

CEEDWA

The Co-operative Education
for Enterprise Development

Academic Supervisor

2023-2024 Manual



Welcome Letter From the CEED Director

Thank you for undertaking supervision of a CEED project!

We trust you will find supervising your CEED project a stimulating and fruitful experience. Your role is crucial for the success of the project, because your guidance and direction will enable the efforts of the project team (CEED Scholars, Client Mentor and yourself) to achieve maximum value for your research portfolio. The student gains a broader experience; the Client Mentors develop strong working relationships with the the university; and you can broaden your research contacts and knowledge while dealing with a stimulating area of endeavor.



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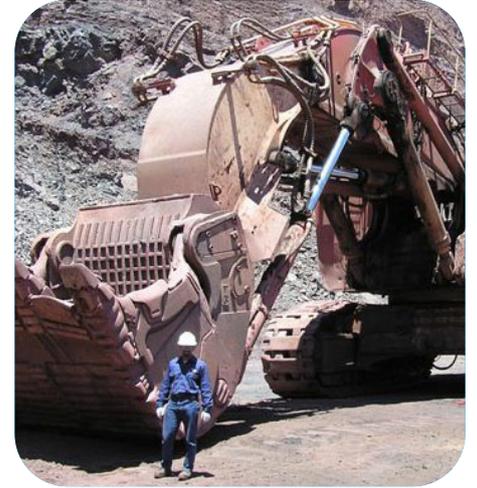


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1. Introduction

This manual is designed to assist you as Academic Supervisor, and outlines the main features of CEED projects. As specific needs arise, you can refer to specific sections of this manual for more information.

What is CEED?

The Co-operative Education for Enterprise Program (CEED) is a self-funding initiative to develop productive, working relationships between the University and Industry. It provides a formal framework to link the project work of senior undergraduate and postgraduate students with the client's research and recruiting needs.

CEED offers access to all UWA schools for single school or multi-disciplinary projects, and aims to provide the client with outcomes of immediate business value. When handled effectively, CEED projects can achieve very significant results for you, and greatly enhance the development of our CEED Scholars.

Our Program's History

1989

The CEED Program was established at UWA.

A similar Program to CEED has been operating at Edith Cowan University, though its projects are shorter and structured differently (for historical reasons). Murdoch University once had CEED programs managed by an independent firm (which also handled several universities in the eastern states), but they are no longer functioning.

2016

Pro Bono projects for not-for-profit (charitable) organisations were introduced.

2017

CEED projects at Curtin University were offered for the first time.

2023

The Employee Project Model was launched, allowing companies who employ current UWA students, the ability to sponsor them to undertake a research project.

CEED projects must satisfy the needs and expectations of several parties:

- Students need to be able to demonstrate their academic capabilities, and
- CEED Partners need to make progress on their research issues.

The roles of each team member for CEED projects are well defined:

Academic Supervisor

Academic staff undertake academic supervision. Academic Supervisors remain responsible for supervising the academic outcomes of the project, though the Mentor will also have considerable influence on the work.

- increase contact and build relationships with organisations interested in research
- enhance training by providing CEED Scholars with professional experience
- broaden the knowledge and contacts for our research community
- facilitate projects with broader scope and cross-discipline activity
- give rapid feedback on training from employers

CEED Scholar

CEED Scholars work in a formal research situation. CEED Scholars carry out their project as part of their academic study, but they are also conducting research for the CEED Partner. It is also important they meet their administrative needs (e.g. reporting during and at the end of the project).

- gain professional experience in parallel with their studies, enhancing their attractiveness to future employers
- work on a problem of immediate concern to the wider community
- receive a Studentship to assist financially through their studies
- extend the period of, and resources available for their project, increasing the prospects of useful achievement and making it less vulnerable to delays.

Client Mentor

Client Mentors provide guidance and extra input. The Mentor steers and facilitates the project to ensure it meets the CEED Partner's objectives, helping guide the CEED Scholars, and linking them into the CEED Partner organisation.

- improve performance and profitability through progress on the project topic
- gain access to University equipment and expertise for specific needs
- start training potential employees before they complete their studies
- increase the pool of people with experience and expertise in areas important to you
- improve links with the University for future research and interaction

CEED Office

CEED Office monitors and supports project progress.

The CEED Office maintains contact with all parties to ensure they are happy with project progress, their working relationships, and the overall operating structure.

2. Structure of CEED Projects

CEED Project Types

Masters by Coursework and Bachelor of Philosophy (Honours) students can undertake a ‘Full’ or ‘three-quarter’ (3/4) CEED project. Full projects extend over as long as 14 months, while 3/4 projects run for 10-12 months. All Scholars continue their CEED research project throughout the academic year, over the course of two semesters.

Under the full project model, students work on-site for 8 weeks during University vacation periods. Under the 3/4 project model, the student may not formally work on-site (though it wouldn’t be unusual for the student to at least visit the client’s site) and may spend the summer vacation working for a different organisation.

Masters by Research or PhD placement projects have greater flexibility as they are not constrained by coursework timetables. Therefore commencement and duration of these projects differ (e.g. 3 full time or 6 months part time).

