Internships and industry-based training of PhD research students

Dr Agi Gedeon
HDR Partnerships Manager

Graduate Research School
29 October 2018

‘the direction in which education starts a man will determine his future life’
Socrates
University education added an estimated $140 billion to the Australian economy in 2014.

Australia’s Group of Eight universities contributed $66.4 billion to the national economy in a single year through the flow on effects of research, graduates, international students and employment.
Australia OECD

- Australia is recognised globally for its high-quality research.
- 0.3 per cent of the world’s population, Aust contributed to >4% publications in 2017 (on par with UK at 1% popn producing 7.9% in 2009)
- Australia ranks 29 of 30 for industry-university collaboration in the OECD (2008-10)
- 4.6% of industry in Aust already engages with the university research sector
- it’s not US and THEM, efforts toward compatible goals can be enriched with engagement and collaboration
- biggest differences between sectors are:
  - how performance is measured,
  - how projects are run,
  - how timelines and budgets are scrutinised,
  - decision structures
- more fluid career paths between academia and industry for researchers
Industry engagement and internships in other countries

Startups
• 4 of 5 Australian founders are university graduates
• many nurtured into existence by a university incubator, accelerator, mentoring scheme or entrepreneurialism course

UWA course offerings incl skills to start a business, classroom industry projects and WIL

HGFs
Policy support in France, UK and USA, High-Tech Start-up Fund in Germany and Swiss CTI Start-up program

https://www.nature.com/articles/d41586-018-02696-6

Future of work

economic forecasts suggest that 40 per cent of today’s jobs will not exist within 20 yrs

https://www.xcubelabs.com/our-blog/industrial-revolution/
knowledge · learning · erudition · scholarship · philosophy · sagacity · sagesness · intelligence · acuity · discernment · understanding · insight · perception · sense
Figure 1: Employer satisfaction with graduate skills, 2016 (%)

Percentage of employers reporting that they agreed or strongly agreed that the student's degree prepared them for the skill requirements of their job

- **Foundation Skills**: 97% (Higher Degree by Research graduates), 92% (All Graduates)
- **Adaptive Skills**: 95% (Higher Degree by Research graduates), 88% (All Graduates)
- **Teamwork Skills**: 85% (Higher Degree by Research graduates), 85% (All Graduates)
- **Technical Skills**: 96% (Higher Degree by Research graduates), 92% (All Graduates)
- **Employability Skills**: 84% (Higher Degree by Research graduates), 86% (All Graduates)

Govt directive ACOLA review 2016

• 11 Key Findings and implementation plan
  – 4 Broader transferable skills development is a necessary aspect of HDR training
  – 5 Australia should be aiming for industry-university collaboration during HDR training to be in the top 25 per cent in the OECD - HDR training opportunities to be focused on an industry-defined research problem, take place in industry settings, or involve an industry supervisor
  – 6 a national industry placement scheme of significant scale and scope to enhance the HDR training

• Recommended a nationwide HDR industry placement program eg Canada’s Mitacs Accelerate 3000/yr

• Barriers:
  – Constraints on stipends
  – Consequences on completion times
  – IP concerns
  – Lack of appropriate industry opportunities

• Generic skills training

• Progress Report July 2018 on eighteen actions to address the Review’s findings under five Priority Issues
Five Priority Issues:

1. **Pathways to HDR training**

2. **Industry-university collaboration, including placements**
   - Australian Council of Graduate Research (ACGR) and the Australian Industry Group (Ai Group) guidelines released
   - National Research Internships Program target – 68 of 100 in 2017, for 2018 target 40% women and 1.2% indigenous
   - All higher education providers report their student data to DET through the Higher Education Information Management System (HEIMS)

3. **Equity, including Indigenous participation**

4. **Quality of the HDR training system**

5. **Data and evidence to better monitor HDR system performance.**
593: Higher degree by research end-user engagement code

18th of September 2017 - Federal Government Ministerial Notice which included the 2018 Reporting Requirements to improve the monitoring of research training systems.

