ANZSOG

EXECUTIVE
MASTER
OF PUBLIC
ADMINISTRATION

Annual Academic Governance Report

Australia &
New Zealand
School of
Government

May 2021

CONTENTS

Front cover: Dr Bridie O'Donnell
– ANZSOG EMPA alum

Welcome and Acknowledgement

Teena Koutou Katoa,

Tuatahi he mihi atu ki a raatou maa kua wehe atu ki te poo. Moe mai raa koutou.
Tuarua he mihi ki te Kingi Tuheitia me te kahui ariki hoki. Pai Marire ki a raatou.
Tae noa ki a taatou te hunga ora, ngaa iwi Taketake, ngaa tāngata Aboriginal me
ngaa Torres Strait Islander me ngaa iwi Māori o Aotearoa.
Teenaa Koutou Katoa.

Ngaa Mihi (Greetings)

Greetings to you all.

First, greetings to those loved ones that have passed on, may you all sleep well. Second, greetings to the Māori King, Tuheitia and the royal household, goodness and peace to them. Finally, to the living, the First Peoples of Australia - the Aboriginal and Torres Strait Island peoples and Māori the tangatawhenua of Aotearoa, and greetings to us all.

Welcome to the 2021 ANZSOG Annual Academic Governance Report on the Executive Master of Public Administration (EMPA) program. ANZSOG is committed to working with communities across Australia and Aotearoa-New Zealand to promote and prioritise the perspectives and contributions of First Peoples. This is the second annual governance report presented by ANZSOG, as a key commitment of its enhanced governance and quality assurance framework for the EMPA.

The purpose of the report is to provide our conferring university partners and government stakeholders an annual update on the main highlights, developments, and outcomes of the EMPA's delivery in the preceding academic year. The report serves as a public record of ANZSOG's governance and quality assurance approach to managing and delivering the internationally recognised EMPA degree to emerging public sector leaders across Australia and Aotearoa-New Zealand.

He uri au o ngaa iwi o Ngaati Paoa me Te Whaanau aa Apanui hoki, Ko Millie Berryman ahau.
I am a descendant of the iwi (tribe) Ngaati Paoa (Hauraki) and Te Whaanau aa Apanu (Te Tairawhiti), my name is Millie Berryman.

As a graduate of the 2019 EMPA program, it was an honour and privilege to be a student amongst so many leaders from across the Public Service sector. The program provided a wide scope of learning from leaders in the field, a variety of venues and opportunities to build relationships and networks with other public servants. My māori cultural worldview was challenged many times during the program but in a good way. The ANZSOG EMPA program, promotes the knowledge and capabilities that government leaders can apply to creating public value in the programs and services they manage. I welcome the 2021 ANZSOG report on how the EMPA continues to add value to the learning of government leaders, especially in light of the many challenges and disruptions over the past year. I encourage First Peoples of Australia and Māori public servants to participate in an ANZSOG EMPA program, it will enrich your life on many levels.
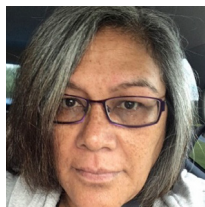
Millie Berryman

Manager Kaitakawaenga
Te Puna Ora Oranga Māori Health Service
Waikato District Health Board Aotearoa-New Zealand

1. Opening Statements

Dean and Chief Executive Officer ANZSOG

Dear Vice-Chancellors,

In accordance with ANZSOG's quality assurance framework and commitment to support our university partners' reporting requirements under the Higher Education Standards Framework (HESF 2015) and the Aotearoa-New Zealand Qualifications Framework (NZQF), I am happy to present our Executive Master of Public Administration (EMPA) Annual Academic Governance Report 2021.

The EMPA program continues to be ANZSOG's cornerstone educational collaboration with our conferring university partners. Working closely together ANZSOG and university partners offer a world class degree that substantially raises public leadership capabilities across Australia and Aotearoa-New Zealand and is receiving increased international recognition.

ANZSOG commenced 2020 with a significant agenda of work with partners to renew our EMPA co-delivery relationships and implement enhanced governance and reporting arrangements. This work was driven by a recognition that our partner's compliance requirements had increased under the HESF 2015 and NZQF since our previous EMPA program review. It was also motivated by ANZSOG's goal to assure partners of our continuous commitment to quality and reduce partners' reporting burden given the unique multi-institutional nature of the degree.

Despite the unprecedented challenges and upheaval wrought across our government and university sectors by the Covid-19 pandemic and the subsequent need to rapidly transition EMPA subject delivery to online, ANZSOG was able to sustain enrolled student numbers and meet the expectations of partners, TEQSA and the NZQA on the program's quality and governance standards. As reported in my letter to you on 23 March 2021, the result of this work has been the updating of ANZSOG's EMPA policies and supporting procedures aligned to relevant HESF 2015 domains and Aotearoa-New Zealand qualifications standards, an enhanced subject guide template, the introduction of annual EMPA governance reports to partners, the creation of a university partner portal on the ANZSOG LMS enabling timely access to institution specific student data, and the establishment of the EMPA Academic Advisory Council consisting of academic and quality assurance representatives from university partners and our alumni.

The recent independent compliance review of the new EMPA governance framework undertaken by Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite found that the framework and EMPA program is fit for purpose, enjoys high standing with relevant stakeholders and engages exceptionally well-qualified academics. ANZSOG will continue to work with our conferring university partners to consider how the compliance review's recommendations for continued improvement to EMPA program standards and the upcoming academic program review recommendations are best conducted and implemented to achieve our shared goals.

Professor Ken Smith
ANZSOG Dean and CEO

Academic Director, EMPA

The impact of the global COVID pandemic has forced unprecedented change and innovation across all universities and government agencies. Widespread uncertainty arising from lockdowns, working from home requirements, rolling border closures and limited travel options have had significant implications on the EMPA delivery model and our capacity to sustain the continuity of the program in its traditional form. Our model of subjects being delivered over four-day intensive face-to-face teaching sessions engaging between 75 and 100 students in various locations around Australia and Aotearoa-New Zealand was not viable throughout 2020.

During early 2020, over a period of 12 weeks, ANZSOG mobilised significant resources and drawing on the commitment and creativity of program staff and faculty achieved a successful pivot of the EMPA to a quality online executive postgraduate program. The last face-to-face subject of the EMPA, *Governing by the Rules* was delivered by Professor Arie Freiberg in March 2020 and our first fully online subject, *Leading Public Sector Change* was delivered by Professor Paul 't Hart in June 2020. Details of the transformation process and the responses from students and faculty are outlined in section four in this report.

Throughout the transformation process ANZSOG has maintained its commitment to student engagement and learning. A key concern was how shifts in delivery mode might be managed effectively without losing the strong sense of community and engagement among the student cohort that characterises the EMPA. Regular contact was maintained with all students advising them of changes to delivery, revisions to study plans and new subject delivery schedules. Faculty and program staff were mindful of the emotional and physical challenges our EMPA students faced having to adapt their work, study and family lives to the new reality. While some students adjusted the intensity of their study program it was pleasing to see all students remained enrolled in the program and adapted to the new delivery model.

Alongside the work of transitioning EMPA subjects to online delivery, ANZSOG strengthened the governance and quality assurance framework of the EMPA. The focus here has been to increase transparency and availability of demonstrable evidence of alignment with higher education standards and requirements (HESF and NZQF). These actions have been well received by our university partners and the opening statements from ANZSOG Dean and CEO Professor Ken Smith and the Chair of the new EMPA Academic Advisory Council, Professor John Phillimore speak to the value of these new arrangements.

A strong feature of EMPA delivery has been ANZSOG's capacity to attract leading government practitioner and scholar contributions to subject topics and the emergence of online delivery enhanced our access to a diversity of senior officials. During the 2020 program students were provided extensive opportunities to directly engage, discuss and question the experiences of a range of leading national and international figures. Prominent speakers who contributed across the 2020 EMPA program included Australia's 26th Prime Minister the Hon. Kevin Rudd, Dr Chris Sarra, Director-General, Aboriginal and Torres Strait Partnership, QLD, Andrew Greaves and Margret Crawford, Auditors-General, Victoria and NSW respectively, Randall Brugeaud CEO, Digital Transformation Agency, Australia, Richard Wynne MP, Minister for Planning, Victoria, Professor Marilyn Warren: Ex Chief Justice of Victoria, Brandi Hudson, CEO, Independent Māori Statutory Board, Aotearoa-New Zealand, Sonja Stewart, Chair, GO Foundation, Dr Craig Jones, Deputy Government Statistician, Aotearoa-New Zealand, Barry Sandison, CEO, Australian Institute of Health and Welfare, and Loes Mulder, Secretary of the Department of Social Affairs and Employment of the Netherlands.

The evidence presented throughout this report highlights how the EMPA places the learning needs of our students and the changing skill needs of the Australian and Aotearoa-New Zealand public sector at the centre of our program design. I am confident you will find the EMPA Annual Academic Governance Report 2021 demonstrates that, despite a year of significant upheaval, ANZSOG was able to rapidly adapt our program delivery without diminishing the academic rigour and quality learning experience of students.