CEED Project Timeline

Semester 1 Commencement

Mar - Sep	Sep - Nov	Dec - Feb	Mar - Jun	Jun - Jul	Jul - Nov	Nov - Dec
Project Definition and Initiation	Student Interviews & Appointment	Full Project Scholar Onsite	First semester of Project	Full Project Scholar Onsite (follow up)	Second Semester of Project	Submit Deliverables

Semester 2 Commencement

Feb - May	May - Jun	Jun - Jul	Jul - Nov	Dec - Feb	Mar - Jun	Jun - Jul
Project Definition and Initiation	Student Interviews & Appointment	Full Project Scholar Onsite	First semester of Project	Full Project Scholar Onsite (follow up)	Second Semester of Project	Submit Deliverables

Stages of CEED projects

Start-up Stage

CEED Scholars need one or more meetings with you and their Academic Supervisors to agree on the Project Brief (defining project outcomes and logistical matters), and to prepare for the site work period to ensure it is effective. Further information is outlined under “4. Getting Started”.

Site Work period

CEED Scholars work on their projects at your premises for a pre-determined period of time during their project. Longer site periods, and split periods, are permitted where mutually acceptable. Further information on this is outlined under “12. Arrangements for Site Work”.

Wrap Up Period

The latter part of the final semester is occupied with writing up theses and any special project reports. This is further explained under “16. Project Close Out”.

3. Project Supervision

CEED projects are undertaken for academic credit, and the development of the CEED Scholar. They are focused on an identified need of the CEED Client and it is expected that they should deliver value to their organisation.

Academic Supervisor

Your role as Academic Supervisor is crucial to the success of your CEED project. Scholars will learn valuable research skills and expertise from you, and their level of enthusiasm and motivation will be greatly influenced by yours (just as we tell the CEED Scholars at induction that their enthusiasm will influence the rest of the team's energy levels).

You are the main contact for the project and you contribute to the project in many ways.

Your major CEED activities include:

Before project commencement

- Advertising to prospective students, and encouraging students to apply
- Short-listing and interviewing applicants for the project (either on Microsoft Teams or on campus with the Client Mentor) and selecting acceptable candidates in order of preference
- will also have considerable influence on the work.
- Encourage and guide scholars throughout their learning journey, and ensure the project is tracking along as expected/required
- Conduct assessment on CEED Scholars' unit submission work

After allocating students

- Kick off meeting with the Project Team (Client Mentor, Academic Supervisor and CEED Scholar)
- Clarify project topic and outline early project outcomes and deliverables
- Provide early direction regarding literature or training resources that may be beneficial to the scholar
- Facilitate scholars' access to university labs, workshops and relevant systems
- Closing of the project
 - A brief (confidential) project assessment form will be sent to you by the CEED Office at the end of the project. These reports provide essential feedback for the ongoing evolution and improvement of the CEED program

Throughout project

- Define project objectives and deliverables
- Maintaining supervision on the academic outcomes of the project/research unit and liaising with the Client Mentor and CEED Office on progress
- Provide expertise advice to support the desired results, through the eClient Mentor
- Communication
 - During the academic semester, Scholars should meet regularly with their Academic Supervisors (weekly to fortnightly). Ideally, you should remain connected to the project even when the scholars are working at your premises during the vacation period (Full projects) – this can be accomplished through meetings with the full project team during that period (2-4 times over the 8 week period is recommended, subject to the leave commitments).

Client Mentor

The mentor is the main CEED Partner contact for you and the students, and contributes to the project;

- Helping define the project outcomes
- Organising CEED Partner resources when needed
- Arranging for students to receive relevant help in areas of the CEED Partner's expertise, including networking and presentation opportunities
- Facilitate scholar access to Client premises and systems, and providing appropriate resources and equipment
- Reporting on student performance. You will be informed of any looming issues.
- Providing feedback on the CEED process so the program can be improved.

Deputy Mentor

The Mentor may become unavailable during the project (e.g. leave, deployment to site, sickness) and will hopefully nominate a Deputy Mentor to provide basic guidance should the need arise.

CEED Client "Senior Contact"

Each CEED project has a 'Senior Contact' with the CEED Partner, usually senior to the Mentor, that may (or may not) have personal interest in the project. Generally, this person was involved at the inception of your project, but has subsequently handed over its guidance to the Client Mentor.

Project Team

Regular meetings of the full project team (Scholar, Academic Supervisor and Client Mentor) should continue throughout the semester to make sure everyone is on the same page – fortnightly to monthly being the ideal frequency. If these meetings are not being scheduled, you should check in with your CEED Scholar to remind them to make the arrangements.

CEED Scholars are required to keep the Project Team informed of progress at all times. Supervisors are also advised to liaise closely with you. If at any time you feel communication or other project activity is deficient, please make early contact with the Supervisor(s) or the CEED Office (as appropriate) so the problem can be addressed quickly.

4. Getting Started

The first few weeks are a crucial period for the project. How well they are used will affect its success. One or two meetings will be needed with the project team to determine and define the key features of the project.

You will be able to discuss and clarify what can be achieved with your project, and you can explain what is desired. The scholars will be seeking to:

- define the existing situation as it affects your project
- define the final situation you desire at the end of the project
- define the issue to be handled and its boundaries

We encourage scholars to keep a record of all ideas considered because they may become significant later. Factors “eliminated” can still play a role in defining the project, even though they may not be directly related.