Collection and reporting of the following Higher Degree by Research (HDR) indicators:

Element 593:
- 00 (Not an HDR Student)
- 01 (Not undertaking a type of research end-user engagement)
- 02 (Undertaking research internship with a research end-user)
- 03 (Jointly supervised by a research end-user)
- 04 (Jointly funded or fully funded by a research end-user)
- 05 (Undertaking formal training on end-user engagement)
- 06 (Undertaking other commercialisation and engagement activities)
Additional reporting requirements
HEIMS

The university does encourage experiential learning especially with research-end users for HDRs.
We do need to capture all the different forms of industry (research end-user)
HDR Engagement Indicators:

- Research internship
- Joint supervision
- Jointly funded or fully funded
- Formal training on industry engagement
- Other commercialisation and engagement activities

We are currently creating units to ‘enrol’ students for research internships. It will also ensure that the activity will also be recorded on their academic record.
APPLICATION FOR LEAVE

to engage with Research End-User

This form is an application for approval of LEAVE from higher degree by research (HDR) candidature to formally engage with a Research End-User (REU). All HDR students, scholarship and non-scholarship holders, must complete this form and gain appropriate approvals before undertaking any internship, work-integrated learning (WIL) and/or placement, with a Research End-User.

A Research End-User is defined as an individual, community or organisation external to academia that will directly use or directly benefit from the output, outcome or results of the research. Organisations include businesses, government, non-governmental organisations, communities and community organisations. Universities and their affiliates or subsidiaries are not classed as research end-users.

You do not need to apply for leave to attend courses as part of your HDR candidature. All internships, formal training or other commercialisation and engagement activities with a Research End-User should however be documented in your Annual Progress Report (APR).

Students who intend to travel overseas to engage with a Research End-User, must provide a copy of the internship agreement to the GRS and fill in the Overseas Travel form available from www.postgraduate.uwa.edu.au/studentnet/forms in addition to this LV-REU form.

Please return the completed form(s) to the Graduate Research School, Hackett Hall (M 358) before leave commences, as leave will not be approved retrospectively other than in exceptional circumstances.

1. STUDENT DETAILS

<table>
<thead>
<tr>
<th>FAMILY NAME:</th>
<th>STUDENT ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIVN NAMES:</td>
<td>TITLE: Mr, Ms, Mrs, Dr etc.</td>
</tr>
<tr>
<td>SCHOOL:</td>
<td>TELEPHONE NO:</td>
</tr>
</tbody>
</table>
LV-REU form must be completed and signed

3. REASONS FOR REQUEST (brief description of the intended work) - Student to complete

Please provide details for the schedule of your internship, work-integrated learning or placement engagement activity/ies (add additional rows if required). If there is an agreement detailing your attendance and the conditions of the activity with the REU, please attach a full copy of the signed agreement.

<table>
<thead>
<tr>
<th>Start date</th>
<th>End date</th>
<th>Days per week attending the activity</th>
<th>Total number of days attending the activity</th>
<th>Type/name of activity (e.g. internship)</th>
<th>Name/s and Address/es of Organisation/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Needs sign off by Supervisor, GRC
6. ENGAGEMENT WITH RESEARCH END-USERS

1. In the last 12 months, have you undertaken any formal engagement with a research end user, e.g. mentoring, internship, placement etc? A research end-user is any external organization including business, government, non-governmental organisations, communities and community organisations. Universities and their subsidiaries are excluded. Please do not include courses, workshops etc – these are covered in Section 7.

   □ Yes  □ No

   If Yes, please provide details for each engagement activity (add additional rows if required). If there was an agreement detailing your attendance and the conditions of the activity, please attach a copy.

<table>
<thead>
<tr>
<th>Start date</th>
<th>End date</th>
<th>Days per week attending the activity</th>
<th>Total number of days attending the activity</th>
<th>Type/name of activity (e.g. internship)</th>
<th>Name/s and address of Organisation/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. In the next 12 months, do you plan to undertake any formal engagement with a research end user, e.g. mentoring, internship, placement etc? A research end user is any external organization including business, government, non-governmental organisations, communities and community organisations. Universities and their subsidiaries are excluded.

   □ Yes  □ No

   If Yes, please provide details for each engagement activity (add additional rows if required). If there is an agreement detailing your attendance and the conditions of the activity, please attach a copy.

<table>
<thead>
<tr>
<th>Start date</th>
<th>End date</th>
<th>Days per week attending the activity</th>
<th>Total number of days attending the activity</th>
<th>Type/name of activity (e.g. internship)</th>
<th>Name/s and address of Organisation/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Motivations for doing a PhD

• Intellectual curiosity
• More specialised knowledge and expertise
• Enhance quality of career options – a successful future
• Employability
• Prestige
• Earning capacity
• Improving prospects – better life
• Meaningful career – contribution, Leave a legacy
• Gain respect
• Educational experience – deep dive not purely for the sake of research and its outcome
• PhD students are trained problem solvers, adept at finding pathways to research and development

employABILITY of graduates

2019 edition of the Graduate Employability Rankings, released by higher education analysts QS Quacquarelli Symonds:

Graduates from the Universities of Sydney and Melbourne are among the most employable in the world.

development of global citizens, regional leaders and strong global relationships that are critical for facilitating diplomacy, business and trade

Careers trajectories post PhD

Satisfaction in science

• Proskin encourages ECRs to keep options open and avoid the academia-or-nothing mindset. “Maybe it’s time to switch that thinking around,” “The default mode should be that you are going into industry unless you’re very academically inclined.” Nature 562, 611-614 (24 October 2018)

• For those remaining in research regardless if the career trajectory is academia, non-profits or government – there will be KPIs for industry engagement, and for the industry path need to leverage and maintain research capability by staying in touch with academia
PhDs are highly-intelligent and highly-trained professionals who are qualified for any industry position

- acknowledge the fact that your PhD entitles you to nothing
- commit to identifying and leveraging the transferable skills
- build a network of connections, in academia, in business and entrepreneurship follow up with them consistently
- Only then will it be a significant advantage

- [http://cheekyscientist.com/transferable-skills/](http://cheekyscientist.com/transferable-skills/)

- Industry recognise that HDRs are a rich talent pool with intellectual, analytical and technical capabilities
- Transferrable skills
20 Transferable Skills For PhDs

1. INFORMATION MANAGEMENT
2. TIME MANAGEMENT
3. PROJECT MANAGEMENT
4. TEAMWORK & COLLABORATION
5. COMMERCIAL ACUMEN
6. NEGOTIATION SKILLS
7. LEGAL & REGULATORY ASPECTS
8. LEADERSHIP SKILLS
9. COMMUNICATION SKILLS
10. RELATIONSHIP BUILDING
11. ORGANIZATIONAL SKILLS
12. CLIENT-FACING SKILLS
13. STRATEGIC PLANNING
14. PROFESSIONAL AWARENESS
15. ADAPTABILITY / FLEXIBILITY
16. CREATIVE PROBLEM SOLVING
17. CONFLICT RESOLUTION
18. CURRENT INDUSTRY TRENDS
19. ENTREPRENEURIAL MINDSET
20. EMOTIONAL INTELLIGENCE
In Canada, the 10,000 PhDs Project at the University of Toronto found 88% (unemployment rate for PhD grads was 5.1%, effectively 7% no data):

- 23% tenure positions,
- 30% industry but 13% of all phys sci were in private sector banking, finance or investments for big data skills (new niche in last 10yrs)

Internships

• explore different career possibilities - that may suit values and personality
• understand workplace culture and expectations
• network and connect with industry professionals
  – mentor
  – access the hidden job market
  – willing to act as a professional reference
• develop professional communication skills with clients, colleagues, vendors and prepare business documents/reports, presentations
• team work, timelines and punctuality
• practical experiential learning, put theory to practice & complement research expertise
• draw on relevant and real examples for selection criteria and interview questions - REFLECTION
• test research abilities in a setting where work outcomes and expectations are clear and timely
• demonstrate specialised and adaptive skills
Research Internships with Industry

Explore career opportunities by engaging in internships with research end-users across a range of industry or business sectors, including government agencies.

Create your own internship

Apply for leave for your internship

Explore available internships

The ‘future of work’ requires a skilled and knowledgeable workforce that is well prepared for the changing global economy. Research internships offer valuable training that is not available on the UWA campus but typically performed in 'real-world' work locations, providing interns with a better understanding of career options and work environments and enabling them to apply analytical research expertise to an Industry project.

Research internships may be paid or unpaid and can last for a few weeks or up to several months.

Internship process
Things to consider

- Student capacity/need – intentions – part of thesis
- Fitness to proceed into internship
- Timing
- In-keeping with thesis alignment / academic mentor
- Benefits
- New approaches – cross-disciplinary opportunities
- Managing expectations
  - **Industry** - R&D, education of students as future researchers aware of industry need, collateral benefits, reduced cost of research – govt rebates
  - **Student** – understand commercial imperatives, IP, confidentiality, reflection on learning and taking feedback on skill gained/demonstrated (communication, problem solving, organisational skills)
  - **Academic/GRS** – thesis progress and completion
- Scholarships
6 Provisions for students undertaking work outside their HDR topic

6.1 Unless otherwise approved by the relevant board in conjunction with the supervisors and enrolling school/s, a full-time student in receipt of an RTP Scholarship is expected to normally be on campus and available for supervision and contact between the hours of 9am to 5pm, Monday to Friday. Different arrangements may be approved for students enrolled externally or part-time.