Dr. Christopher Walker

Academic Director
EMPA

Academic Advisory Council Chair

The inaugural meeting of the Academic Advisory Council (AAC) was convened in December 2020 signing off on the year's collaborative work between ANZSOG and university partners to update and enhance governance and reporting arrangements for the EMPA program.

The Council is an integral part of EMPA's governance and quality assurance framework. It functions as the principal advisory committee to ANZSOG's academic leadership team on learning and teaching matters relevant to the EMPA degree, micro-credentials and any future accredited programs that might be developed on a bilateral or multi-lateral basis with university partners.

Council membership consists of senior academic and quality assurance representatives from EMPA conferring university partners and a representative of ANZSOG's alumni network:

> Mr David de Carvalho, EMPA Alumnus, CEO of ACARA (Public Sector)
> Dr Samantha Young, Monash University (Director, Quality),
> Prof Carolyn Hendriks, ANU (Academic)
> Prof Richard James, Melbourne University (Academic)
> Assoc Prof Karl Lofgren, Victoria University Wellington (Academic)
> Prof Juliet Pietsch, Griffith University (Academic)
> Ms. Rachel Weiss, Sydney University (QA Lead)

The first Council meeting concluded with a strategic discussion on issues raised at last year's OECD Network of Schools of Government seminar on "The Future of Work in the Public Service". Council members discussed the implications of these trends and the challenges and opportunities arising from the disruptive impact of the COVID pandemic on the higher education sector and academic programs.

University partners have welcomed the establishment of the Council as an important forum for providing quality oversight of the EMPA and taking a network approach to engaging with ANZSOG on academic matters on an ongoing basis. The Council will convene twice annually and as part of its role will review the EMPA annual governance reports before tabling with universities.

Professor John Phillimore

EMPA Academic Advisory Council Chair
Executive Director of John Curtin Institute
of Public Policy, Curtin University

2020 Dean's Prize Winner

The EMPA cohort of 2019 set out on our learning journey with goals for the program including:

> broadening our understanding of public administration
> improving in our current roles and being better prepared for more senior positions
> connecting with a network of public sectors leaders; and
> learning from, and being inspired by, each other.

By the end 2019, most of us had completed five core subjects and in some cases an elective or two as well. We benefited from subject leaders and teaching staff with impressive subject matter knowledge and who were passionate about delivering the material in a way that engaged and challenged us. Many guest presenters had generously shared their thoughts and ideas with us and provided unique insights into public administration from executive, policy, political and academic perspectives. We had also learnt so much from each other!

Then in 2020, the world changed, and effective public administration became even more critical. COVID transformed the work demands of our cohort in many ways, including leading frontline responses, developing additional support for the community or redesigning service delivery. What we had already learnt in the EMPA no doubt helped us navigate these unexpected circumstances. COVID also required changes to the EMPA, with our cohort's last two core subjects needing to be reimagined for online delivery. It is remarkable these subjects were as effective as they were given how quickly this change in delivery mode was made.

The EMPA has undoubtedly been tough for our cohort, with COVID compounding the difficulties of balancing work, study and whatever else came up in our lives. It has also been incredibly rewarding. I have learnt so much from the course itself and from my peers. I feel much more comfortable in my role – both in its leadership aspects and in delivering better public value – because of the EMPA. It will also help in any future changes I may seek in my work role or public sector organisation. I have absolutely achieved my goals for the course and I know this is the case across the 2019 cohort.

Our cohort has completed the EMPA at a truly remarkable time. The success in Aotearoa-New Zealand and Australia of our COVID responses shows what the public sector can achieve. But the public policy challenges we collectively face are bigger than ever. Whether it's climate change, economic recovery, geo-political uncertainty, gender equity or Indigenous disadvantage, our citizens are depending on effective public sector leadership to tackle these challenges.

I am optimistic that the public sector is up to the task because of the inspirational current or future leaders I have met during this course. It was a privilege to share the EMPA learning journey with the 2019 cohort.

James Goodwin

Director Regulatory Operations
Operations Division NSW Environment Protection Authority

2. Executive Summary

This report summarises the key activities and outcomes of ANZSOG's EMPA program for the 2020 academic year. It fulfils ANZSOG's commitment to transparency in reporting governance and quality assurance data and information relevant to the compliance requirements of our conferring university partners.

Two notable achievements of the past year have been ANZSOG's success in ensuring continuity in delivery of the EMPA including sustaining enrolment numbers during the Covid-19 pandemic, and embedding the program's enhanced governance and quality assurance framework developed throughout 2020 in consultation with university partners.

Other highlights covered in the report include:

> transitioning 4 first-year subjects and 3 second-year subjects to online delivery and evaluating options for future blended delivery of core subjects (section 3.1)

> contributions to workshop sessions from current and former public sector leaders (Academic Director's opening statement)

> developing a new comprehensive online orientation module for program entrants (section 3.2)

> confirming program compliance with higher education standards through an independent expert review (section 3.3)

> convening a new EMPA Academic Advisory Council with senior academic and quality assurance representatives from conferring university partners and the public sector (section 6.4)

There were 96 students enrolled in the EMPA program across jurisdictions in Australia and Aotearoa-New Zealand with an increase in the proportion of female students making up 58% of the cohort. Approximately 74 per cent of the students have more than 10 years of professional experience in the public sector with an average age of 42 years. Most students admitted to the program had a minimum prior education level of a bachelor's degree with 19 students holding a master's degree and 5 with a doctorate. EMPA students continued an overall high program performance with a weighted average mark (WAM) for first-year students of 79.8 per cent and 71.7 per cent for second-year students. (section 5)

ANZSOG continues to engage with both students and subject leaders on annual evaluations of core subject delivery through activities outlined in section 4.3. The aim is to ensure continuous improvement in the currency, rigour and relevance of subject content, and effective student engagement and participation in subject learning activities and assessments. ANZSOG promotes opportunities to further elevate the voice of EMPA students and alumni, and one example is the introduction of a valedictory statement from the Dean's Prize winner in the first part of this report that will become an annual feature.

Comparative international assessments place the program among the world's leading EMPA degrees. The support of the Australian and Aotearoa-New Zealand public service commissions and sector leaders, the active collaboration and guidance of conferring universities as well as the ongoing contribution of outstanding international scholars including the EMPA core subject leaders (section 4.4) have been critical to the success of ANZSOG's EMPA program this year.

3. 2020 Activities and Outcomes

3.1 Program Delivery Update
- Evaluation of Online Transition

This section provides an account of the transition process from residential to online delivery for the majority of core subjects of the EMPA delivered in 2020. The discussion and analysis focus on the subject evaluation process, student responses, the experiences of faculty and adopted improvements for future practice.

Approach to teaching in the EMPA

Teaching and subject delivery within the ANZSOG EMPA has been based on residential, face-to-face delivery. Each subject has traditionally involved the convening of around 75-100 EMPA students in one location for a four-day intensive delivery. This allowed EMPA students who are senior public servants to effectively 'separate' from their workplace and focus on the learning and content of their subjects. The residential delivery mode also enabled students to develop networks and build cohorts that span across Australian jurisdictions and Aotearoa -New Zealand. The face-to-face interaction and residential context helped progress collaboration and teamwork, facilitated syndicate work and build a unique *esprit de corps* amongst each annual cohort of students. Subject deliveries were held in Melbourne (University of Melbourne), Sydney (University of New South Wales), Canberra (Australian National University), Wellington, Aotearoa-New Zealand (Victoria University of Wellington), Singapore (LKY, National University Singapore).

With the advent of COVID, domestic and international travel ceased and the convening of large groups for face-to-face teaching was prohibited by governments. Subject delivery for EMPA core subjects subsequently pivoted to 100 per cent online delivery.

EMPA Delivery 2020

During 2020 ANZSOG was able to convene residential face-to-face teaching for two subjects, one for first-year students *(Delivery Public Value)* and the other for second-year students *(Governing by the Rules)*. Following the place-based delivery of these two subjects, program delivery was paused while subject content was converted to 100 per cent online delivery. This involved the transition of four first-year subjects (Government in a Market Economy, Decision Making Under Uncertainty, Designing Public Policies and Programs and Managing Public Sector Organisations) and three second-year subjects (Leading Public Sector Change, Public Financial Management and Work Based Project).

Subject Development and Online Delivery

To achieve an effective and engaging learning format for postgraduate online delivery, ANZSOG engaged experts in education technologies to work with Subject Leaders in the conversion of subject material and the development of online teaching methodologies. Each Subject Leader was engaged in one-on-one coaching to assist with the revision and design of subject content and in the design of learning and teaching activities and assessment tasks. The teaching format remained consistent with the volume of learning achieved in a four-day residential however, live online teaching was scheduled for one day a week over a four-week period. ANZSOG engaged technical support teams consisting of internal staff as well as contracted expertise for each subject delivery. This included direct student support to ensure online participation and troubleshooting for each live delivery. The online delivery of the EMPA core subjects commenced on 23 June 2020.