Key targets for scholars during the first project weeks are to:

- 1 begin drafting an outline for the Project Brief which includes your reasons for requesting the project, objectives, methodology, milestones, constraints, resources and deliverables;
- 2 identify and address topics which may require extra study;
- 3 arrange with you and their Supervisors for the necessary resources to be sourced and/or made available;
- 4 establish a meeting schedule for the duration of the project.

Before starting on site, scholars generally should have:

- 1 participated in the CEED induction;
- 2 undertaken induction and safety proceedings at the Client’s premises;
- 3 accumulated some reference material;
- 4 started developing new skills needed for the project.

Check list for the initial team meeting

Scholars are given a list of example questions to ask at your first formal meeting to ensure a number of important issues are not overlooked. Please encourage them to go through the list thoroughly so they can gain confidence in dealing with you. For your information, the matters that specifically need to be raised are:

Client Organisation:

- what do you as Mentor, and other key players within the Client's organisation, do?
- what is the main way you wish to benefit from the research project?
- what would you like to have as the primary and secondary outcomes for your project?

Note: Outcomes may be adjusted as the project progresses, provided it is done in writing and signed by you, the Client Mentor, CEED Director and the Scholar. Please note, in some projects it may be necessary to insert additional objectives to meet the academic expectations of the unit – though this has proven rare in recent years. The vast majority of projects are more than challenging enough to meet out academic requirements.

Other questions include:

- in what form do you want the project outcomes (e.g. report, software, working item, etc.);
- what would be suitable "milestones" for the project (noting any operational issues, such as shutdowns, that may influence the timing of project activities)?;
- what constraints (if any) does your organisation need to impose on the project approach (eg. to fit other activities, standards, products or policies)?
- what sort of resources do you think may be needed? Does your organisation already have access to these?
- what resources (eg. labs and equipment) do you hope UWA can provide for the project?
- how will the project be handled if particular resources are not available when needed?
- will any equipment or other items need to be ordered specially for the project? If so, is information needed? By when? Who will order them?
- will special test rigs be needed? Where will they be built?
- is there information you need urgently from the CEED Scholars for budgeting purposes?
- what mechanisms will be used to obtain approval on any project expenditure?;
- which of your personnel have an interest in the project outcome, and/or expertise relevant to the project?
- agree on communication channels and frequency of CEED Scholar reports. What days and times are good (or bad) for making contact with you?
- who will act as a Deputy Mentor if you are unavailable for any length of time?
- when can the CEED Scholars and Supervisor go to site to familiarise themselves with the project's working environment?
- are there any special requirements for the vacation work (eg. medicals, safety inductions, special clothing)?
- agree on duration and dates of vacation project work. Some CEED Scholars may like to spend more than the normal 8 weeks. (Any agreed extension can be spent on the project, or as an employee performing other activities).
- will your Human Resources Department need to be involved? If so, how should the CEED Scholar make contact?
- identify the expertise the Supervisors (and academic colleagues) can and cannot contribute;
- identify alternative sources of expertise at UWA if necessary

5. Communication

CEED Scholars are reminded that the success of their project hinges on people, and the students' ability to obtain input from all parties. Communication is therefore critical and, as Academic Supervisor, you are well placed to help your CEED Scholars with this.

CEED Scholar Communication

Scholars are advised to take all steps to minimise the risk of misunderstanding. Their manual gives further details, but the main points are:

- Keep in regular contact with all parties;
- Take notes at all meetings and give copies to those who attended;
- Put all agreements in writing;
- Keep all parties well informed at all times.

Please encourage your CEED Scholars to do this. It not only teaches them good habits, but will greatly reduce the risk of miscommunication and make your role easier.

Monthly Written Progress Reports

CEED Scholars are required to present a brief status report at least monthly (throughout all phases of the project, including site work) to their Client Mentor, their Academic Supervisor, and the CEED Office. They have been given a template (as shown on the next page).

They are not expected to provide a report detailing their results each month – rather they are to provide a status report describing the progress during the month, the progress expected in the next month, and any issues affecting progress. They must also include details of any expenses incurred during the month, to help all members of the team and the CEED Office monitor spending.

The CEED Director monitors these reports, and gives CEED Scholars feedback if it is felt they need to improve. As Academic Supervisor, you should feel free to provide CEED Scholars feedback if the reports are not providing the information you need.

Communication with the CEED Office

The CEED Office is responsible for arranging CEED projects, and monitoring progress to ensure your needs are being met. If you have any concerns, please inform the CEED Office as early as possible - before problems arise.

Monthly Report



CEED Project Monthly Report

Monthly Reports on the first day of the new month. Please include the following recipients via email.

- Academic Supervisor(s)
- Client Mentor(s)
- CEED Office (ceed@uwa.edu.au)

Month	Insert Month and year
Project No & Title:	Insert Project No. and Latest Project Title
Client	Insert Text
Student	Insert Text

Project Progress This Month
Enter Text

Issues Affecting Progress
Enter Text

Project Meetings This Month
List the dates and participants for all project meetings held during the month

Expected Progress Next Month
Enter Text

Issues That May Affect Progress Next Month
Enter Text

Expenses Incurred This Month	Total Expenses Incurred To-Date
\$	\$

Itemised List Of Expenses Incurred This Month

In this box, provide an itemized list of all project expenses incurred during the month. This should state the amount of each item, the reason for the expense, and who has paid for it. All materials, subscriptions, workshop and technician staff costings should be included.

