**Responding Office:**

Name of contact person:

Position:

Email address:

**Questionnaire on Substantive Patent Examination Training**

**PART A: Substantive Patent Examiner Training1 Provided to Examiners OF Other Offices**

Questions 1 to 10 are only to be answered by Offices which, in the past, have provided training in substantive patent examination[[1]](#footnote-1) for the benefit of examiners from other Offices or which have contributed to the provision of such training activities (for example, by making available experts or other resources) where such activity was organized by another Office, WIPO and/or other organizations (“donor Offices”).

The replies should cover all relevant activities carried out in the period between 2013 and 2015, including such that started during this period and will be completed later.

1. **Medium to Long-term Training Programs**[[2]](#footnote-2): Has your Office organized, co-organized or contributed to medium to long-termcomprehensivetraining programs2 for patent examiners from other Offices?

[ ]  Yes(please fill-in Table A1 in Appendix A)

[ ]  No

2. **On-the-Job Training**[[3]](#footnote-3): Has your Office organized, co-organized or contributed to on-the-job training of patent examiners from other Offices which has been held either in the premises of your Office or in the premises of a beneficiary Office, or which has included remote one-to-one mentoring (other than on-the-job training or one-to-one mentoring included in the training programs covered byQuestion 1)?

[ ]  Yes(please fill-in Table A2 in Appendix A)

[ ]  No

3. **Guest Trainees:** Has your Office provided training to substantive patent examiners from other Offices by inviting them as guest trainees in training events organized primarily for examiners of your Office (other than activities included in the training programs covered byQuestion 1)?

[ ]  Yes(please fill-in Table A3 in Appendix A)

[ ]  No

4. **Classroom-type Training Events**[[4]](#footnote-4)**:** Has your Office organized, co-organized or contributed to classroom type training events that were organized primarily for the benefit of substantive patent examiners of other Offices and that were held either in the premises of your Office or in other locations (other than activities included in training programs covered byQuestion 1)?

[ ]  Yes(please fill-in Table A4 in Appendix A)

[ ]  No

5. **Online Seminars:** Has your Office organized, co-organized or contributed to training events that were organized as online (web-based) seminars (webinars) primarily for the benefit of substantive patent examiners of other Offices (other than activities included in training programs covered byQuestion 1)?

[ ]  Yes(please fill-in Table A5 in Appendix A)

[ ]  No

6. **Nomination of Trainees:** For any training activities organized by your Office (as applicable in accordance with your replies to Questions 1 to 5, above), are the beneficiary Offices receiving invitations to a specific training activity free to nominate the examiners from their Offices who should participate in those training activities?

[ ]  Yes. It is, however, expected that nominees are patent examiners.

[ ]  No. Please explain conditions[[5]](#footnote-5) for nominations or procedures for selection:

Click here to enter text.

7. **Assessment of Training Progress**: For any training activities organized by your Office (as applicable in accordance with your replies to Questions 1 to 5, above), does your Office assess the success of the training activity, for example, by holding exams for the participants?

[ ]  No

[ ]  Yes. Please provide further details for which training activities an assessment is conducted and how it is conducted[[6]](#footnote-6):

Click here to enter text.

8. **Training Follow-up**: For participants who have successfully completed a training activity organized by your Office, is there any follow up after the training activity (for example, personalized invitations to subsequent training activities; that is, the invitation to a subsequent training activity would be of personal nature, for the successful participant only, and the beneficiary Office would not be permitted to nominate a replacement)?

[ ]  No

[ ]  Yes. Please provide further details:

Click here to enter text.

9. **Basis of Training Cooperation**: Please indicate the basis on which your Office usually provides training activities for a beneficiary Office (for example, a formal bilateral agreement, a Memorandum of Understanding or similar):

Click here to enter text.

10. **WIPO's Potential Role**: Please indicate any observations or suggestions you may have regarding WIPO's potential role in coordinating the training of substantive patent examiners:

Click here to enter text.

**PART B: Substantive Patent Examiner Training RECEIVED BY Examiners OF YOUR Office AND Organized or Provided by other offices**

Questions 11 to 17 are only to be answered by Offices whose examiners, in the past, have received training in substantive patent examination organized by other Offices, WIPO and/or other organizations (“beneficiary Offices”).

