

ACGR Good Practice Guidelines for

HEIMS End User Reporting Requirements

Version 2: August 2021



About these Guidelines

Improving mechanisms to increase industry–university engagement has been a focus of the Australian research training agenda in recent years. In 2017, the Federal Government identified industry–university collaboration as one of five priority areas in its Research Training Implementation Plan. Associated reporting has now been implemented across the sector via the Higher Education Information Management System (HEIMS), which collects data for the Higher Education Student Data Collection. Universities are required to report, through element 593, on the types of engagement with research end-users in the HDR student cohort.

Data collected by the Higher Degree by Research End-User Engagement Code quantifies the amount and type of HDR engagement. Such activities have the potential to improve the contribution of HDR programs to economic, social and environment benefit. Universities and government will benefit from better understanding the contribution of HDR programs to economic, social and environmental benefit.

Using the Guidelines

These Guidelines assist universities to meet their HEIMS element 593 higher degree by research end-user engagement reporting requirements. The Guidelines include recommendations on the collection, analysis and reporting of data, as well as guidance on the interpretation of the HEIMS values.

The Guidelines are part of a suite of Good Practice Guidelines¹ that are designed to support institutions as they develop their strategies and processes in particular important areas of operation and should be read alongside the Good Practice Guide for Enhancing Industry University Engagement². They support the Australian Graduate Research Good Practice Principles³ which articulate a set of standards considered to be essential for the delivery of graduate research programs.

¹ [Australian Graduate Research Good Practice Guidelines](#)

² [Good Practice Guide for Enhancing Industry University Engagement](#)

³ [Australian Graduate Research Good Practice Principles](#)

Recommendations

ACGR makes the following recommendations to universities.

Planning

1. Recognise the value of the data to inform local and sectoral development of HDR programs, and therefore the importance of collecting, analysing and reporting accurate and representative data.
2. Recognise that there will be short-term and longer-term solutions to data collection, analysis and reporting depending on the maturity of the industry/research end user agenda and the capability of the institution's systems.
3. Recognise that HDR candidate cohorts may already be engaged in industry and may also be research end-users themselves, and consider the implications of this in strategic planning and communications conversations.

Collecting and reporting end-user data

4. Incentivise HDR candidates if they are being asked to provide data for reporting purposes.
5. Follow the table below to consistently interpret the reporting requirements, in order to ensure consistency of reporting and benchmarking across the sector.
6. Use the collection, analysis and reporting of data as an opportunity to promote and communicate the value of industry/research end-user engagement to the HDR candidate and to a range of internal and external stakeholders, as outlined in the *Good Practice Guide for enhancing industry university engagement*.

Definitions and interpretation

The following table provides the HEIMS value, its definition, guidance on interpretation, and a selection of real-world examples. While some activities could be attributed to multiple codes, only one – that which most accurately describes the end-user engagement – should be selected per activity.

HEIMS Indicator	Data Element Specification Terminology	Explanation	Examples
Intro- duction	Research end-user An individual, community or organisation external to academia that will directly use or directly benefit from the output, outcome or results of the research.	<p>The definition of research end-user was created by the Department of Education for HDR end-user reporting, informed by the ARC definition of engagement. The scope of the ARC and HDR definitions on who can be counted as an end user are the same with the exception that publicly funded research organisations are in scope for the HDR reporting, and out of scope in ARC.</p> <p>End-users of research do not need to come from a particular business type, or industry sector.</p> <p>Specific exclusions of research end-user are:</p> <ul style="list-style-type: none"> • other higher education providers • organisations that are affiliates, controlled entities or subsidiaries (such as Medical Research Institutes) of a higher education provider • equivalents (international or domestic) of the above exclusions. <p>Provide examples to your cohort of organisations that should be excluded from reporting, e.g. external affiliates such as SAHMRI.</p>	Examples of end-users include businesses, governments, non-governmental organisations, communities and community organisations.
01	No engagement to report		

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02	Research internship A temporary position with a research end-user where a student has undertaken research and development (R&D) related to their higher degree by research (HDR). A research internship must be for a period of at least 30 days, can be either paid or unpaid, and can form part of the enrolment or be undertaken during an HDR period of suspension.	Use the language most familiar in your institution – placements, short-term research projects or internships. <ul style="list-style-type: none"> Research end-user in this context is as described above. Duration is key – this is 30 calendar days, regardless of whether they are consecutive. ‘Related to their higher degree by research’ can be interpreted broadly. It relates to the use and extension of transferable skills and research training (i.e. developing graduate attributes), not just activities cognate with the research project. 	<ul style="list-style-type: none"> APR or other internship/placement greater than or equal to 30 calendar days in total Participated in an entrepreneurship or business incubator (where candidate is provided resources and coaching to develop a new product or service) greater than or equal to 30 calendar days in total
03	Jointly supervised by a research end-user Jointly supervised by a research end-user is defined as an HDR student that has at least two HDR supervisors, with at least one supervisor from a research end-user organisation. The supervision arrangements must be endorsed by the HDR student's HEP and the research end-user supervisor must be actively engaged in the student's HDR.	‘Actively engaged’ should be interpreted as those formally approved by the HEP as part of the supervisory team or panel. In scope: <ul style="list-style-type: none"> Research end-user is any individual from the industry partner, including private, government, not-for-profit or community groups. This excludes staff in affiliated research institutes, adjuncts. Out of scope: <ul style="list-style-type: none"> Mentors and external supervisors for whom there is no direct benefit and/or are not on the panel are considered out of scope. 	<ul style="list-style-type: none"> Publication of research findings with industry/external co-author who was also the candidate's supervisor Candidate actively supervised by external/industry supervisor (ie member of the panel)
04	Jointly or fully funded by a research end-user Jointly funded or fully funded by a research end-user is where a research end-user	'Direct to the student' includes stipends, living costs, travel allowances, Professional	<ul style="list-style-type: none"> Candidate stipend, travel or other allowances provided by industry-funded research development corporations (e.g. Grains RDC)