6.2 A student in receipt of a Domestic RTP Fees Offset Scholarship (only) may undertake additional work, paid or unpaid, as long as they continue to make satisfactory progress toward submission of their thesis within the agreed period.

6.3 A student in receipt of an International RTP Fees Offset scholarship or a Domestic or International RTP Stipend may undertake no more than eight hours' additional paid work between the hours of 9am to 5pm, Monday to Friday in any week, unless Paid Professional Development Leave has been approved. Permission to undertake paid work between the hours of 9am to 5pm, Monday to Friday is contingent on the student continuing to make satisfactory progress toward submission of their thesis within the agreed period.

6.4 A student in receipt of an RTP scholarship may undertake industry placements, research internships, professional practice activities or other similar enrichment activities undertaken as part of their HDR by approval of the relevant board in conjunction with the supervisors and enrolling school/s.

Such approval is contingent on:

i. subject to 6.5, the student making satisfactory progress toward submission of their thesis within the agreed period; and

ii. the terms of any scholarship or agreement by which the student is bound.

6.5 Approval of activities undertaken in 6.4 does not automatically alter or extend the student's entitlements to RTP Scholarship support. However, extension of an RTP Fees offset scholarship may be considered prospectively on the basis of activity undertaken according to 6.4 that will consume candidature time but will not contribute directly to the thesis.

6.6 Activities undertaken in 6.4 are recorded formally by the Graduate Research School and reported externally as required.
UP17/5: Courses - Experiential Learning

This policy sets out the principles for managing student engagement with educational activities that provide a meaningful learning experience within a unit or a course. These activities are purposefully designed, wholly or partially, to achieve explicit educational outcomes in collaboration with workplace, community partners and/or research end-users. It covers all forms of experiential learning activities in the University’s courses including community-engagement (service learning), work-integrated learning (such as professional experience placements, internships, and industry projects), professional mentoring and research end-user engagement.

3 Research end-user engagement in HDR Courses

3.1 For HDR students enrolled in courses that include no structured coursework component, engagement in experiential learning activities may be either optional or mandated in the curriculum of a Graduate Research Program.

3.2 Where the activity is mandated as part of a Graduate Research Program it may be required as a condition of completion of the Program, but it does not form part of the assessment of the course and does not attract “credit”.

3.3 Experiential learning activities may be ad hoc or part of an established internship program, and in either case opportunities for engagement may be identified by the student or supervisors.

3.4 Where there is a structured coursework component to an HDR course (for example in a doctorate or master by research and coursework), experiential learning activities may be codified in the coursework component of the course. In such cases, the sections of this policy relating to coursework apply.

3.5 The Board of the Graduate Research School or nominee has authority to approve the experiential learning component in a HDR course or a Graduate Research Program for an individual student.
• present a positive personal brand and make the most of your experience
Definitions

• **research end-user** refers to any external organisation including businesses, governments, non-governmental organisations, communities and community organisations engaged by higher degree by research (HDR) students as part of their HDR training. Other higher education providers and organisations that are affiliates, or subsidiaries of a university are excluded.

• **research internships** means a temporary position with a research end-user where a HDR student has undertaken Research and Development (R&D) related to their field(s) of research. 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.

• **service learning** - community engagement activities embedded in units, structured and assessed as formal educational experiences.

• **work integrated learning (WIL)** - integrate theoretical learning with in the workplace that is intentional, organised and recognised with learning outcomes for the student that are both transferable and applied.

• **a placement** - organised experiential learning activity on or off campus as part of course requirements - work placements, practical placements, clinical placement, professional placements, internships or practicums.
Australian Postgraduate Research Internship Program delivered through AMSI (hosted by Uni Melb)

- NFP, national all sector, all discipline internship program for PhD students supported by the Aust Govt Dept of Education and Training
- through ‘Supporting more women in STEM careers: Australian Mathematical Sciences Institute (AMSI) – National Research Internship Program’ - $28.2 million
- provides a rebate for industry
- placement of 1400 PhD students by 2020
- open to all PhD students – prioritising domestic citizens, women, regional, Indigenous and disadvantaged (with a focus on advancing women in STEM)

- [https://aprintern.org.au/](https://aprintern.org.au/)
- View 1.34m video from APRIntern front page
APR.Intern

- short-term 3-5 month R&D project in an industry setting
- 2+ yrs or during examination period
- enrolled PhD Candidates, passed Confirmation of Candidature and able to demonstrate that participation will not adversely impact scheduled thesis submission date