Project Expense Table

Date:	Expense Detail:	Amount:	Paid By:	Approval and receipts attached Y/N

- Attach (do not insert into this box) copies of all receipts
- Attach the executed "Authorisation to Incur Project Expenses" (must be signed by Client Mentor, Supervisor and CEED Director prior the expenditure)

If no expenses have been incurred this month, simply enter "No expenses incurred this month" in this box.

Signed _____ Date _____
Enter Text

OFFICE USE ONLY – Notes

6. Pitfalls to Note

While CEED Scholars participate in our induction program at the start of their projects, experience has shown that there are some common pitfalls. If not avoided, they reduce the usefulness of the project and burden all parties of the project team.

Project “flat spots”

Experience has revealed two potential “flat spots” during CEED projects during which Scholars can potentially lose direction. These are:

- 1 When scholars start on site
Without clearly defined objectives and methods of accomplishing them when starting on site, some scholars can be slow to get going in the unfamiliar working environment. Some will struggle silently, not wishing to burden you or the Client Mentors with their inexperience. When they start on site, please check in with your Scholar to make sure they have clear goals defined, know what is expected and where to obtain resources.
- 2 When scholars return to campus
After working full time on site, some CEED Scholars struggle to re-adjust to balancing the demands of multiple units with the need to continue making steady progress on their CEED project. Sometimes, having made progress on their project over the summer, there is a strong temptation to put their project aside “for a short period” until they get back into their study routine. Delays then grow as study pressures continue, until the prospect of catching up on their project work becomes increasingly daunting. Please try to ensure your Scholars have some easily attained short-term goals to maintain momentum during this critical period – this can be achieved by taking care in the development of the Project Brief.

Maintaining regular meetings with the Scholar during this time will also help keep the momentum going.

Informal changes in project direction

Priorities within organisations can change quite rapidly. With CEED projects, this can lead to subtle (or even strong) pressure on scholars to adopt revised lines of investigation which threaten the usefulness of the work already achieved. Revised outcomes don't have to be a problem, but informal or progressive modification can unsettle scholars and drastically affect their motivation and performance. All changes to project deliverables should be formally agreed and documented by modifying and signing an amendment letter.

Vague outcomes

Vaguely defined project outcomes can cause disappointment for you and others in your organisation. It can also frustrate scholars, leaving them uncertain about what you require. Please discuss thoroughly with scholars and Academic Supervisors the points outlined in the section on “Getting Started”, as these help avoid many pitfalls in handling CEED projects.

Poor communication

Again, irregular or poor communication is probably the most common cause of dissatisfaction in project management. Good communication can be endangered if your Scholars are intimidated by your seniority and experience. Please insist on Scholars reporting regularly to you, even if they have little progress to report. It is also important to have regular meetings with the Project Team (yourself, the scholar and the Client Mentor) to make sure everyone is on the same page. These meetings should occur at least monthly.

Ignored changes in performance

Scholars are selected for CEED projects because you and the Client Mentor believe they would do a good job, while profiting from the experience themselves. Similarly, Academic Supervisors are selected by the CEED Office for their knowledge, competence, and experience. Despite this, situations occasionally arise which result in disappointing performance. Such situations may be unpredictable, but they are often observable through subtle changes in a scholar's attitude or performance.

As Academic Supervisor, you are well placed to detect such changes. If you perceive deteriorating performance/motivation, or your Scholar is skipping meetings and/or failing to keep in contact with you, please alert the CEED Office immediately. Scholars are not penalised if intervention is required – rather, it is an opportunity to identify issues and provide support. Early warning usually allows a simple remedy, so please help us ensure your CEED project is productive by alerting us quickly to any concerning developments.

7. The Project Brief

Project Outcomes are the ways in which the client will benefit from the research. Therefore Outcomes are different to Deliverables (what the student will give to the Client at the end of the project) and from the methodology and process (how they project will be conducted).

Establishing clear outcomes for CEED projects is essential to the success of the project. This process is not always simple because some CEED Partners do not know exactly what they want from their project, or what can be achieved. Normally, it is an interactive process.

Most CEED topics naturally contain ample demands for academic excellence within the CEED Partner's desired outcomes, others do not. You may need to suggest additional scope to the Client Mentor to meet academic demands - keeping in mind the Client's desired outcomes. Try to tailor any additional work to provide maximum benefit to the CEED Partner.



The Project Brief defines the Scholar's project, and its major key to project planning. It defines the desired outcomes, the current situation, the scope of work, project details, methodology, constraints, resources and the specific deliverables.

This Brief should be prepared in the first 6-8 weeks of the project, and ideally should be signed by all parties (after feedback and modification to the satisfaction of all stakeholders) within 8-10 weeks of the start of the project.

As changes may still be required after subsequent drafts are submitted, it is advised to only sign the Project Brief once all parties have given their verbal/written approval.

The consultative development of a high-quality Project Brief is a very important project element. To emphasise this importance, the first Scholar's studentship and Academic Supervisor's payments are dependent upon a satisfactory Brief being signed off by all parties.