Subject Evaluation

Throughout 2020 ANZSOG committed to a continuous process of evaluation and improvement of its online delivery of subjects. After the first day of live online delivery of each subject, ANZSOG staff conducted a 'pulse check' evaluation to obtain feedback on student experience, engagement and identification of any areas of concern. ANZSOG and the subject leader reviewed student feedback from these initial evaluations and addressed major concerns by making immediate adjustments, where possible, to subject design and delivery,

or providing additional information to students. The process of day one 'pulse checks' has now been integrated into standard practice and is part of the 2021 subject delivery and quality management arrangements.

A comprehensive evaluation was then conducted at the conclusion of each subject. This collected student feedback with regard to subject design and presentation on line; subject delivery; subject experience; comment on guest speakers and presenters; and other matters relevant to the student experience and the learning objectives/achievements of the subject. Detailed feedback was also collected on the student experience and familiarisation with subject technology (the LMS, zoom etc). Subject evaluations included qualitative comments as well as quantitative scores on key aspects of the student experience.

On average, the subject evaluation reports contained 23 pages of qualitative feedback and quantitative scores. The results of each subject evaluation informed the design and delivery of the subsequent subject (where relevant), and also provided valuable feedback for faculty as they considered design and development improvements for 2021.

Feedback to Subject Leaders

The Academic Director of the EMPA worked closely with each Subject Leader facilitating the introduction to education technology experts, coaching sessions and then the scheduling of a work plan to progress the conversion of subject material to an interactive online format. As well as one-on-one meetings, Subject Leaders met collectively to discuss and share ideas on their experience and approaches to the subject transition process as well as online teaching. The first meeting of Subject Leaders was held on 4 June 2020 where experiences were shared, particularly from the first Subject Leader, Professor Paul 't Hart who was completing the online transition of his subject, *Leading Public Sector Change*. This subject was the first fully online subject delivered by ANZSOG over June/July 2020. Following the completion of this subject delivery a second Subject Leaders meeting was held on 28 July to review the experience and discuss the adaptation and feedback of the ANZSOG student cohort. This discussion, including aspects of the formal student evaluation data, was instructive for Subject Leaders as they progressed the redesign and development of their subject to an online format.

In addition to the collective discussions, formal subject evaluation meetings were held at the conclusion of each subject delivery with each Subject Lead, the Academic Director of the EMPA and ANZSOG program staff. These meetings provided an opportunity for Subject Leads to formally review and respond to student evaluation data, comment on delivery and support issues and discuss other matters that may have impacted on student learning. Relevant information and insights from these meetings were also shared with Subject Leads scheduled for future subjects to help ensure a continuous process of improvement in the online delivery of the EMPA.

Finally, end of year (3 December 2020) and beginning of year (8/9 February 2021) Subject Leader meetings were held to provide an opportunity for a more reflexive and constructive discussion on how learning and teaching in the online format can continue to improve. New practices and use of technology were discussed as well as different approaches to assessment (e-portfolios), the utilisation of guest speakers and panels and other adaptations applied in the online teaching context, such as discussion boards, quizzes and pre-session videos. This has resulted in a range of new practices for 2021 for example, the online technology allows the conclusion of a subject to include an introduction from the Subject Lead for the next subject in the program sequence. This highlights related themes and helps strengthen the coherence and continuity of the program plan. Each subject will also include a technical orientation session outside subject delivery time, so that students are familiar with the online subject format, technologies and applications being used, and other regular operational aspects are addressed such as the use of Turnitin and assignment submission. The Subject Leaders meetings have been instructive in sustaining the quality improvement process across the core subjects of the EMPA.

Evaluation Results

Transition to online learning: An early concern in the transition process was the extent to which students were adapting to the new online format, able to navigate the subject and effectively use the associated online technologies that are central to subject participation and student teacher interaction. The following tables present student scores in response to questions regarding navigating the learning management system, Canvas and using Zoom as the technology for synchronise subject delivery and participation. The data is presented in sequential order of subject delivery for first year and second year cohorts. The incremental increase in scores over time indicates that students became increasingly familiar with the online learning platform and the associated technology. See for example the second-year experience with *Submitting assignments* and the experience of both years with *Navigating the subject space* and the scores for *Difficulty with zoom* (blue highlights).

EMPA 2020 student evaluation comparison – familiarisation with technology

The following are the mean scores for the ratings based on a scale of 3 = no problem, 2 = minor problems, 1 = major problems	First year subjects				Second year subjects		
	GME	DMUU	DPPP	MPSO	LPSC	PFM	WBP
Please indicate if you had any problems completing the following tasks in Canvas:	Aug/ Sep 20	Sept/ Oct 20	Oct/ Nov 20	Nov/ Dec 20	June/ July 20	Oct/ Nov 20	Nov/ Dec 20
Submitting assignments	2.94	2.09	2.98	2.96	2.45	3.00	2.90
Checking subject schedule and due dates	2.85	2.59	2.78	2.91	2.00	2.93	2.59
Participating in discussions	2.78	2.85	2.78	2.93	2.71	2.72	2.75
Communicating with the Subject Leader and/or ANZSOG staff	2.94	2.97	2.94	2.93	2.86	2.93	2.94
Learning to use Canvas	2.80	2.53	2.77	2.89	2.44	2.86	n/a
Accessing subject materials	2.78	2.70	2.86	2.78	2.49	2.72	n/a
Navigating the subject space	2.58	2.21	2.71	2.80	2.20	2.70	n/a

	GME	DMUU	DPPP	MPSO	LPSC	PFM	WBP
Did you experience any difficulties with the Zoom technology?	Aug/ Sep 20	Sept/ Oct 20	Oct/ Nov 20	Nov/ Dec 20	June/ July 20	Oct/ Nov 20	Nov/ Dec 20
None	56.76%	67.65%	66.15%	73.91%	61.18%	65.52%	58.21%
Network connection	10.81%	17.65%	24.62%	21.74%	27.06%	20.69%	14.93%
Audio or webcam not working	2.70%	2.94%	6.15%	0%	4.71%	3.45%	4.48%
Unable to use technology features	5.41%	8.82%	3.05%	2.17%	4.71%	0.00%	2.99%
Other	24.30%	2.94%	0.00%	2.17%	2.35%	10.35%	19.40%

Pulse Check Evaluation Data: As outlined above, the pulse check evaluations after day one delivery of each subject were an important source of information to gauge how students were engaging with the subject and the online format, and to also identify any immediate challenges or problems that Subject Leaders and ANZSOG support staff could address. The following table presents quantitative scores across some of the key indicators measured for each subject following day one delivery. The data indicates that scores across the full range of subjects remain relatively high (above 4 on a 5 point scale), though *Achieving an appropriate balance in workload* was problematic and a relatively low score for a number of subjects. This sentiment was also repeated in qualitative comments. Across all subjects and student cohorts, comment was regularly made about the challenges of balancing study and work demands, particularly for students from jurisdictions with extensive lockdown periods and those undertaking home schooling.

Analysis of EMPA subject evaluations

Pulse Check Evaluation

The following are the mean scores for the ratings based on a scale of 5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, 1 = strongly disagree	Year 1				Year 2		
	GME	DMUU	DPPP	MPSO	LPSC	PFM	WBP
	Aug/ Sep 20	Sept/ Oct 20	Oct/ Nov 20	Nov/ Dec 20	June/ July 20	Oct/ Nov 20	Nov/ Dec 20
The design of the live day is well-paced and well-balanced	4.10	3.82	4.26	4.28	3.57	4.30	n/a
The live day adds value to my learning experience	4.44	3.95	4.31	4.28	3.87	4.32	n/a
Given the time spent on the subject is now concentrated prior to and during the 4 designated learning days including the Orientation session, my first experience is that the workload is well balanced?	3.82	2.86	3.88	4.19	2.17	3.23	n/a
The self directed online learning material for Module 1 was helpful preparation for the live class	4.36	3.64	4.15	4.21	n/a	3.81	n/a
I was supported by ANZSOG to successfully study online	4.31	3.73	4.15	4.14	3.57	4.02	n/a
I am confident with using the required technology platform to participate in the subject online components	4.36	3.41	4.2	4.30	3.83	4.16	n/a

Subject Evaluation Data: The following tables present a selection of scores from the subject evaluations completed at the conclusion of each subject. Key indicators presented here relate to *Overall experience of the subject,* the *Value of the learning experience* and the *Achievement of learning outcomes.* It is pleasing to see these scores remain relatively high (above 4) and consistent with positive scores achieved by residential deliveries in previous years.