- stipend of $3,000 per month
- usu work fulltime (4 days/wk on site)
APR.Intern

- short-term 3-5 month R&D project in an industry setting
- 2+ yrs or during examination period
- enrolled PhD Candidates, passed Confirmation of Candidature and able to demonstrate that participation will not adversely impact scheduled thesis submission date

- stipend of $3,000 per month
- usu work fulltime (4 days/wk on site)
- plus a one-off $5500 payment to academic mentor, which counts as research income + track record for Linkage
- strengthen existing, or develop new, collaborations with industry partners
- skills and PD, networking with industry contacts
- 60% of these become ongoing collaborations – ARC Linkage grants, Innovation Connection Funds through govt or support more internships

- As a supervisor of PhD students you might like to sign up for the mailing list
APR.Intern

• short-term 3-5 month R&D project in an industry setting
• 2+ yrs or during examination period
• usu work fulltime (4 days/wk on site)
• enrolled PhD Candidates, passed Confirmation of Candidature and able to demonstrate that participation will not adversely impact scheduled thesis submission date

• stipend of $3,000 per month
• plus one-off $5500 payment to academic mentor, which counts as research income + track record for Linkage
• strengthen existing, or develop new, collaborations with industry partners
• skills and PD, networking with industry contacts


CEO - project provided us with both immediate and long-term benefits for the business
Student - invaluable to see the difference btw my system and theirs and learn from a world class research gp
Academic – he was able to gain new technical skills that complemented his academic research perfectly
APR Internship with Woodside Energy

Data Science for Health & safety in the Oil and Gas Industry

Location: Perth, WA

Duration: 4-6 months

Proposed Start Date: May 2015

Disciplines: Mathematics, Engineering, IT and Computing

Project Background
Woodside is Australia’s largest independent oil and gas company with a global portfolio, recognized for their world-class capabilities as an explorer, developer, producer and supplier of energy.

Woodside has developed strong data science capability in support of the company’s growth strategy, and is leading the application of data science in the oil and gas industry. The Data Science team are tasked with deploying cognitive computing, advanced analytics, artificial intelligence and machine learning for improved decision making supported by facts and data.

Research to be Conducted
Woodside’s Data Science team is seeking an intern to develop valuable insights from our extensive health and safety (H&S) records through the application of advanced and novel data science techniques. The intern will work closely with the Data science team and the H&S subject matter experts to understand the data from various data sources, identify and analyse leading indicators to safety events, and develop high value outcomes with actionable insights.

The successful candidate will gain invaluable exposure to the application of data science techniques to real problems, in a fast-paced and agile delivery environment.

Skills Required
We are looking for a PhD student with the following skills:

- Strong data modelling skills
- Previous experience working with exposure to large data sets
- Programming skills e.g.
- Some prior knowledge in stochastic processes, graph theory and network analysis will be beneficial
- Able to work as part of a team

Visit the APR Internship website for more information and how to apply.

Project scoped by industry partner

Ideally related to student’s research and could be incorporated as chapter/paper/case study

Student can only apply if supervisor agrees

GRS facilitates the agreement on behalf of the University and will check

- Enrolment
- Scholarships
- Milestones
- Eligibility
- Visa issues
APR Internship with Woodside Energy

Data Science for Health & safety in the Oil and Gas Industry

Location: Perth, WA

Duration: 4-5 months

Proposed Start Date: May 2015

Disciplines: Mathematics, Engineering, IT and Computing

Project Background
Woodside is Australia’s largest independent oil and gas company with a global portfolio, recognized for their world-class capabilities as an explorer, developer, producer and supplier of energy.

Woodside has developed strong data science capability in support of the company’s growth strategy, and is leading the application of data science in the oil and gas industry. The Data Science team are tasked with deploying cognitive computing, advanced analytics, artificial intelligence and machine learning for improved decision making supported by facts and data.

Research to be Conducted
Woodside’s Data Science team is seeking an intern to develop valuable insights from our extensive health and safety (H&S) records through the application of advanced and novel data science techniques. The intern will work closely with the Data science team and the H&S subject matter experts to understand the data from various data sources, identify and analyse leading indicators to safety events, and develop high value outcomes with actionable insights.

The successful candidate will gain invaluable exposure to the application of data science techniques to real problems, in a fast-paced and agile delivery environment.