To develop the Project Brief several face-to-face discussions between you, the Scholars and their Mentor are needed. A visit to site is also helpful, if possible, and then outline their understanding of the project, its limits of extent (stating what is essential and what are desirable extras), and its key interfaces with other individual's work or equipment. CEED Scholars are given detailed instructions on how to write up the Project Brief in their manual. A Project Brief template is available on the CEED website (Project Materials for Scholars), however the Client may prefer the scholar to use their own template (they will advise accordingly).

Should requirements change significantly during the course of the project, the Project Brief needs to be modified and re-signed by all parties. This can be done via an amendment letter.

8. Student Assessment (University)

Assessment for Scholars Research Units

Assessment methods for student projects vary between University schools. CEED Scholars are required to submit all of the submission and presentation requirements of the research project units that they are enrolled in via email to ceedfyp-ecm@uwa.edu.au (not LMS due to confidentiality reasons).

With astute planning, the Project Brief, Seminar Presentation and Deliverables in particular should contribute to and enhance unit submissions. In most projects there is significant overlap.

CEED projects are assessed using the same rubrics as their student counterparts, and neither the Client nor the CEED Office is directly involved in academic assessment or any other academic matter. You are welcome however to ask the Client Mentor to contribute an informal assessment of your scholar's performance. This assessment may be included in the Supervisor's reports to the thesis examiners, which may influence the student's final marks. All markers (excluding yourself) will also be sent an email to acknowledge CEED's non-disclosure agreement before they commence marking any CEED assessments.

School Presentations

Most scholars will need to provide a school seminar presentation for assessment purposes. As these presentations are assessed, it is important that CEED Scholars are able to present all the material they have been working on, and work on the presentation until the day of the event – without cutting off early to go through the approval process.

To that end, Scholars are required to present in confidential (known as 'closed') sessions, with only their Academic Supervisor and markers available. Markers will acknowledge non-disclosure agreements before attending presentations.

Extensions

In most cases, assessment extensions should not interfere with CEED submissions. Scholars are required to provide documentation to the university's student office, detailing the reason why they require an extension for a CEED related assessment. The scholar may wish to attach a letter from yourself or CEED Director depending on the circumstances to support their application.

Unit Failure

In the event a scholar has failed a research unit that is attached to the CEED project, the CEED office will contact you, Client Mentor and the Client's senior contact to discuss the matter. A decision for either termination or extension will need to be reached, in line with university policy.

9. CEED Project Requirements

Key CEED obligations are completed by scholars in addition to their unit obligations – but are not assessed by the university.

- Project Brief
- CEED Seminar Presentation
- CEED Seminar Proceedings
- Monthly Reports
- Participation in CEED events and preparations
- Deliverables

On-site presentations

It is normal for CEED Scholars to deliver one or more presentations to colleagues at their Client's organisation. These presentations help the scholars develop as professionals, and expose them to valuable feedback (especially early in the presentation). They also represent an invaluable opportunity for CEED Scholars to develop their network within the Client's organisation.

CEED Seminar

The Annual CEED seminar takes place in mid-September each year. Invited guests include members of the University, Business community, and CEED alumni. Naturally, you will be invited and you may include other guests that you wish to invite.

Each scholar prepares a 6-page paper for the Seminar Proceedings. These proceedings are published, so the papers must be cleared for publication by the Client. From our experience, there is often a formal procedure within some organisations, which can be quite convoluted. We advise our scholars to expect the process to take 2-3 weeks. The scholar may need the Client Mentor's assistance to document the process in the Project Brief. With the paper being publicly available, we understand that aspects of the information in the papers may need to be neutralised – or in some cases, sensitive material will have to be omitted. Scholars will need your guidance on potentially sensitive material, so they don't unnecessarily lengthen the approval process. No paper will be published unless we have the written authorisation of the client.

On the day of the seminar, each CEED Scholar will give a presentation (15 minutes plus 5 minutes for questions; shorter for CEED Scholars who start at mid-year). These presentations too will have to be cleared by the Client for public release.

The purpose of this seminar is to demonstrate what can be achieved with CEED projects, foster contacts, and generate further ideas for research projects through CEED. The seminar will be followed by a networking session to allow you to mingle with our University, Industry and Alumni guests.

CEED Project Extensions

Scholars are strongly advised to complete their CEED obligations within their designated timeframes. Should a Scholar request an extension, a discussion with all stakeholders will be required to reach a decision for either termination or extension, in line with CEED's Standard Project Agreement.

10. Agreements

Contractual documentation for CEED projects has been minimised, but forms an important part of developing a sound working relationship between CEED Clients and the University. Contractual issues are handled by the CEED Office.

Agreement Documentation

The University generally signs a Project Agreement with the CEED Partner for each CEED project. Project agreements are arranged by the CEED Office and your involvement is not normally sought except where special confidentiality arrangements are required. The CEED Project Agreement is available on the CEED website, and it covers the commitments by the University and CEED Client with respect to the project, including arrangements for handling ownership of intellectual property.

Some important areas covered by the Agreement are outlined below. In the event of any discrepancy between the Agreement and this manual, the Agreement takes precedence.

Agreement with Scholars

CEED Scholars sign a “Student Undertaking” which formalises their relationship with the CEED Project Agreement.

