Competency or Curricula Frameworks

TV, Film and Radio Competency Map

The End
THANK YOU