Skills Required
We are looking for a PhD student with the following skills:

- Strong data modelling skills
- Previous experience working with exposure to large data sets
- Programming skills e.g.
- Some prior knowledge in stochastic processes, graph theory and network analysis will be beneficial
- Able to work as part of a team

Collaborative Project brief – details the project, publications, thesis inclusions, collaborations and monthly timescale of outputs and key activities

Agreement is made by the University, the industry partner and APR.Intern (AMSI)

Student is not to deliver as a consultant or an employee, only to address the R&D project agreed

EDUCATIONAL EXPERIENCE

Visit the APR Internship website for more information and how to apply.
PAY ONLY

$13K

50% REBATE*

$26K PROGRAM COST

$15K
PHD STUDENT AT $3K PER MONTH

$5.5K
ACADEMIC MENTOR PAYMENT

$5.5K
ADMINISTRATION COST PROJECT MANAGEMENT

PRICING
Price includes a monthly $3k per month student stipend, one-off $5.5k academic mentor fee and one-off project management fee.

3 month internship normally $20k, only $10k with rebate
4 month internship normally $23k, only $11.5k with rebate
5 month internship normally $26k, only $13k with rebate

REBATE ELIGIBILITY
Australian Government rebates of 50% are available to all small-to-medium and large enterprises, and government agencies, in all industry sectors.

A rebate will be granted by APR.Intern to all industry partners who achieve agreed milestones and reporting, as outlined in the project contract.
Why I chose to do it?
...usually work in the lab environment or at least a controlled setting... will it really be useful for practical... real world scenarios... opportunity to apply skills learned during research to a real industrial problem... also motivated by the fact that I will experience the R&D environment of a big company.

Impact on research
... it was relevant to my research field... helped me develop ideas for my PhD work... also hope it will especially be beneficial for my career, as practical experience of deep learning has become an essential requirement for industrial jobs in my field.

Increase in employability
... help to improve workplace skills and professionalism... learn how to work in a team and to convey pov especially to those not from our field. This experience makes us more responsible about projects and deadlines. Whether in an academic or industrial setting, these are essential skills for a successful professional career.

Networking
... a golden chance to create some good industrial networks even before actually stepping into professional life, however, it is necessary to take such opportunities seriously or you may earn a bad name for yourself.

Impact on outlook
... academic and industrial worlds... have different approaches and goals. In research we usually look for the best and innovative solutions, however, in industry we look for practical and minimum cost solution even though it may not be the best one. So some practical experience is essential to understand the mindset of the industry and how to collaborate

Necessary for both academic and industrial career
... we all know that academic jobs are very limited and only a fraction of graduates make it to the academic career. Professional internships during the degree give us a chance to get a clear view of what we want and it benefits us in both type of careers. The two streams of careers can no longer be looked at as two isolated paths. In fact they mix and interact with each other very often. Industry looks towards researchers for possible innovations to improve efficiency and usability of industrial systems. Researchers look to industry for funding.

Conclusion
... it was a great experience that helped me improve my professional skills and to learn many new technical skills as well. It broadened my outlook for future career ambitions... seeing practical application of our research, also motivates us further and develops our interest in the research work of our degree.

I recommend that if any one gets a chance for internship, then you must try to avail it to its fullest.
APR.Intern

The Business Development Officer will engage with industry to ascertain the research needs of the organisation while simultaneously working with universities to place research specialists to strategic partners. In addition, the Business Development Officer will need to attend events and symposiums to develop new industry leads whilst also continuing to engage with existing partners and look to expand these relationships.

An initial appointment of 18 months may lead to further opportunities with this dynamic program.

**Candidate**

- energetic, self-motivated and able to engage with industry from SMEs to large corporates, research institutes and government agencies as well as the university sector.
- able to demonstrate their ability to develop strategic partnerships with business and industry and to foster strong collaborative and productive relationships.
- able to demonstrate outstanding interpersonal skills, clear communication, and negotiation skills.
- able to demonstrate strong planning and organisational skills with an ability to handle multiple priorities.

**Benefits**

The successful applicant will enjoy:

- work with multiple Western Australian universities
- work across all industry sectors
- facilitation of ground breaking research
- extensive networking opportunities
- attendance at a wide variety of events
- an independent work environment
- a university salary package

**How to apply**

This rare opportunity could be yours. Apply for this job here on The University of Melbourne’s job page. The incumbent will be an employee of AMGI, a University of Melbourne but will be based in Perth, WA with desk space at multiple Western Australian universities and will be required to travel between them on a weekly basis.

Applicants must address the selection criteria in the position description.