Status of scholars: When scholars accept their CEED projects, they are acting as private individuals to perform a particular bit of work. They are not employed by the university, nor by the Client (excluding employee model scholars), although we all commit time, effort and other resources to the project and the scholars’ development.

If the Client requires additional agreements because of restrictions on site or confidentiality, they are advised to forward the agreements to the CEED Office. We will review the agreements with our legal team to confirm that they are necessary and appropriate for the Scholars and/or University to sign.

Licenses

By engaging through CEED, scholars gain access to University resources and facilities, including professional software licenses, throughout the duration of the project.

Intellectual property

Experience has shown that Intellectual Property (IP) does not usually become a major issue with CEED projects, but can be a matter of concern with some CEED Clients. CEED projects can potentially develop material or knowledge of significant commercial value. Ownership of any resulting intellectual property could therefore be of considerable interest. Few CEED projects result in an outcome of major commercial value in their own right, so the default option with the Standard CEED Project Agreement has intellectual property shared equally between the

University and CEED Partner. The University acts on behalf of the Scholars who are treated as if they were UWA staff, giving them benefits if UWA receives benefits.

With the alternative option, CEED Clients elect at the start of the project (i.e. within 30 days of the appointment of the scholar) to pay a fixed fee surcharge to obtain full ownership of IP produced during the project. Ownership of “Background IP” is unaffected by the surcharge. Again, should they require special arrangements to be negotiated, please inform the CEED Office.

CEED Scholars sign their IP over to the University when they sign the Student Undertaking, enabling the University to manage the IP with the Client according to the IP option that has been chosen.

Publications

Should any publications result from a CEED project, they are treated as joint publications by the various contributing individuals unless agreed otherwise. Publications will only be released with the approval of the Client.

Confidentiality

If CEED projects deal with commercially sensitive information, extra arrangements may need to be made. While normal student theses are usually “published” soon after project completion, the default arrangement is for CEED project theses to be submitted as a confidential document, with markers advised of the requirement to maintain confidentiality. The standard arrangement is that these then be held confidential for at least 2 years (longer periods can be arranged via special agreement).

If the Client requires university personnel involved in the project (eg. Academic Supervisors or thesis markers) to sign an individual agreement of confidentiality, we will advise you accordingly. We will review the agreements with our legal team to confirm that they are necessary and appropriate for the Supervisors and/or University to sign. Often a single agreement with the University is sufficient with such cases, since all Supervisors are University employees.

11. Insurance and Safety

Safety is a vital concern, and all parties have a duty to ensure projects are conducted safely. Scholars generally have little experience of industrial safety and insurance, so they will need additional oversight by yourself and/or the Client Mentor. We do expect that they will undertake all the usual inductions required for access and working at the Client's premises.

Insurance

In brief (and subject to the appropriate clauses in the Standard Project Agreement), the University provides professional indemnity for CEED Scholars while working on their projects, including periods when visiting and carrying out project work on site. The University's Student Placement Insurance also covers them during their time on site, however, this precludes any periods the scholars are employed with the Client.

Certificates and policy details can be supplied if required.

Employment periods

If CEED Scholars enter into a separate employment arrangement with the the Client's organisation, they naturally become employees of their organisation and workers' compensation insurance requirements apply for time spent working under that arrangement.

Should the Client elect to employ a scholar, they are required to ensure the dates are clearly stated in writing so that liability for insurance is always clear.

Safety on site

If the Client's organisation requires the scholars to attend a work safety or other training program, they should make arrangements directly with the scholars. Please impress upon your Scholars that industrial sites often contain unforeseen dangers and encourage them to ask someone on site if in any doubt.

12. Arrangements for Site Work

Site work period

As part of the CEED project, the CEED Partner arranges for the scholars to work full time on their project at a nominated site for a predetermined period of time during the vacation periods (usually 8 weeks). CEED Scholars should negotiate dates with them directly.

Typically this period takes place during the summer vacation, but arrangements can be made for some of that period to be during the mid-year vacation for mid-year commencers or if it better suits the project. Site time cannot be made up during the academic semester.

Make sure student's status as CEED students working on their project is properly understood. Otherwise, they may expect CEED students to undertake their regular vacation training program. If difficulties arise, students should ask the CEED Partner to contact the CEED Office for clarification, or make contact themselves.

While the 8 week full-time vacation period is standard, in many instances CEED Clients have found it useful to extend the scholars' access to continue through the academic semester. Scholars are expected to spend 1.25 to 1.5 days a week working on their project during the semester, and maintaining access to site helps them focus on the project, maintain connection to the team, and may be essential for accessing resources that are necessary for the research.

Extended site period

If scholars wish to work on site for longer than the set period, they need to negotiate this separately with the Client. They are under no obligation to allow a longer period, nor to offer additional remuneration for any extra period.

If the Client does offer a scholar paid employment in addition to their CEED engagement, any such arrangement is between them and the CEED Scholar. They are required to have a written record of the dates for any additional paid employment as there are insurance ramifications (see section: "Insurance and Safety on site").

Other site experience

Assessment of CEED Scholars' performance on CEED projects will be based on the assumption that they use the site work period effectively. CEED Scholars should therefore spend the majority of their time on site working on their projects and matters directly relevant to the projects.