The following are the mean scores for the ratings based on a scale of
5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, 1 = strongly disagree

	GME	DMUU	DPPP	MPSO	LPSC	PFM	WBP
The subject provided a valuable learning experience	4.49	4.00	4.54	4.20	4.41	4.34	4.30
To what extent did you achieve the following key learning outcomes?							
Learning outcome 1	4.36	4.18	4.26	4.15	3.97	4.31	3.85
Learning outcome 2	4.31	4.26	4.30	4.09	4.13	4.41	4.27
Learning outcome 3	4.29	3.79	4.29	4.11	3.95	4.31	4.27
Learning outcome 4	4.20	3.88	4.23	3.93	4.07	4.18	4.12
Mean score for all learning outcomes	**4.31**	**4.02**	**4.21**	**4.06**	**4.03**	**4.30**	**4.08**
The insights and learnings from the subject are transferable to my workplace and can be applied to my organisational context	4.41	4.18	4.33	4.36	4.42	4.41	4.12
The subject provided meaningful opportunities to connect with and learn from my fellow students	4.30	4.15	4.17	4.20	3.93	3.76	n/a
The ANZSOG team were responsive to queries and feedback prior to the subject delivery and throughout	**4.65**	**4.65**	**4.66**	**4.48**	**4.38**	**4.48**	**4.38**

Students highly rank and value the teaching staff and the support provided by the ANZSOG team. The data suggests high levels of student satisfaction with the online learning experience and that the transition to online delivery was effective in ensuring a high level of attainment of subject learning outcomes.

SUBJECT EVALUATIONS

The following are the mean scores for the ratings based on a scale of 5 = excellent, 4 = good, 3 = average, 2 = poor, 1 = very poor

	GME	DMUU	DPPP	MPSO	LPSC	PFM	WBP
How would you rate [the Subject Leader] as a subject leader of [subject]?	4.73	4.32	4.89	4.73 & 4.67	4.79	4.97	
How would you rate the overall support from the ANZSOG team?	4.78	4.62	4.71	4.67	4.59	4.66	4.52

Qualitative feedback: The subject evaluations provide extensive qualitative feedback on the student experience. This covered *What aspects of the subject students found most helpful for their learning*, also *Aspects of the subject that could be improved*, comments on the *Overall quality of the online learning experience*, as well as an opportunity for *Any other feedback*. The impact of COVID on the working lives of ANZSOG students (senior public servants) overwhelming dominated qualitative feedback. Students experienced significant disruption to their working and family lives and adjusting to online learning was challenging for many. Some students did however note the convenience and flexibility of online delivery and over the duration of 2020 this appreciation of online learning became more evident. Nevertheless, second year students who had extensive experience of face-to-face residential delivery repeatedly commented on the significant shift in learning mode and expressed their disappointment that in-class teaching could not continue. Key recurring themes across all subjects were the challenge of managing study and workload issues, effectively scheduling time for subject preparation, reading, research and completion of assignments. A significant number of students found the adjustment and utilisation of online systems difficult to navigate. For many who had not engaged with university education programs for 10 years or more, they found the extensive utilisation and reliance on online systems a challenging adjustment. This was particularly evident for subjects that made use of e-portfolios as modes of assessment (DMUU and LPSC). However, over the duration of the year results and feedback demonstrated an increasing level of comfort, familiarity and engagement with online learning systems as students increasingly made use of similar formats in their daily work environment.

Despite the noted challenges in an online learning environment, qualitative comments repeatedly expressed positive surprise and satisfaction with the subject content, the delivery and engagement of academic staff and the overall quality of the online learning experience. Positive feedback and comments on subject design, content and contributing speakers was significantly greater than comments directed at subject improvement. The online format allowed for a larger range of guest speakers of significant seniority (heads of agencies and a past Australian Prime Minister) and diversity (greater participation of NZ community and government leaders as well as other international speakers). There was significant satisfaction expressed regarding the level of support provided to students by ANZSOG staff and Subject Leaders rated very well in terms of accessibility, quality of teaching and understanding of the student experience.

Key Lessons for the Future

The 2020 transition to online learning presented significant challenges for ANZSOG and our student cohorts. Nevertheless, the response from staff and students demonstrated both resilience and commitment to quality learning and teaching within the field of public administration. ANZSOG and its faculty have significantly developed skills and an informed understanding of the challenges and benefits of online learning. The core subjects of the EMPA have significantly adapted to an online learning mode and now subject delivery has a far more responsive capacity to move across residential, blended and fully online modes. The transition process has strengthened collegiality and deepened Subject Leader engagement with ANZSOG. Across the teaching cohort a stronger understanding of subject content has developed providing improved alignment and connections of subject content, strengthen coherence through out the EMPA program. A robust subject evaluation process has developed that allows for more real time adjustment to subject delivery and improves responsiveness to student concerns. Teaching skills have significantly advanced and mechanisms for student engagement in subject content have expanded. Student satisfaction with the EMPA core subjects has remained high and this highlights the extensive commitment and support ANZSOG provides to ensure the success of this important learning program.

Designing Public Policies and Programs (DPPP) Panel delivered by Zoom on 12 November 2020. Panelists from clockwise top left included Dr Christopher Walker (ANZSOG EMPA Academic Director), Ms Mary-Ann O'Loughlin (NSW Department of Premier and Cabinet), Ms Sally Washington (ANZSOG, Wellington), the Hon. Kevin Rudd (26th Prime Minister of Australia), Prof Gary Sturgess (NSW Premier's ANZSOG Chair in Public Service Delivery), and Prof Ken Smith (ANZSOG CEO/Dean)

3.2 Program Quality Update

ANZSOG is committed to continuous improvement in the EMPA program's governance and academic quality and provides the following update on quality assurance activities in 2020.

1. Admission policy (NFP/Corporate)

While ANZSOG's EMPA program delivery focus continues to be students drawn from senior leadership levels across all public sector jurisdictions in Australia and Aotearoa-New Zealand, ANZSOG's Dean and EMPA Academic Director considered it worthwhile allowing for some flexibility for intake on occasion from non-government sector leaders whose work involves a significant component of public sector collaboration providing the applicant can demonstrate sponsorship from a public sector agency. To reflect this the following amendment has been inserted into the EMPA Admission policy (refer bold type) –

Admission Policy s.3.2:

*The ANZSOG EMPA accepts nominations from member governments and their agencies and is open to employees of the public sector and other nominated employees who work with the public sector **(such as those from the non-government sector), who are nominated by a member government or a sponsoring agency**.*

2. Orientation and Program Information Module

The EMPA Orientation and Program Information (OPI) module was published in Canvas in January 2021, and made available to all currently enrolled EMPA students. The key purpose of the module is to provide comprehensive information and guidance in regard to the EMPA program structure; key policies and procedures; learning support and services; and the obligations and responsibilities of all parties.

The key benefit of the OPI module (relative to the program information site provided to students via Canvas in 2020) is that it facilitates both orientation into the program and ongoing program information and support (refer to the Orientation and Progression Policy). Incoming students are given access to the OPI module at least four weeks before the EMPA program commences (i.e. when the delivery of the first subject begins) and are asked to submit information such as their biographical details and their core and elective subject enrolments. Students then use the OPI module as they progress in the program; for example, they access practical guidance on matters such as submitting assessments through Turnitin (the similarity detection software) and applying for extensions and special consideration.

The OPI module also includes the ANZSOG Learning and Action Protocol which supports ANZSOG's commitment to an inclusive approach across all its practices and curriculum that prioritises the unique contributions and value of Māori, Australian Aboriginal and Torres Strait Islander peoples.

3. Student and Alumni Voice

Following last year's ANZSOG quality assurance roundtables with partners, Dr Amanda Wolf from the School of Government Victoria University of Wellington, suggested we consider enhancing reference to the "student voice" and academic program resilience and continuity in the EMPA policies. These recommendations will be considered as part of ongoing policy improvement work in the coming year, however this year's report opens with a welcome and acknowledgment from a graduate of the program and a message from the student awarded the Dean's prize. In addition section 3.1 reports comprehensively on the student response and experience with the transition to online delivery. These items provide some indication of the student voice and experience in the EMPA program.

3.3 Program Reviews

1. Compliance Review

In line with commitments to conferring university partners ANZSOG completed an Independent Regulatory Compliance Review that focused on the EMPA's updated governance framework and policies. The purpose of the review was to provide an assessment of the extent to which the program meets the relevant process requirements of the Higher Education Standards Framework (Threshold Standards) 2015. Reviewers Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite tabled the review report in February 2021 (Refer Appendix 4 for a copy of the report).

The report confirmed the general alignment of the ANZSOG EMPA policies and procedures with the Australian Higher Education Standards Framework (HESF Standards) that are monitored by the Tertiary Education Quality and Standards Agency (TEQSA). While overwhelmingly supportive of the quality and operational framework that underpins the EMPA the report included 15 recommendations directed at improving best practice compliance with the HESF. ANZSOG will continue to work with conferring university partners through the EMPA Academic Advisory Council to implement the report recommendations.

2. Academic Program Review Update

A recommendation of the recent EMPA Compliance Review report was that ANZSOG undertake an Academic Program Review of the EMPA. The Review is a requirement of the Higher Education Standards Framework (HESF) *Domain 5: Institutional Quality Assurance*. This Domain requires that ANZSOG initiate a review process that '*involves competent academic oversight and scrutiny independent of those directly involved in the delivery*' of the program.