**Close date:** 21 Oct 2016

**Position Description and Selection Criteria**

Take home msg

• Eligibility - depend on the requirements of the industry partner, but must have met confirmation milestone
• Candidature and scholarship issues - Internships are in candidature (must be currently enrolled at an Aust univ - payment is a stipend scholarship)
• Project IP remains with the company
• Background IP by the academic or student stay with the university
• Rights of the thesis and can still publish
• Payroll, insurance and public liability covered by the University
• Academic supervisor approves and supports with specialist/ expert knowledge
• Pre-approved standard contract – quick turnaround times
• Rebate only offered on domestic student projects, govt cap on Intl 20%
• Interstate projects – regional offices, some relocation, your resources (fam/friends)
• Intl projects – if org has Australian ABN can be done in an overseas office
• If student is keen and nearing completion – apply! apply!
APR Intern partnerships

• DST – up to 100 to work on Defence and national security challenges
• ABS
• Block Internships Initiative (Pilot) – UWA
• Create your own - students, academic mentors and industry contacts can propose a collaborative industry research project for the program. Can be made exclusive with the ‘preferred industry partner’
• Consult with your Faculty BDM-Innovation and Industry Engagement team member
  
  FABLE – Anna Gee
  EMS – Sue Robson
  HMS – Roley Kumar
  Science – Paul Collings
Science Industry PhD Fellowships
Department of Jobs, Tourism, Science and Innovation

- $10,000 a year top-up to PhD scholarships for three years where the student is actively pursuing research to solve an industry problem or create a new business opportunity in conjunction with a local company
- PhD candidates will undertake a PhD research project on a topic agreed to by a company, the candidate and the host university
- Focus on high growth industry sectors: life sci., cyber security, automation, robotics, AI, new energy and data science
- up to 24 fellowships will be offered over the next three years
- applications for 2018 must be submitted by 19th November at 5pm

Dates for 2019:
- Round 1: Applications open 1st February, close 30th April 2019
- Round 2: Applications open 1st July, close 30th September 2019

• using skills gained in the PhD to solve an industry problem, build professional networks and employability skills
• PhD students who have recently submitted their thesis
• Domestic PhD candidates (2 EFTSL+)
• Work on an Industry-defined project for 6 weeks
• Teams of 3
• Develop business acumen, project management

All 5 WA universities under AWARE
2 rounds per year
  - current round 8th Oct – 16th Nov 2018
  - next round Feb-Mar 2019 (TBA)
Benefits

The main benefits reported by the students include:

• improved employability
• increased confidence
• greater business awareness
• new skills (e.g. project management)
• leadership development
• building a larger network
• greater interdisciplinary understanding
Other engagements with REUs

- iPhD program with CSIRO & industry
- Elite industry focussed research training, incl industry placement - at the interface of fundamental and translational research and addresses important industry priorities
- International internships
IMNIS is an initiative of the Australian Academy of Tech and Engineering (ATSE) launched in 2015, IMNIS connects Mentors (influential, high-level industry leaders) and mentees (motivated PhD students) in a one year mentoring program.

5 state-level networking events are hosted by IMNIS to allow more broad networks and connections

The aim is to break down barriers, extend professional networks, gain soft skills and understand more about opportunities beyond academia
Spring/Summer 2018

- **Policy internship** opportunity - 3-month internship ($7,000 stipend) with the Academy’s Science Policy team (closed 21 August 2018)
  - suit a postgraduate student or early-career researcher who can write well and is interested in a career in policy

- **Future Earth Australia** - 3-month internship ($7,000 stipend) to complete a policy-focused project in support of Future Earth Australia’s Urban Systems Transformation (Sustainable Cities) ten-year strategy
  - suit a postgraduate student with research focus on systems thinking and sustainable cities, and interested in developing skills for a career in policy

- The Academy runs an internship program four times a year, next round will be advertised in early 2019
The OECD Internship Programme is designed to bring highly qualified and motivated students with diverse backgrounds into the Organisation to work on projects linked to the Strategic Orientations of the Secretary-General. Its main goal is to give successful candidates the opportunity to improve their analytical and technical skills in an international environment.

