**Principles to guide industry-university collaboration in graduate research training**

Graduate research candidates (PhD and Research Masters) develop expert knowledge and research skills, authoritative judgement, adaptability and independence during their candidature. They can make a significant contribution to innovation within an industry and equally a graduate research candidate can benefit from the experience of working in industry from a career development and learning perspective. These principles form the basis for a guide for industry-university collaboration involving HDR students.

**Benefits for Industry**

* Graduate research candidates apply their expert, specialised cognitive, technical and research skills in a discipline area to independently and systematically provide creative solutions to challenging questions and to innovate.
* Industry benefits from knowledge transfer from the university to the Industry.
* Industry supports development of high quality graduate researchers who may realise opportunities for careers outside academia
* Mutually beneficial relationships between companies and universities are established.

**Benefits for Graduate Research** **Candidates and Universities**

* Graduate research candidates develop their capabilities as producers of knowledge or creative solutions while developing transferable and professional skills, exposure to work place cultures and establishing professional networks.
* University staff and Graduate research candidates may work collaboratively with an industry partner to co-create a new product or develop a creative solution to a problem.
* Universities develop a better understanding of industry expectations, priorities and cultures leading to deeper collaborative partnerships with industry.

**Establishment of Expectations and Protections for all parties**

* Industry collaboration involving graduate research candidates varies around project scope, timing and length of interaction. This requires a clear understanding of the types of Industry-University engagement (using RTP categories as a guide) that graduate research candidates can undertake and the roles of academic and industry based advisors.
* The primary purpose of the interaction of the graduate research candidate with industry should be educational although collateral advantages to industry can occur. It is not sufficient that an educational purpose is a by-product of the industry interaction.
* Projects developed by Industry and Universities involving graduate research candidates should include an agreement relating to insurance and public liability as well as University confirmation of a candidate’s fitness to participate in the project and each party should sign a formalised agreement.
* Intellectual property agreements arising from Industry-University collaboration should be negotiated at an early stage and may consider a range of IP models, information sharing and packaging of IP, and can make use of available resources such as *The Australian Toolkit for Collaboration.*

**Mentoring and Assessment**

* Graduate research candidates are supported in their industry collaboration through induction, which should involve company procedures, the standards and behaviours of the company, assignment of an industry advisor (supervisor) or mentor and agreement on project aims and objectives.
* Universities should work with Industry to co-design assessment tasks, measuring outcomes and evaluating the performance and development of the HDR candidate against the expected attributes of a research student. These attributes include disciplinary knowledge, technical and intellectual capabilities, personal qualities, professional conduct and knowledge transfer capabilities.