The Review will play a key role in the EMPA renewal activities for 2021 and contribute to our objectives to enhance the EMPA's international standing. Importantly, the Review will ensure that the EMPA's conferring universities maintain a high degree of confidence in the program. ANZSOG's university partners will be able to draw on the Review report in order to fulfil the HESF requirements that they themselves face in regard to quality assurance of the EMPA program, since they enrol students and award the degree. ANZSOG hopes that the conduct of this review will also add value for our university partners and avoid the duplication of similar work across 10 institutions.

A Review Panel of up to seven people, including a Chair, and representatives of academic, alumni, current student, employer, and international perspectives will be appointed to undertake the Review. The approach to the review will generally be consistent with the practices of our university partners.

The Panel will be supported by a secretariat from the ANZSOG University Relations team which will collate evaluation materials and assist with drafting the report. A Consultation Group comprising a broader range of world-leading experts, senior practitioners, alumni and First People's representatives will be invited to engage in consultations with the Review Panel.

The terms of reference for the review will align with HESF requirements and address the overall academic quality of the EMPA program and the academic standards attained by EMPA graduates. The review will also consider the strategic positioning and contribution of the EMPA to the strengthening of public sector leadership in Australia and Aotearoa-New Zealand. It is anticipated that a review report will be circulated to university partners in August 2021.

4. EMPA Program Design and Leadership

4.1 Program Design

Rationale

The EMPA engages and nurtures leaders and managers in the public sector in Australia and Aotearoa-New Zealand to develop and enhance their critical thinking abilities in public management and public sector leadership. The degree is a prestigious and highly valued professional development opportunity offered by governments to their high performing and emerging leaders. A significant number of EMPA alumni have subsequently achieved appointments as Chief Executive Officers across several public sector organisations. Inherent in program expectations is the continuous development of senior leaders serving the Australian and Aotearoa-New Zealand public service.

The original and ongoing purpose for establishing ANZSOG is to meet the requirement for quality leadership of the complex and multi-disciplinary nature of the public sector. With an estimated workforce of 2.4m people across Australia and Aotearoa-New Zealand and with estimated government expenditure accounting for almost 25% of national GDP (OECD), quality leadership and effective management is essential for successful and competent public services for all governments. This, in turn, assures effective and efficient stewardship of public resources and the delivery of quality services to communities. With a cohort drawn from all 10 governments of Australia and Aotearoa-New Zealand, students develop cross-jurisdictional networks of peers who become a professional alumni network that sustains and supports students throughout their program of study and across the duration of their professional careers.

EMPA Structure

The EMPA is a two-year postgraduate qualification developed and delivered by ANZSOG exclusively for high-performing public sector managers and leaders.

The EMPA program is specifically designed to incorporate the range of skills required of an exceptional leader and manager, tailored to the unique and broad context of the public purpose sector. Unlike business degrees, the EMPA centres on the concept of leading and managing for public value, accounting for the nature of working in government in Australia and Aotearoa-New Zealand and the challenges faced by leaders around policy, integrity, economics, regulation and public problem solving within a democratic society.

ANZSOG is governed by current and former public sector leaders, who play an active role in shaping and contributing to the strategic development of the EMPA. A significant focus of the degree is learning from practice, success and failures, as well as drawing on leading academic theories, concepts and the underpinnings of what determines best practice. In this way ANZSOG's EMPA bridges the gap between academic theory and the world of practice, allowing students to benefit from both leading academic research and the pragmatic realities of working with the complexity of governance and delivering public value.

The blended EMPA delivery mode allows for the time and space so that students can become reflective practitioners. Following periods of intensive study students return to their professional roles refreshed and energised having delved deep into scholarly material as well as learning from experienced and expert practitioners.

The approach to learning and teaching draws on the student's experience within the public sector and linking this to conceptual and analytical frames that help guide the analysis of applied public policy problems. Learning is interactive, student-led and ANZSOG's broader network of international partners is drawn on to enhance the diversity of content for students beyond their domestic context. This may involve for example subject delivery in partnership with ANZSOG associates at the Lee Kuan Yew School of Public Policy in Singapore and subject delivery by our world leading international faculty.

Our government owners are actively engaged in the program, and the degree is co-delivered with ANZSOG's conferring university partners located across all our member government jurisdictions:
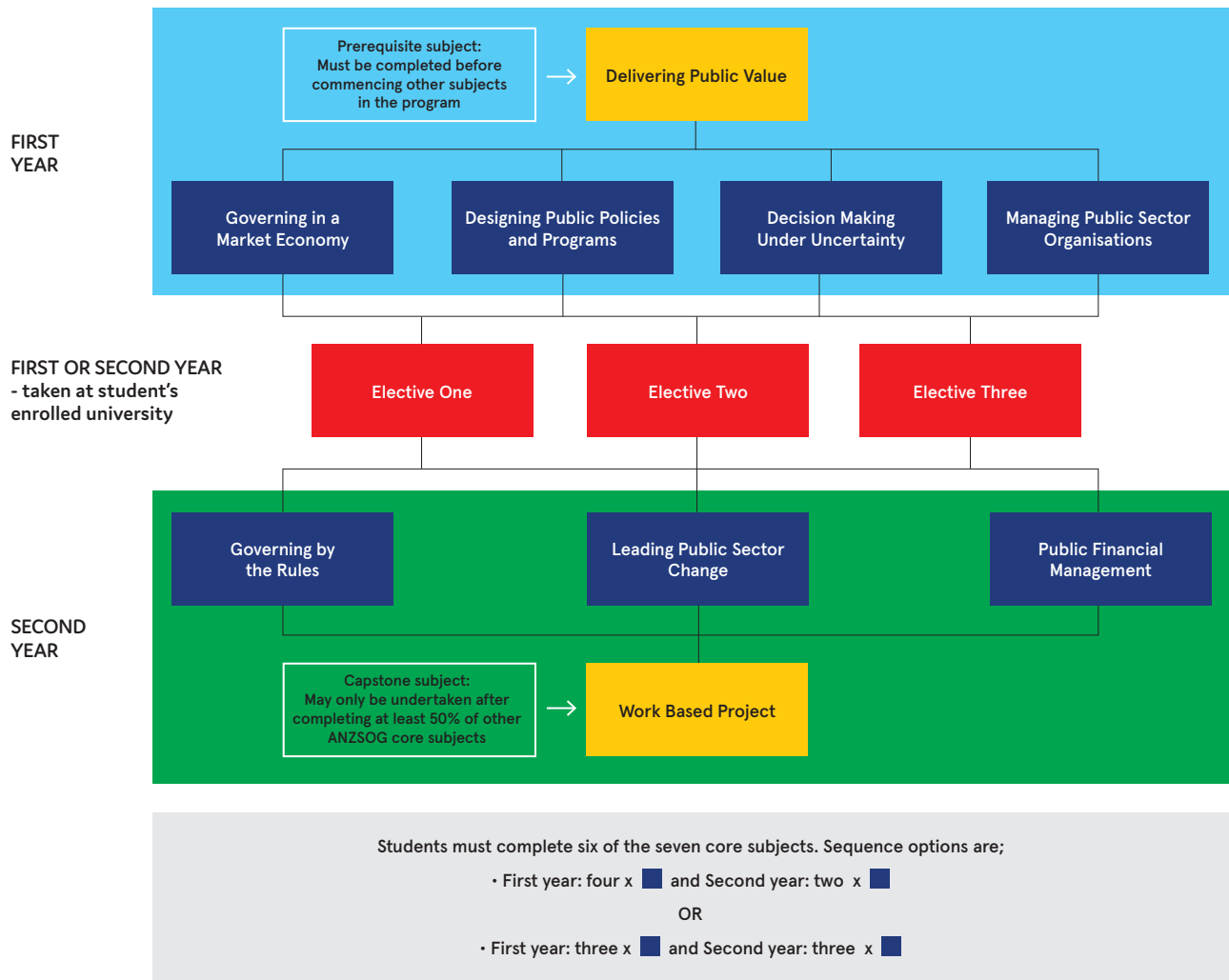
Member governments	Conferring partner universities
Aotearoa–New Zealand	Victoria University of Wellington
Australia	Australian National University
Australian Capital Territory	University of Canberra
New South Wales	University of Sydney
Northern Territory	Charles Darwin University
Queensland	Griffith University
South Australia	Flinders University
Victoria	Monash University
	Univeristy of Melbourne
Western Australia	Curtin University of Technology

Structure

The core EMPA subjects (75 per cent) are delivered by ANZSOG, as shown in the following table. The remaining 25 per cent of the degree comprises three electives chosen by students from their conferring university, and this combined completes the degree. The aim of the electives is to provide a more individualised and tailored program of study that reflects each student's interest, expertise and career trajectory. For example, a student who works in the Department of Health may choose a public health elective at their conferring university. Electives are therefore drawn from a diverse range of faculties at the conferring university.