The replies should cover all relevant activities carried out in the period between 2013 and 2015, including such that started during this period and will be completed later.

11. **Medium to Long-term Training Programs**[[7]](#footnote-7): Have examiners from your Office participated in medium to long-termcomprehensivetraining programs organized by other Offices?

[ ]  Yes(please fill-in Table B1 in Appendix B)

[ ]  No

12. **On-the-Job Training**[[8]](#footnote-8): Have patent examiners from your Office received on-the-job patent examination training organized by other Offices which has been held face-to-face either in the premises of your Office or in the premises of another Office, or which has included remote one-to-one mentoring (other than on-the-job training or one-to-one mentoring included in the training programs covered byQuestion 11)?

[ ]  Yes(please fill-in Table B2 in Appendix B)

[ ]  No

13. **Offshore Classroom-type Training**[[9]](#footnote-9)**:** Have patent examiners of your Office participated in classroom type training activities organized by other Offices, WIPO and/or other organizations that required travel of the examiners (other than activities included in the training programs covered byQuestion 11)?

[ ]  Yes(please fill-in Table B3 in Appendix B)

[ ]  No

14. **Domestic Classroom-type Training9,[[10]](#footnote-10):** Has your Office organized or hosted classroom-type patent examination training activities for the examiners of your Office to which other Offices, WIPO and/or other organizations contributed experts or other training resources (other than activities included in the training programs covered byQuestion 11)?

[ ]  Yes(please fill-in Table B4 in Appendix B)

[ ]  No

15. **Distance Learning:** Have patent examiners from your Office received training through any distance learning courses or (live or recorded) on-line seminars (webinars) or similar virtual classroom training events provided by other Offices, WIPO or other organizations (other than activities included in the training programs covered byQuestion 11)?

[ ]  Yes(please fill-in Table B5 in Appendix B)

[ ]  No

16. **Importance of External Training Support:** Please indicate the importance of training activities for substantive patent examiners provided by other Offices, WIPO or other organizations to your Office, for example in relation to your in-house training resources:

Click here to enter text.

17. **WIPO's Potential Role**: Please indicate any observations or suggestions you may have regarding WIPO's potential role in coordinating the training of substantive patent examiners:

Click here to enter text.

**PART C: IN-HOUSE MANAGEMENT OF TRAINING**

Questions 18 to 24 are to be answered by all Offices. The questions relate to training of examiners employed or to be employed with your Office.

18. **Competency Model**: With regard to training in substantive examination of newly recruited patent examiners, has your Office developed for their training

a) a competency model[[11]](#footnote-11) for patent examiners, and/or [ ]  Yes [ ]  No

b) a generic training curriculum[[12]](#footnote-12)? [ ]  Yes [ ]  No

19. **Learning Management System**: Does your Office deploy any learning management system[[13]](#footnote-13), for example, the open source application Moodle or any proprietary system?

[ ]  No

[ ]  Yes. Please provide further details:

Click here to enter text.

20. **Assessment of Learning:** Has your Office developed or adapted standardized methodologies for assessing the progress of learning, or the knowledge and skills either attained through a training program or acquired prior to a training program (such methodologies as Recognition of Prior Learning?

[ ]  No

[ ]  Yes. Please provide further details:

Click here to enter text.

21. **Tracking**: Does your Office maintain records for each individual examiner of the training that the examiner has received during her/his professional career, either internally or externally?

[ ]  No

[ ]  Yes

22. **Self-study Training Materials and Media**: Has your Office developed any training materials or media[[14]](#footnote-14) that can be used for self-study and that are suitable for the training of substantive patent examiners?

[ ]  No

[ ]  Yes

23. **Sharing of such Materials**: Has your Office made available to other patent offices (or the public) any of the standardized learning courses/materials of Question 22?

[ ]  No

[ ]  Yes(please fill-in Table A6 in Appendix A)

24. **Further Observations**: Please indicate any further explanations, observations or suggestions:

Click here to enter text.