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	contributes financially to the cost of an HDR student's course of study or to other costs borne by the student during their study (such as a stipend for general living costs). The arrangement must be awarded specifically in relation to an HDR student rather than a general HEP research project that a student may be involved with.	<p>Development, materials, equipment (directly for their use).</p> <p>In scope:</p> <ul style="list-style-type: none"> Funders that engage in the research outcomes of the project. For example, a philanthropist that funds a student to improve water quality, with the intention of investing in the solution. <p>Out of scope:</p> <ul style="list-style-type: none"> Funders that that do not directly engage in the outcomes (eg NHMRC, ARC) are not in scope 	<ul style="list-style-type: none"> Candidate stipend, top-ups, travel allowances or bursaries funded by publicly funded research organisations (e.g. CSIRO, ANSTO) Candidate tuition fees, stipends, top-ups, travel allowances provided by a home government or sponsor where the candidate is bonded to work for them post-completion Candidate stipend, travel or other allowances provided by their employer AND there is intended benefit to employer from the research outputs Candidate stipend, travel or other allowances provided by their employer, but the research project is not intended to be of benefit to their employer (end-user does not need to benefit from the funding contribution for it to be coded as 04) Candidate stipend, travel or other allowances provided by philanthropists or not for profit organisations, who intend to translate the research findings
05	<p>Formal training on end-user engagement</p> <p>Any formal training recognised by the HEP that focusses on preparing a student for work with a research end-user. This includes intellectual property, management/leadership, collaboration, entrepreneurship, and research commercialisation. Training can be administered by a research end-user organisation or by the HEP.</p>	<p>Formal training can include transferrable skills development or structured learning programs endorsed by the University that prepares a student for work with a research end-user.</p> <p>In scope:</p> <ul style="list-style-type: none"> It's any training which prepares candidates to work with end-users, not formal training <i>on</i> end-user engagement Any transferable skills training 	<ul style="list-style-type: none"> Participated in soft skill training (communicating with others, working in teams, engaging with communities, project management) that was administered by the HEP or a research end-user organisation Participated in entrepreneurship, IP, leadership training that was administered by the HEP or a research end-user organisation Participated in an entrepreneurship or business incubator (where candidate is provided resources and coaching to develop a

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		<ul style="list-style-type: none"> Universities who use the Vitae Researcher Development Framework (RDF) would exclude activities mapped to domain A, for example. Training can be administered by end-users or university staff. <p>Out of scope:</p> <ul style="list-style-type: none"> Core research skills, including research methods, academic writing, statistics, research integrity. 	<p>new product or service) less than 30 calendar days in total</p> <ul style="list-style-type: none"> Participated in an entrepreneurship/pitch competition where formal coaching was provided as part of the competition Participated in formal seminars/workshops as part of an industry mentor program
06	<p>Other commercialisation and engagement activities</p> <p>An arrangement with a research end-user that enables experiential learning related to the student's HDR. This includes practicums or performances, R&D consultancy work, R&D commercialisation work, entrepreneurship, community engagement/outreach, and research extension work either with or for a research end-user.</p>	<p>'Arrangement with end-user' can be broadly interpreted as any experience or activity relevant to candidature which involves or provides a benefit to a research end-user.</p> <p>Points of clarification:</p> <ul style="list-style-type: none"> someone in the audience of a performance would be regarded as an end-user. A PhD who continues to work PT while enrolled for an employer, provided the employer benefits from the research. 	<ul style="list-style-type: none"> Journal/referenced publication of research findings with industry/external co-author Short term work placement or internship (< 30 calendar days in total) Job (work) shadowing (paid or unpaid) Undertook a short-term consultancy related to the HDR research project Participated in an entrepreneurship/innovation competition sponsored by end-users Participated in an entrepreneurship/pitch competition where formal coaching was provided as part of the competition Presented their creative outputs publicly (publishes prose or poetry, exhibition, performance, installation) Participated in an industry mentor program (eg IMNIS) Participated in formal seminars/workshops as part of an industry mentor program Presented their project/results to a community forum or industry audience

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			<ul style="list-style-type: none"> Implemented or discussed opportunities for adoption of their research solution with users (eg on farm, in public policy fora, in classrooms, clinical settings, external R&D, manufacturing etc) Disseminated their research work in public fora (e.g. blogs, newsletters, social media, the Conversation, media interviews) Undertook fieldwork for the research project with research end users
NA			<ul style="list-style-type: none"> Candidate stipend or travel allowance provided by ARC or NHMRC Candidate stipend, travel or other allowances provided by philanthropists or not for profit organisations, who do not have a direct interest in translating the research findings HDR candidate's general research project funded externally Candidate stipends, top-ups, travel allowances or bursaries to the candidate funded by HEP affiliated institutions (e.g. Medical Research Institutes with an HEP affiliation) Completed research ethics training. Undertook community consultations/interviews for the research project