Sometimes Client's may also wish to offer an opportunity for scholars to gain additional experience which is useful even though it is not directly relevant to the project. Provided such opportunities do not interrupt project work for more than a total of 10-20% of the site work period, our scholars are welcome to take the opportunity since broadening experience is a desirable outcome of the CEED program.

13. Project Expenses

CEED program fees

For funded projects, the Client pays a project fee to the CEED program that covers the studentship and the usual access to University resources afforded to students undertaking research projects. These are invoiced in two instalments;

- 50% when the scholar is appointed
- 50% upon acceptance of the deliverables by the client, plus any agreed upon expenses

Funding of CEED projects

CEED projects are joint research projects with contributions from all parties. The CEED Partner has agreed to pay the additional expenses for the CEED project, provided approval is obtained by the scholar or university before incurring it. Please ensure your scholars receive signed, written approval from you, Client Mentor and CEED Director before the project can incur any expenditure.

Scholars undertake financial management of their own projects under your oversight and in conjunction with the Client Mentor. Processes are explained below.

Deliverable preparation expenses

The project fee includes a small sum from which scholars can recover expenses incurred in the preparation of deliverables and other minor project expenses without generating excessive paperwork. Claims need to be submitted by the scholars to the CEED Office, verified by yourself, giving account of the expenditure. This sum is not for transport costs, which tend to be a sensitive issue with many CEED Clients.

Travel expenses

Under the Standard Project Agreement, CEED Clients agree to reimburse the University and scholars only for expenses incurred for travel outside the Perth metropolitan area, provided they have agreed to it in writing.

CEED Partner's will confirm in writing if they wish to handle any special arrangements in house. In instances where CEED Scholars are required to travel beyond the metropolitan area, the vast majority of CEED clients choose to handle the expenses internally, taking advantage of their in-house travel processes and facilities:

- For travel to remote sites, it has been universal for clients to book and incur expenses through their usual in-house arrangements
- For travel by car, it is usual for scholars to use the organisation's vehicles, or travel with their mentors – travel reimbursement rates for personal car can be quite expensive.

As a result, it has been extremely rare in recent years for travel expenses to be incurred through the University.

General approach to expenditure

As a general principle with CEED projects, if the CEED Partner requires the University to spend money on the project on their behalf:

- 1 Prior written authorisation from the CEED Partner is essential (example form attached);
- 2 Academic Supervisors will handle payments from their own accounts as the project progresses.
- 3 When the project is complete, the CEED Office will invoice the Client. When the account is met, we will arrange for the Academic Supervisor to be reimbursed. Where expenditure is large, progress payments may be made if required.

Specific procedures for expenditure

If the project incurs extra expenses, CEED Client's can arrange to handle it in one of three ways:

- 1 **Work by university or others on "fixed price"**
CEED Scholars can obtain "fixed price" quotations from school providers (or other contractors) for goods and services, and obtain written approval from the Client to proceed. The University then places orders under its regular accounting system. The CEED office will arrange for the client to be invoiced and reimburse the Academic Supervisor who incurred the expense, upon the project's completion.
- 2 **Work by university on "time and materials" basis**
CEED Scholars must obtain written approval from the client for expenditure on a "time and materials" basis up to an agreed price limit. CEED Scholars (through their Academic Supervisors) then arrange to buy the items and have technician time logged and charged to the project. All expenditure (including use of stock materials) is recorded against the project. When the project is complete, the CEED office will invoice the client and reimburse the Academic Supervisor who incurred the expense.
- 3 **Incur expenditure through the Client's organisation**
The Client obtains the required goods and services through their organisation's normal channels. This approach requires the least involvement of CEED Scholars and University accounting systems. CEED Scholars should still maintain records of such costs, and ensure the requirement is included in the Project Brief.

Approaches 1 and 2 are commonly used when:

- University Workshops are used to build test rigs or equipment,
- when consumables, materials and equipment need to be purchased, or
- when University test facilities that charge set user fees (such as the Centre for Microscopy, Characterisation and Analysis) are accessed

Approach 3 is often used when work is to be done primarily at the Client's premises, or when it is easy for the client to access items through period contracts or other purchasing agreement.

Authorisation to Incur Project Expenses

Project Number	
Project Title	
Client	
CEED Scholar	
Supervisors Project Grant (this must be completed)	BU: PG:

Purpose of Expenditure	
Estimated Expenditure	
Quotation/ Estimate Source	
Attachments	<i>[All Quotes/Estimates comprising the estimated expenditure must be attached and listed here]</i>

Authorisations

	Name	Signature	Date
Mentor			
Supervisor			
CEED Director			

14. Studentship

CEED Scholars who have no other special relationship with the Client's organisation (e.g. cadetship) generally have a uniform arrangement for their Studentship and vacation work.

CEED scholars receive a tax-exempt Studentship over the full term of the project. The studentship is funded from the project fee paid by the CEED Partner. Studentship payments are via electronic funds transfer and are made by the CEED Office in installments.

Pro bono projects do not include studentship payments.