**APPENDIX A: Substantive Patent Examiner Training Provided to Examiners OF Other Offices**

**Table A1 - Medium to Long-term Comprehensive Training Programs**: Please indicate in the Table below any medium to long-termcomprehensivetraining programs organized or co-organized by your Office or to which your Office has contributed (by making available experts or other resources). If a certain program was repeated, please indicate each individual in-take of examiners (period to be covered: 2013-2015).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Starting date | Date of (expected) completion | Name of program | Beneficiary Office(s) (Number of their examiners included in program) | Organizing, co-organizing or contributing institution(s) other than your Office (if any) |
|  |  |  |  |  |
|  |  |  |  |  |

**Table A2 -**  **On-the-job Training**: Please indicate in the Table below any on-the-job patent examiner training activities organized or co-organized by your Office or to which your Office has contributed (by making available experts or other resources), and which have been conducted face-to-face either in the premises of your Office or in the premises of a beneficiary Office, or which included remote one-to-one mentoring (other than any activities related to medium to long-termcomprehensivetraining programs covered in Table A1, above) (period to be covered: 2013-2015).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year/month | Venue(indicate 'remote' if applicable) | Duration | Topic | Beneficiary Office(s) (Number of its examiners included in activity) |
|  |  |  |  |  |
|  |  |  |  |  |

**Table A3 -** **Guests** **In-house Training**: Please indicate in the Table below any in-house patent examiner training activities organized primarily for examiners of your Office in which substantive patent examiners from other Offices were accommodated as guest trainees (other than any activities related to medium to long-termcomprehensivetraining programs covered in Table A1, above) (period to be covered: 2013-2015).

|  |  |  |
| --- | --- | --- |
| Year/month | Topic | Beneficiary Office(s) (Number of its examiners included in training) |
|  |  |  |
|  |  |  |

**Table A4 -** **Classroom-type Training**[[15]](#footnote-15): Please indicate in the Table below any classroom type training15 activities that were organized primarily for the benefit of substantive patent examiners from other Offices and which your Office has organized, co-organized or to which it has contributed, either in the premises of your Office or in other locations (other than any activities related to medium to long-termcomprehensivetraining programs covered in Table A1, above) (period to be covered: 2013-2015).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year/month | Venue | Duration | Topic | Beneficiary Office(s) (Number of its examiners included in training) |
|  |  |  |  |  |
|  |  |  |  |  |

**Table A5** **- Online Seminars**: Please indicate in the Table below any training activities that that were organized as online (web-based) seminars (webinars) primarily for the benefit of substantive patent examiners of other Offices and which your Office has organized, co-organized or to which it has contributed (other than any activities related to medium to long-termcomprehensivetraining programs covered in Table A1, above) (period to be covered: 2013-2015).

|  |  |  |  |
| --- | --- | --- | --- |
| Year/month | Duration | Topic | Beneficiary Office(s) (Number of its examiners included in training) |
|  |  |  |  |
|  |  |  |  |

**Table A6** **- Shared Training Materials and Media**: Please indicate in the Table below any training materials or media[[16]](#footnote-16) that can be used for self-study and that are suitable for the training of substantive patent examiners, such as distance learning courses, recorded webinars or case studies which are available to patent examiners of other Offices (either publicly or not).

|  |  |  |
| --- | --- | --- |
| Type (distance learning course, webinar, etc.) and topic | URL if accessible online | Number of users/participants from other Offices if known |
|  |  |  |
|  |  |  |

**APPENDIX B: Substantive Patent Examiner Training RECEIVED by Examiners OF yOUR Offices AND Provided by other Offices**

**Table B1** **-** **Medium to Long-term Comprehensive Training Programs**[[17]](#footnote-17): Please indicate in the Table below any medium to long-termcomprehensivetraining programs in which examiners of your Office have participated as trainees. If a certain program was repeated, please indicate each individual in-take of examiners (period to be covered: 2013-2015).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Starting date | Date of (expected) completion | Organizing Office | Name of program | Number of examiners from your Office having participated  |
|  |  |  |  |  |
|  |  |  |  |  |

**Table B2 -** **On-the-job Training**[[18]](#footnote-18): Please indicate in the Table below any on-the-job training which examiners of your Office have received and which was organized by another Office or WIPO and which has been held face-to-face either in the premises of your Office or other Offices, or which has included remote one-to-one mentoring (other than on-the-job training or one-to-one mentoring related to medium to long-termcomprehensivetraining programs covered in Table B1, above) (period to be covered: 2013-2015).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year/month | Venue(indicate 'remote' if applicable) | Duration | Topic |  Number of your examiners participating in training activity |
|  |  |  |  |  |
|  |  |  |  |  |