ANZSOG core subjects	Acronym	Year
Delivering Public Value	DPV	1
Government in a Market Economy	GME	1
Designing Public Policies and Programs	DPPP	1
Decision Making Under Uncertainty	DMUU	1
Managing Public Sector Organisations	MPSO	1
Governing by the Rules	GTR	2
Public Financial Management	PFM	2
Leading Public Sector Change	LPSC	2
Work Based Project	WBP	2

EMPA Program Plan

FIRST YEAR

Prerequisite subject: Must be completed before commencing other subjects in the program →	**Delivering Public Value**

Governing in a Market Economy	Designing Public Policies and Programs	Decision Making Under Uncertainty	Managing Public Sector Organisations

FIRST OR SECOND YEAR - taken at student's enrolled university

Elective One	Elective Two	Elective Three

SECOND YEAR

Governing by the Rules	Leading Public Sector Change	Public Financial Management

Capstone subject: May only be undertaken after completing at least 50% of other ANZSOG core subjects →	**Work Based Project**

Students must complete six of the seven core subjects. Sequence options are;

· First year: four x ▪ and Second year: two x ▪

OR

· First year: three x ▪ and Second year: three x ▪

Curriculum map – Course Learning Outcomes and Subjects

The following table maps the EMPA program learning outcomes across each of the core subject delivered by ANZSOG. The table identifies which subjects make a primary and secondary contribution to the achievement of the EMPA learning outcomes.

	Program learning outcomes	DPV	GME	DPPP	DMUU	MPSO	GBR	PFM	LPSC	WBP
1	Understand public value creation, how this is shaped by action as well as political dynamics within the public sector, the process of governing and broader community interaction.	Primary	Secondary	Primary	Secondary	Secondary	Secondary	Secondary	Secondary	Primary
2	Evaluate the role of government in supporting private markets to deliver fair and efficient outcomes for society and how decisions, policies and interventions are influenced by market forces.	Secondary	Primary	Secondary	Secondary	Secondary	Secondary	Secondary		Secondary
3	Critically analyse governments responses to contemporary public problems and identify alternative, innovative and more beneficiary centric solutions.	Secondary	Secondary	Primary	Secondary	Secondary	Secondary	Secondary	Secondary	Primary
4	Critically appraise data and evaluate all evidence, without bias, to make complex decisions at both a macro and micro level.	Primary	Primary	Secondary	Primary	Secondary	Secondary	Secondary	Secondary	Primary
5	Understand the ethical, systematic and environmental challenges of effectively leading for inclusivity, and managing in the public sector.	Primary	Secondary	Secondary	Secondary	Primary	Primary	Secondary	Primary	Secondary
6	Develop an understanding of a variety of legal frameworks, regulation and administrative processes, and how to effectively develop and operate public sector services in a democracy governed by law.				Secondary	Secondary	Primary	Secondary		Secondary
7	Understand the key financial resource management practices that underpin and drive public policy-making and decisions		Secondary	Secondary				Primary		Primary
8	Evaluate and reflect on what effective leadership means in an ever changing public sector.	Secondary		Secondary		Primary			Primary	Secondary
9	Solve complex, real world problems in a multidisciplinary and diverse team.	Primary	Primary	Primary	Primary	Primary	Primary	Primary	Primary	Primary
10	Independently research and apply various research methods in order to make informed decisions or make recommendations.	Primary	Secondary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Primary
11	Communicate complex ideas with clarity, to diverse audiences in a variety of modes.	Primary	Primary	Primary	Primary	Primary	Primary	Primary	Primary	Primary
12	Understand the distinctive and evolving charactistics of Westminster systems of government.	Primary	Secondary	Primary	Primary	Primary	Primary	Primary	Secondary	Secondary

● Primary   ● Secondary

Program pedagogy

What is particularly unique to the EMPA is this blend of both academic rigour and working directly on cases with public sector practitioners. This provides the knowledge and skills required by contemporary leaders who need to navigate complex issues, organisational systems and often deliver services within a constraining resource environment. The demands for expert knowledge, innovation and creative thinking are well tested. In these challenging times ANZSOG provides a safe space in which students can explore some of the most pressing concerns that governments and public sector leaders face. It is in these spaces that there can be focused collaboration with fellow students and high-level leaders in the public sector to problem solve and explore practicable solutions.

Teaching staff draw on current and historical public sector cases available in the ANZSOG Case Library. Online and blended delivery allows flexibility, as professionals can balance the demands of studying the EMPA program into their daily working lives. As well as studying and having residential intensives locally, it is has also been possible to undertake learning in international locations including Singapore and Wellington, Aotearoa-New Zealand. Current COVID restrictions have curtailed residential delivery and travel, though future delivery may engage a blended form of location-based and online delivery, depending on travel permissions across governments.

ANZSOG applies innovation and design-thinking principles to the EMPA which place the learner at the centre of education design decisions. Through the blended model, students experience greater flexibility and autonomy as it affords even greater connectivity with peers and subject leads, as well as opportunities for collaboration that enhance digital communication and learning capabilities.

Blended learning in the EMPA consists of:

Synchronous learning – real-time interaction in a shared virtual or face to face space. This includes live online webinars and group activities.

Asynchronous learning – assessment instructions, readings, teaching videos and other materials are provided in ANZSOG's LMS (Canvas) for students to complete in their own time.

Through this blended approach, ANZSOG continues to support reflective, collaborative practice and authentic work while remaining committed to providing a safe, respectful environment for all students, faculty and staff.

Group work

Throughout the core of the program there is an emphasis on group work for assessments and learning. ANZSOG understands the value of social learning and therefore embraces opportunities to create a community of practice.

Assessments at ANZSOG

The following table identified the various assessment types evident across the EMPA.

Type	Rationale	Graduate Attributes
Portfolio	Allows the students to undertake self-directed learning, as they have more control over their learning journey. Entwistle's research in the 1990's recognised that students had adopted a surface approach to learning because of the pressures of assessments. Portfolio learning allows the students to record the breadth and depth of their learning, so that they can document not only what is being taught, but also the modules that include work-place learning. Furthermore, Portfolio learning allows students to understand the context of their learning situation, so that students can merge/modify and adjust so that the situation is taken into account. This is particularly important for the EMPA because of the dynamics of interacting with current public government and community dynamics that are always in flux. So the portfolio can be totally customised and align with the learning outcomes of the EMPA. The learning assets can be changed depending on the context, so that professionals on the EMPA can direct their own learning and engagement based on the structure of the course.	Leadership Real world application Empathy Reflective practice Deep expertise Communication Digital literacy Commitment to serve
Report	Reports enable students to refer to other documented evidence that they will have contributed to over a period of time such as the portfolio, in order to synthesise the complex dynamics of the communities and areas of public life and institutions that they are focusing upon. It gives students the opportunity to use their analytical capabilities as well as bridging the gaps between experience and theory, where they can demonstrate not only their knowledge gained through the modules of the EMPA, but also bring their knowledge from their professional roles, so that the report will evidence the multitude of high level skills needed as a senior public sector professional.	Leadership Collaboration Ethics Real world application Problem solving Empathy Deep expertise Communication Digital literacy Commitment to serve
Presentations (face to face or online)	Presentations enable students to absorb knowledge and experience to the level that students can create a new way of presenting knowledge to a diverse critical audience. This requires an understanding of the modules, theory and experience gained, but also presenting that knowledge in a way that is easily understandable to a certain audience. Participants can also evidence their thorough knowledge and reasoning by answering questions to the presentation. This builds responsive analytical skills and provides opportunities to practice and develop oral communication skills.	Leadership Collaboration Ethics Real world application Problem solving Empathy Cultural competence Deep expertise Communication Digital literacy Commitment to serve
Self-reflections	Self-efficacy is an important part of learning, as students need to gauge their level based on continuous feedback from lecturers in the course as well as understanding their own challenges areas and strengths. Continuous self-reflection that can be utilised and integrated in portfolio learning enables the students to understand how they have improved over time, but also where their continuous challenge areas are, so that they can communicate this with lecturers and peers. Dialogue both with subject leads as well as fellow students is essential through this area of assessment, so that students can feel supported in their unique learning journey and see that whilst their position in the knowledge space is different, it is also connected to the larger course components and their peers.	Leadership Ethics Adaptability Empathy Cultural competence Reflective practice Communication Commitment to serve
Knowledge checks	Knowledge checks provide instant feedback to the learners as well as encourage active engagement and retrieval practices throughout the core subject content.	Real world application Problem solving Deep expertise

	Leadership	Collaboration	Ethics	Real world application	Problem solving	Adaptability	Empathy	Reflective practice	Cultural competence	Deep expertise	Communication	Digital literacy	Commitment to serve
Portfolio	Yellow			Red		Blue	Green	Red		Blue	Green	Red	Yellow
Report	Yellow	Blue	Green	Red	Yellow		Green			Blue	Green		Yellow
Presentations	Yellow	Blue	Green	Red	Yellow	Blue	Green		Yellow	Blue	Green	Red	Yellow
Self-reflections	Yellow		Green			Blue	Green	Red	Yellow		Green		Yellow
Knowledge checks				Red	Yellow					Blue			

4.2 Subject Descriptions and Learning Outcomes

The detailed EMPA subject guides are available to conferring university partners via the EMPA university portal or can be provided on request. The following provides an overview of each subject and the expected learning outcomes.