**INTERNERNSHIP PROGRAMME WINTER ROUND 2019**

OECD - Paris (Internship starting between January and June)

DEADLINE to apply: 30 November 2018 - Requisition ID: 12318

1-6 months (40hr wk)

Full time student in a discipline related to the work of the OECD

Contribution to living expenses of 702 euros per full month worked (no travel or accom)
WHO internship programme 2018/2019 for graduate or postgraduate students worldwide

• a wide range of opportunities for grad/postgrad students to gain insight in the technical and administrative programmes of WHO while enriching their knowledge and experience

• first degree in a public health, medical or social field related to the technical work of WHO or a degree in a management-related or admin

• vacancy notices opened for six months at a time each year:
  • From January to June
  • From July to December

• six to twenty four weeks depending on the needs of the WHO technical unit and the intern’s availability

• WHO internships are not paid and all costs of travel and accommodation are the responsibility of the intern candidate
Nicolas Baudin Program: “Internship in France” initiative

- Nicolas Baudin travel grant - Internship in France
- A range of internship opportunities of 3-6 months in partnership between a French University and company. Most created with a partner university in mind, however, students may apply for any of the available opportunities
- The pilot program in 2017 had 9 Laureates from Australian universities

- One UWA student was selected to participate in an internship at UBX - Jenny Rodger
- The French Embassy finances the return flights Australia-France and social security costs for the duration of the internship (up to 6 months).
- The host university in France provide a mandatory internship stipend (minimum of 554€ per month according to 2017 figures, subject to change).
- UWA provide an additional grant to help cover daily costs in France ($2500).
- The deadline for applications online was 30 April 2018 and internships must be taken up by 31/12/18.

- https://au.ambafrance.org/Internship-topics
- The Schol AINSE ANSTO French embassy (SAAFE) foster nuclear sci & engineering
<table>
<thead>
<tr>
<th>French Unit</th>
<th>Industrial Field</th>
<th>Topic</th>
<th>Fisher ID</th>
<th>Lab</th>
<th>Targeted Aus Unit</th>
<th>Email of prof FR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Université de Bordeaux</td>
<td>Cytokinesis</td>
<td>Cytokinesis plays a key role in the regulation of cell migration</td>
<td>Bordeaux_12345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.bouchard@gmail.com">prof.bouchard@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Advanced Therapeutics</td>
<td>Cancer immunotherapy</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.chance@gmail.com">prof.chance@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Cancer Research</td>
<td>Metastasis suppression</td>
<td>Bordeaux_1012</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.dodd@gmail.com">prof.dodd@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Functional Genomics</td>
<td>Epigenetic regulation of gene expression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.eve@gmail.com">prof.eve@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Neurodegeneration</td>
<td>Neurodegeneration models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.farmer@gmail.com">prof.farmer@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Synthetic Biology</td>
<td>Synthetic biology models of cell adhesion</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.gill@gmail.com">prof.gill@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Cell Adhesion</td>
<td>Cell adhesion models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.hope@gmail.com">prof.hope@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>MicroRNA and miRNA</td>
<td>MicroRNA regulation of gene expression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.ive@gmail.com">prof.ive@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA interference</td>
<td>RNA interference models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.jane@gmail.com">prof.jane@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>Long Non-coding RNA</td>
<td>Long non-coding RNA regulation of gene expression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.kate@gmail.com">prof.kate@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.lisa@gmail.com">prof.lisa@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.mary@gmail.com">prof.mary@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.nancy@gmail.com">prof.nancy@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.oara@gmail.com">prof.oara@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.peter@gmail.com">prof.peter@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.quint@gmail.com">prof.quint@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.rona@gmail.com">prof.rona@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.sara@gmail.com">prof.sara@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.tara@gmail.com">prof.tara@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_8976</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_1122</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_2345</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_6789</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
<tr>
<td>Université de Bordeaux</td>
<td>RNA-Interfacing</td>
<td>RNA-Interfacing models of disease progression</td>
<td>Bordeaux_4567</td>
<td>INSERM U1024, CNRS, University of Bordeaux</td>
<td>NA</td>
<td><a href="mailto:prof.uma@gmail.com">prof.uma@gmail.com</a></td>
</tr>
</tbody>
</table>
McCusker Centre for Citizenship

- Active citizenship - 100 hours internship

**SVLG5003 Wicked Problems** Applied Transdisciplinary Design (Summer Unit)
This innovative unit from the **McCusker Centre for Citizenship** gives students an experience of best practice approaches to addressing complex or wicked problems. It offers students an immersive experience of the Perth suburb of Mirrabooka, where entrenched unemployment constitutes a complex social and environmental problem. Working in interdisciplinary teams, students will collaborate to research and design prototypes that address employability challenges.
For more information: [https://www.mccuskercentre.uwa.edu.au/program/elective-unit](https://www.mccuskercentre.uwa.edu.au/program/elective-unit)