"Full" Projects

(For Masters by Coursework and Honours level students - includes vacation work)

There are four equal installments totalling \$10,000 (or \$13,500 if 100% Client Owned IP)

- 1 Upon signature of the Project Brief by all parties*
- 2 On the first day of the second semester of the project*
- 3 Upon satisfactory completion of all obligations related to CEED seminar, including participation in organising committee meetings, provision of a paper approved for publication by the client, and delivery of a presentation at the CEED seminar*
- 4 Upon acceptance of the deliverables agreed in the Project Brief by the client*

* conditional on the student having submitted all required monthly reports and fully signed Project Brief

"3/4" Projects

(For Masters by Coursework and Honours level students - does not include vacation work)

There are three equal installments totalling \$7,500 (or \$10,125 if 100% Client Owned IP):

- 1 Upon signature of the Project Brief by all parties*
- 2 Upon satisfactory completion of all obligations related to CEED seminar, including participation in organising committee meetings, provision of a paper approved for publication by the client, and delivery of a presentation at the CEED seminar*
- 3 Upon acceptance of the deliverables agreed in the Project Brief by the client*

* conditional on the student having submitted all required monthly reports and fully signed Project Brief

For Masters by Research or PhD placement students

There are two equal installments totalling \$12,000 (or \$16,200 if 100% Client Owned IP):

- 1 Upon signature of the Project Brief by all parties*
- 2 Upon Completion of two-thirds of the agreed project term
- 3 Upon acceptance of the deliverables agreed in the Project Brief by the client*

* conditional on the student having submitted all required monthly reports and fully signed Project Brief

Scholars with a scholarship, cadetship or Employee Model Project

There are instances where organisations wish to engage students who have an existing working relationship, scholarship or cadetship with the organisation. The 'Employee Project Model' should be utilized in these instances. It is required that their employment arrangement will be paying them a minimum of \$10,000 (equivalent to a "Full" project studentship) for the work performed in the organisation, for the duration of the project. Therefore, no additional studentship will be provided by CEED.

15. Supervisor “Research Funds”

Supervisors of CEED projects have additional constraints imposed upon their time and research. As compensation, Supervisors receive a portion of the CEED fees paid by CEED Partners as “research funds”.

When funds become available

CEED projects apportion a total of \$2,000 (or \$2,700 if the Client owns 100% of the IP) for Supervisor payments, which are distributed equally to all Academic Supervisors on the project.

Payments are made via journal transfers to the Academic Supervisors nominated Operating Account (not consulting), in two equal installments:

- 1 Upon signature of the Project Brief by all parties, conditional on the student having submitted all required monthly reports
- 2 Upon acceptance of the deliverables agreed in the Project Brief by the client; conditional on the student having submitted all required monthly reports and submitted a fully signed project brief.

Non-financial projects

Occasionally a CEED Partner will experience financial (or other) challenges during a project, as a result of which their CEED fees are paid late, or not at all. In such cases, the CEED Office guarantees continuation of the Studentship, and consults Supervisors before any decision is made concerning continuation of the project. The three main options are listed below in order of preference:

- 1 Continue the project unchanged, trusting that fees will eventually be paid (negotiations concerning Studentships may be handled separately). In such cases, Supervisors are asked to liaise with the CEED Partner as normal, though the CEED Partner’s copy of the final report may be withheld until payment is received.
- 2 Discontinue project contact with the CEED Partner, but continue the same topic as a regular project to minimise academic disruption to the students. This may be essential if the disruption were to occur during the final year.
- 3 Discontinue project contact with the CEED Partner and abandon the project topic altogether. This option would normally be viable only if the disruption occurred before, or very early in, the site work period.

In the event that a CEED Partner defaults on one or more project payments, the CEED Office guarantees that Supervisors will receive at least half of the “research funds” which would have been due from the defaulted payment as well as their normal portion of all payments received.

16. Project Close Out

The process of closing out a CEED project should be straightforward, merely requiring students to display the discipline to take the final steps.

CEED Close Out Meeting

The CEED office will organise a meeting between the Scholar and CEED Director, when they are approaching the end of their second semester. The purpose of this meeting is for Director to gauge the scholar's progress on the project, and implement any further strategies that will enable them to succeed on time. The CEED Director will contact you if there are any issues to report.

Project Team Close Out Meeting

When completing a project, it is good practice for the scholar to convene the project team for a final project meeting. This provides an opportunity for all members to discuss the results of the project, identify areas where the execution of the project might have been improved, and propose directions for future work. This meeting should be conducted within four weeks of the scholar submitting their thesis.

Deliverables

Deliverables will have been defined in the Project Brief (and any subsequent amendments to the Brief).



All Deliverables set out in the Project Brief (and amendments) will be transferred to the client within 4 weeks of the date that the scholar is due to submit their final thesis for assessment. Scholars will also provide a copy of the Deliverables to the CEED Office at this time.

If the Deliverables are satisfactory, the Client Mentor, will need to sign a CEED issued form (sent via email) stating that the Deliverables have been received and accepted. When this acknowledgement is received by the CEED Office, the final invoice will be issued (remaining 50% of the project fee, plus any additional approved expenses), and Studentship and Supervisor payments paid.

Feedback

As the CEED program continually strives to improve, we will ask our Academic Supervisors to provide feedback. The CEED office will forward you a Completion Survey via email several weeks before the Deliverables are due, and can be returned at your convenience. Please note, this survey is not mandatory, however we do appreciate your input.