Delivering Public Value (DPV – Year 1)

In DPV, our focus will be on how to navigate in a changing world whilst creating value in pursuit of public purpose. Key themes will include: the trends shaping government, value creation, leading in the 21st century, values, thinking strategically, political astuteness, technological change, co-production, and place and community. Throughout the subject we will give particular attention to four complex challenges in Challenge Groups, with input from subject matter experts, and develop advice for a Premier's Priority Taskforce. This allows us to link together theory and practice using a problem-solving approach.

In DPV we recognise the unique aspects of the public sector, but also look to important concepts and methods from other sectors. We draw inspiration from notions of strategy and value creation, looking to how this occurs at the level of the individual, organisation, and system. To understand this, we need to appreciate the context in which we operate and understand that public leaders and managers must operate in multiple directions: upwards (into an authorising environment); inwards (into their own organisations), and outwards (to providers, partners, clients and communities). To be strategic and create value, public managers and leaders, therefore, need to pursue some sort of balance between politics, substance, and administration.

DPV will explore these ideas, drawing on the latest thinking around strategy and value creation in the public sector and what this means for the 21st century leader. Each module will explore these themes in different ways, with considerable time to be spent on linking theory and practice, applying these ideas in real time, and examining practical challenges and successes. During our live sessions we bring together experts from practice and academia to focus on specific topics including leadership and values, public value creation, strategy, political astuteness in practice, technology, and place and community.

Students who successfully complete this subject will be able to:

1. appreciate the trends shaping public sector action and what they mean for contemporary leaders and managers;

2. understand the theory and practice of strategic thinking and value creation in the public sector;

3. appreciate the importance of values, how they shape action, and connect to value creation;

4. be cognisant of the changing role of technology in value creation;

5. recognise how strategy and value are shaped by the authorising environment, and appreciate the importance of political astuteness;

6. comprehend the importance of place and community in shaping notions of value;

7. be able to apply these ideas, in real time, to challenges faced in practice.

Government in a Market Economy (GME – Year 1)

This subject provides a public sector manager's guide to key economic principles and their application to public sector activities. Emphasis is given to applications of the 'economic way of thinking' in addressing public policy issues. The aim is to help public sector managers make better decisions in allocating scarce resources, in pricing and delivering public sector goods and services, and in designing regulations.

Students learn how public sector activity generally works through markets in fields such as health, education, the environment, transport, social welfare, energy and water. They then learn the ways in which unfettered markets can sometimes fail and can also produce an inequitable distribution of income, which provides the fundamental rationale for government intervention in a modern market economy. The question then is how government intervention, through private sector regulation and public provision of services, can be designed to best promote the wellbeing of the people of Australia and Aotearoa-New Zealand —in particular, to meet the twin objectives of efficiency and equity. Improving wellbeing over time requires productivity growth; hence the role of government in promoting national productivity growth is explored.

Students who successfully complete this subject will be able to:

1. understand how market forces operate and how government policies influence, and are influenced by, market forces

2. understand why unfettered private markets can sometimes fail to deliver efficient and fair outcomes for society

3. identify particular examples of market failure and apply economic principles to designing government interventions to prevent or reduce the costs of market failure

4. apply the economic toolkit to decisions facing public sector managers about delivery and pricing of public services

5. apply the key principles of cost-benefit analysis to public sector projects

6. appreciate the importance and role of the public sector in promoting national productivity and reducing unacceptable inequities

Designing Public Policies and Programs (DPPP – Year 1)

Designing Public Policies and Programs (DPPP) asks students to critique and reflect on key factors that shape and influence public policy and governance. Our experience of how we are governed is inherently shaped by the detail of public policy and programs that deliver government services.

This subject is concerned with understanding policy processes, what constitutes good policy analysis as well as when and why this may or may not occur. We also explore aspects of policy design, policy development and policy and program implementation.

An important focus of the subject is to link the strategic use of policy theory and conceptual models with policy practice. How do models of policy and policy processes give us a strategic insight into what might happen? Are these predictive tools a guide to effective practice? And when does the lived experience of public policy and associated programs demonstrate, that despite our critical analysis and insights, the complexity of policy and governance systems often results in unintended and unexpected outcomes? How do we ensure policy and programs stay alert and respond to these findings? This subject is concerned with how you as a senior public sector practitioner might respond and address these questions.

Effective policy and program delivery is critical for effective and successful governance. And for many, governance is both sustaining order and managing disorder. In this sense, policy work inevitably engages with politics. The political process is referenced to help prioritise which public problems are the subject of attention and then how much, if any, resources are allocated to these problems. So, identifying, defining and understanding public problems is an important aspect of policy work.

In this subject we explore various aspects of problem definition, agenda setting, various policy tools, innovations and consider how comparative policy analysis (looking to what other jurisdictions and states might do in similar circumstances) can guide the creation of new policies and improvements in policy impact.

Finally, we are concerned with contemporary practice and innovation. What are the new and emerging ideas, methods and practices that shape leading policy work, engagement with busines and communities, and respond to the dynamics of our current political and social context? Here we are interested in a range of concepts and ideas such as co-production, the application of behavioural economics, the use of new technologies, social media and digitisation strategies and other approaches to policy design and delivery that you may have experienced and can bring to the class to share and stimulate critical discussion and debate.

Students who successfully complete this subject will be able to:

1. demonstrate conceptual sophistication and capacity to draw on policy theory and models to undertake strategic policy analysis.

2. analyse public problems and apply a diversity of policy tools that respond to the characteristics of the problem.

3. apply a critical and strategic approach in identifying the challenges in designing and implementing effective public policies and programs in complex, dynamic and contested environments.

4. systematically learn from, and critically evaluate, policy innovations and programs in other sectors and jurisdictions to inform policy developments.

5. communicate complex ideas to diverse audiences using a range of techniques.

6. work collaboratively to analyse and resolve complex problems.

Decision Making Under Uncertainty (DMUU – Year 1)

We live in times of uncertainty. The only constant is change and rarely do we have all the information and evidence we need to make assured decisions. Yet, the demands on public sector managers to use evidence more effectively in decision-making is ever-growing. This requires managers to become critical 'consumers' of evidence. They need to be able to ask the right questions, as well as acquire, assess, analyse, aggregate and present data so it becomes critical evidence for decision-making.

This subject examines the use of evidence to support decision-making in the public sector.

The emphasis is on the use of evidence to reduce the uncertainty confronting public sector leaders, rather than as a means for providing certainty. Students are not expected to become experts in the production of evidence but rather learn to dissect evidence to assess its quality and usefulness.

We begin by discussing the role of evidence in decision-making under uncertainty before exploring a framework for assessing data through acquiring, analysing and aggregating various data sources. The emphasis is not on the technical aspects of these sources of evidence but rather on making students better equipped to critically appraise data and evaluate evidence in a bid to work systematically with evidence in effective decision-making.

At the end of the program, students will be better equipped to:

1. show greater awareness of the uncertainties in a policy or management decision context and how it affects decision

2. understand the role of evidence and its usefulness for guiding complex decision-making

3. critically appraise data and evaluate evidence

4. contribute to better informed decision-making in specific contexts using knowledge of evidence types and evidence - handling methods

5. think explicitly about decisions and choices and the evidence needed to make a good decision

6. judge evidence according to its methodological qualities, and its appropriateness and relevance in informing decisions

Managing Public Sector Organisations (MPSO – Year 1)

2020 has proven, once and for all, that public management is essential for promoting the public good. Despite the myriad of changes to the world of public service (Dickinson, et al, 2018), there is a longstanding principle that remains at its epicentre, that public service leadership demands good judgement.

MPSO explores a range of skills and knowledge that help foster public service judgement which is key to leading large, complex, public sector organisations in conditions of internal and external unpredictability.

MPSO begins by reassessing the skillsets that we need as public leaders and managers before discussing ways in which we make sense of our own work; as well as help others make sense of theirs. It then investigates ethical judgement, in terms of developing organisational trustworthiness and leading an inclusive and diverse workforce; before looking at judgement around workplace innovations and the opportunities, and challenges, this brings to workplace performance.

MPSO, therefore, aims to help managers become more reflective about their practices, seeing themselves as part of a broader system. In this way, the subject promotes greater efficacy, system-thinking, and contextual awareness in public sector managers. MPSO highlights how sensemaking, trust, inclusivity, diversity and innovation impact our internal and external worlds. The subject develops a series of 'logics' by which key issues can be faced. The overall managerial challenge is how to reconcile or balance these logics, which call for different responses, under different contexts. MPSO helps you meet this challenge.

At the conclusion of this subject each student should be able to:

1. logically and systematically make sense of their role as public service manager and leader, and to create positive sensemaking in their work teams and organisation

2. identify the building blocks of trustworthiness and apply them across a number of internal and external integrity interventions

3. develop a leadership perspective for inclusivity in the workplace

4. develop an innovation orientation within their organisation, and identify new forms of cross-cutting issues as a means of knowledge transfer and organisational learning

5. assess ethics fault-lines in innovation and manage its associated risks.