**Table B3 -** **Offshore Training**: Please indicate in the Table below any patent examiner training activities that **required travel** of your examiners (other than activities related to medium to long-termcomprehensivetraining programs or on-the-job training covered in Tables B1 and B2, above) (period to be covered: 2013-2015).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year/month | Venue | Organizing Office | Topic | Number of examiners from your Office |
|  |  |  |  |  |
|  |  |  |  |  |

**Table B4 - Domestic Training with External Assistance**: Please indicate in the Table below any domestic training activities for patent examiners of your Office that your Offices organized in collaboration with other patent Offices or WIPO or in which experts from other Offices or WIPO participated (including such in which examiners from other Offices participated); domestic training activities without external assistance should not be indicated (other than activities related to medium to long-termcomprehensivetraining programs or on-the-job training covered in Tables B1 and B2, above) (period to be covered: 2013-2015).

|  |  |  |  |
| --- | --- | --- | --- |
| Year/month | Assisting/collaborating Office(s) | Topic | Number of examiners from your Office, from other Offices |
|  |  |  |  |
|  |  |  |  |

**Table B5** **- Distance Learning**: Please indicate in the Table below any distance learning courses (for example, such of the WIPO Academy), or (life or recorded) online seminars (webinars)(for example, WIPO's PATENTSCOPE webinars), or similar virtual classroom training events offered by other patent Offices, WIPO or other institutions, that are either mandatory for examiners of your Office to take or that you recommend to examiners of your Office (other than activities related to medium to long-termcomprehensivetraining programs covered in Tables B1, above) (period to be covered: 2013-2015).

|  |  |  |
| --- | --- | --- |
| Provider | Type (webinar or self-study course) and topic | Mandatory/Recommended |
|  |  |  |
|  |  |  |

1. For the purpose of this questionnaire, substantive examination is meant to comprise all activities of patent examiners undertaken to decide if claimed subject matter of a pending patent application meets specific requirements of patentability. In particular, substantive examination compares the claimed subject matter with relevant prior art in order to determine novelty and non-obviousness of the claimed subject matter. An examiner may therefore have to conduct a prior art search, or may refer to work done in the course of substantive examination at other Offices on members of the patent family. [↑](#footnote-ref-1)
2. A medium to long-termcomprehensivetraining program consists of several consecutive, distinct training units that are meant to transfer knowledge and to develop a set of skills of a patent examiner over an extended period of time. The distinct units may comprise traditional face-to-face classroom-type training, distance learning modules, webinars, virtual lectures, study visits or on-the-job training, i.e. a training approach that is frequently termed blended learning. The RPET program of the ASEAN-Australia-New Zealand Free Trade Area (AANZFTA) is an example of such a medium to long-termtraining comprehensiveprogram: <http://www.ipaustralia.gov.au/about-us/international-activity/asia-pacific-development-cooperation/Regional-Patent-Examination-Training-RPET/>. [↑](#footnote-ref-2)
3. On-the-job training is characterized in that examiners perform, under the supervision of an experienced examiner (one-to-one mentoring), certain tasks that are part of the substantive examination of pending (life) applications. Training including only case studies (for example formerly pending cases or derivatives thereof) is not covered by this question. [↑](#footnote-ref-3)
4. For the purpose of this survey, a classroom type training event is conducted face-to-face and requires the physical presence of trainers and trainees, such as workshops or seminars. It comprises a set of lectures on related topics, and may further include exercises or case studies. Examples would include workshops or seminars on patent classification, on patent drafting, search strategies, foundations of the IP system etc. Training events establishing a virtual classroom like online seminars (webinars) are not covered by this question; see Question 5. [↑](#footnote-ref-4)
5. Conditions applicable for nominations to be indicated here should be stricter than the obvious condition that a participant should work in substantive examination of patents; please explain if conditions are applicable only to certain type of training activities organized by you. [↑](#footnote-ref-5)
6. For example, whether the same assessment methodologies are applied for examiners from other Offices and examiners from your Office (see Question 20). [↑](#footnote-ref-6)
7. A medium to long-termcomprehensivetraining program consists of several consecutive, distinct training units that are meant to transfer knowledge and to develop a set of skills of a patent examiner over an extended period of time. The distinct units may comprise traditional face-to-face classroom-type training, distance learning modules, webinars, virtual lectures, study visits or on-the-job training, i.e. a training approach that is frequently termed blended learning. The RPET program of the ASEAN-Australia-New Zealand Free Trade Area (AANZFTA) is an example of such a medium to long-termtraining comprehensiveprogram: <http://www.ipaustralia.gov.au/about-us/international-activity/asia-pacific-development-cooperation/Regional-Patent-Examination-Training-RPET/>. [↑](#footnote-ref-7)
8. On-the-job training is characterized in that examiners perform, under the supervision of an experienced examiner (one-to-one mentoring), certain tasks that are part of the substantive examination of pending (life) applications. Training including only case studies (for example formerly pending cases or derivatives thereof) is not covered by this question. [↑](#footnote-ref-8)
9. For the purpose of this survey, a classroom type training event is conducted face-to-face and requires the physical presence of trainers and trainees, such as workshops or seminars. It comprises a set of lectures on related topics, and may further include exercises or case studies. Examples would include workshops or seminars on patent classification, on patent drafting, search strategies, foundations of the IP system etc. Training events establishing a virtual classroom like online seminars (webinars) are not covered by this question; see Question 5. [↑](#footnote-ref-9)
10. Irrespective of whether examiners from other Offices participated as trainees as well. The only difference between classroom-type events covered by Question 13 and the present question is the location where the event was organized. An event held in the premises of a hosting Office would permit participation of a greater number of examiners of the hosting Office and may potentially yield a stronger effect on the examination capacities of the hosting Office. [↑](#footnote-ref-10)
11. A competency model consists of an inventory of knowledge and skills required for a substantive patent examiner. [↑](#footnote-ref-11)
12. A training curriculum consists of a set of individual training modules (seminars, workshops, webinars, distance learning courses, materials for self-study, etc.) on topics considered to be relevant for a substantive patent examiner. A training curriculum may be based on an explicit competency model and different training modules would the ne designed to convey respective knowledge and train certain skills. A training curriculum may draw on both internal and external training resources. Please note that your answer can be Yes even if your Office mostly relies on external training resources or assistance. [↑](#footnote-ref-12)
13. For the purpose of this survey, the term learning management system (LMS) is used in the widest sense and encompasses learning content management systems and course management systems. An LMS is a software application that facilitates the implementation of blended learning approaches and usually covers various aspects of learning processes, such as preparation and delivery of instructional content, tracking and reporting of learning progress, communication between students and lecturers or tutors, administration and documentation of individual courses or comprehensive training programs. [↑](#footnote-ref-13)
14. For example, distance learning courses, recorded webinars, exercises or case studies used in workshops/seminars, etc. [↑](#footnote-ref-14)
15. For the purpose of this survey, a classroom type training event is conducted face-to-face and requires the physical presence of trainers and trainees, such as workshops or seminars. It comprises a set of lectures on related topics, and may further include exercises or case studies. Examples would include workshops or seminars on patent classification, on patent drafting, search strategies, foundations of the IP system etc. Training events establishing a virtual classroom like online seminars (webinars) are not covered by this question; see Question 5. [↑](#footnote-ref-15)
16. For example, distance learning courses, recorded webinars, exercises or case studies used in workshops/seminars, etc. [↑](#footnote-ref-16)
17. A medium to long-termcomprehensivetraining program consists of several consecutive, distinct training units that are meant to transfer knowledge and to develop a set of skills of a patent examiner over an extended period of time. The distinct units may comprise traditional face-to-face classroom-type training, distance learning modules, webinars, virtual lectures, study visits or on-the-job training, i.e. a training approach that is frequently termed blended learning. The RPET program of the ASEAN-Australia-New Zealand Free Trade Area (AANZFTA) is an example of such a medium to long-termtraining comprehensiveprogram: <http://www.ipaustralia.gov.au/about-us/international-activity/asia-pacific-development-cooperation/Regional-Patent-Examination-Training-RPET/>. [↑](#footnote-ref-17)
18. On-the-job training is characterized in that examiners perform, under the supervision of an experienced examiner (one-to-one mentoring), certain tasks that are part of the substantive examination of pending (life) applications. Training including only case studies (for example formerly pending cases or derivatives thereof) is not covered by this question. [↑](#footnote-ref-18)