Governing by the Rules (GBR – Year 2)

Governing by the Rules aims to develop the capacity of public sector leaders to operate effectively and appropriately within a democracy governed by the rule of law. Public servants work within a web of 'rules', stretching from ethics to the constitution to international law and human rights.

This subject explores that web. Although the concepts are crucial, the subject is also grounded and practical, making use of case studies, expert guest speakers and contemporary examples from practice.

Knowledge and understanding of the applicable elements of law, convention, practice and ethics is integral to the development and implementation of public policy. It is axiomatic that government programs must have a sound legal basis. Public sector managers need to know how to read the law, how it works and fails, conditions for reasonable performance in operation, and how to successfully navigate through the complexities of the legal system. In short, managers need to know how to govern by the rules, how to make rules and what it means for they themselves to be governed by rules. They also need to understand how to govern by means other than rules.

Students who successfully complete this subject will be able to:

1. understand the nature, form, complexity and limits to rules as tools of government

2. understand the interrelationship of legal rules, administrative processes, and policy outcomes

3. understand the role, uses and control of discretion

4. analyse problems and seek solutions in a setting governed by public law and other rules of public administration

5. evaluate how regulation, more broadly, can and should work to solve problems; and

6. interact with each other, particularly in using the resources of the group for developing arguments about particular issues or problems.

Public Financial Management (PFM – Year 2)

Public financial management (PFM) is an 'applied' discipline, and one that is international in scope. It covers a range of resource management practices that underpin policy-making in contemporary government, including fiscal rules to guide government spending and borrowing, multi-year expenditure frameworks that capture the longer-term impacts of current policy decisions, and performance-based budgeting to inform the level and relative priority of funding allocations.

PFM practices permeate the information and systems that govern the everyday decision-making of public sector leaders and managers, and all of them operate at the messy intersection between bureaucratic processes and evidence, and political imperatives and risk.

In this course, you will get to grips with these outlined practical realities above. You will be equipped with key conceptual and practical knowledge to integrate financial and non-financial performance in the public sector, and learn how to apply it to shape the narrative about use of public financial resources and inform public financial management decision-making.

Public financial management (PFM) is an 'applied' discipline that covers the design and implementation of policies for the use of public financial resources. Conventionally associated with public finance and budgeting—taxing and spending by governments—PFM is concerned with improving the quality of government spending decisions, the efficiency of public sector operations, and the strategic (or longer-term sustainability and transparency) of fiscal policy. It is an important component of good governance in public management.

This subject will provide an interdisciplinary survey of key concepts and practices in contemporary budgeting and financial management in the public sector. The key themes of this course will cover a selection of:

> key theories of public budgeting and the rationale for PFM reform

> fiscal sustainability and strategic budget frameworks including contemporary debates

> key types of expenditure and efficiency enhancement approaches and their application in periods of austerity

> the challenges and opportunities that apply to connecting performance information to policy achievement, public sector strategy and effectiveness and efficiency conversations

> the mechanics of performance-based financial accountability and the role of monitory institutions such as the Parliament and the Auditor-General

> the potential dysfunctions of contemporary PFM practices and their impacts on good public policy and public governance.

This subject applies a pedagogic approach that is based on 'interactive teaching' and 'blended learning'. The subject integrates instructor and guest presentations, case-based interactive learning, exhibit-based interactive dialogue, and individual and syndicate-based project work and presentations. In particular, the subject places emphasis on the use of teaching 'objects'—cases or exhibits based on actual events—as a vehicle for illustrating, discussing and applying important concepts and practices.

At the end of this subject, students will:

1. understand and demonstrate how public financial management frameworks and concepts influence contemporary public sector budget and financial management processes.

2. interpret and analyse public sector financial accounts with a focus on fiscal sustainability.

3. apply techniques to understand and improve the efficiency of financial resource use within a public sector organisation.

4. apply a strategic financial management logic to the formulation, execution and communication of public sector strategy and decision-making.

Leading Public Sector Change (LPSC – Year 2)

Calls for 'change' and 'innovation' through better, stronger, more authentic, visionary, pragmatic, and ethical leadership in the public sector are often heard. But what does it mean when people say they want better leadership?

2020 was one of the most challenging years in recent memory for Australia and the public sector. From environmental disasters to worldwide health pandemics. Leaders are being held to account for not only their responses to these challenges, but also why they weren't prevented. As we move forward it is essential to anticipate the challenges surrounding managing (or driving) change and to consider how political and public service leaders interact. Is there a need for a shift in mindset? How do you exercise leadership when you're not 'in charge', in collaborative, shared-power settings?

During Leading Public Sector Change, we study the role of 'leadership' in the public sector by examining perspectives on the relationship between leadership and change. As a professional you are encouraged to use these perspectives as a tool for understanding the drives and styles of public sector leaders, the dynamics of leader-follower relations, and their implications for leading policy and organisational change in the public sector.

At the conclusion of this subject each student should have:

1. an enhanced ability to discriminate between myths and realities of public leadership discourse and practice

2. a deep understanding of the institutional, contextual and (inter)personal factors shaping the behaviour of political and public service leaders, as well as the interaction between them

3. an enhanced strategic capability, particularly in diagnosing, instigating or adapting to policy and organisational change in the public sector

4. the ability to discern, reflect upon and cope with ethical dimensions of exercising leadership

5. an enhanced ability to work in collaborative teams on strategic assignments in the context of time pressure

Work Based Project (WBP – Year 2)

The Work Based Project (WBP) requires students to bring a complex task to a successful conclusion within the constraints imposed by working in a team that spans jurisdictions, organisations, disciplines and working backgrounds. This arrangement is designed to replicate important aspects of the workplace environment in government, where the achievement of policy goals is often dependent on the successful navigation of complex working relationships with others.

Research consistently indicates that an ability to collaborate creatively, to communicate clearly and persuasively, and to manage compound tasks and projects is increasingly important for individual and organisational effectiveness. Reinforcing the EMPA's focus on interactive teaching and learning, the WBP is premised on the notion that collaborative learning has the potential to increase individual achievement more than either individual or competitive learning alone. This is because collaborative learning requires resilience, willingness to perform difficult tasks, ability to translate knowledge from one task to another and the broader application of social skills.

The WBP is the final core subject of the EMPA degree and is the program's 'capstone experience' subject. WBP bridges the worlds of classroom and practice by having students undertake an applied research project on a policy or management topic of current importance to public organisations. As a capstone double-subject, WBP requires students to draw together and apply the knowledge and research skills they have developed throughout the EMPA program, and to reflect on individual professional development as a result of both the EMPA program and the capstone experience.

An important aspect of the WBP is working in cross-jurisdictional project teams. Students select a topic from options proposed by agencies across the ANZSOG network, and then work together to define the research problem, design a research strategy, apply appropriate research methods to gather and analyse data, and make relevant findings. Each team is assigned a project advisor and will have access to an agency sponsor.

As the 'capstone experience' subject of the EMPA, the WBP is a double-subject specifically designed to connect program learning to an extended applied research project. It is framed by three subject objectives:

> drawing together and relating EMPA knowledge and skills to the research project

> further developing applied research skills as evidenced by the research project

> reflecting on individual professional development as a result of the EMPA and the research project.

In addressing an actual problem confronting government, the WBP requires students to apply relevant concepts and practices covered in core subjects such as *Delivering Public Value, Managing Public Sector Organisations, Designing Public Policies and Programs* and *Leading Public Sector Change*. As you work through a research process from question development to conclusions, the WBP requires you to evaluate the best fit, and then to apply, the type of research skills covered in *Decision Making Under Uncertainty*.

At the conclusion of the Work Based Project (WBP) subject you will have:

1. greater appreciation of how concepts and practices introduced in the EMPA relate to one another and how they can be applied to policy and management situations in the workplace

2. experience with undertaking primary research and an understanding of the importance of conducting research in accordance with ethical principles

3. in-depth understanding of a public policy or public management issue in Australia and/or Aotearoa-New Zealand

4. enhanced capacity to apply skills in evidence-based analysis and policy design

5. enhanced capacity in written and verbal communication skills to concisely and persuasively convey the significance of research and research findings

6. greater appreciation for the strengths and weaknesses of working in team structures and how to deal with these effectively

7. enhanced your capacity to work across government and organisational boundaries

8. enhanced your self-management skills and increased self-awareness of the ways in which the EMPA and the research project experience has influenced professional development.

Grading Rubric

Grading rubrics have been extracted from each subject guide and are provided to university partners via the EMPA university portal or can be made available on request.

Assessments and Learning Outcomes Alignment

Assessment tasks have been extracted from each subject guide and are provided to university partners via the EMPA university portal or can be made available on request.

Student Success Profiles by Subject Unit

ANZSOG calculates the final mark distributions for each core subject/unit and makes these available at the end of each academic year to university partners via the EMPA university portal.

4.3 Ongoing Improvement Activities

There are a number of improvement systems embedded in the ongoing management and delivery of the EMPA. In addition to the report on the transition to online delivery provided above in section 4, the following outlines established formal processes.

Examiners Committee Meeting

Once all assessment pieces have been graded, the Examiners' Committee is convened to discuss and confirm the final marks for the subject. Discussion items include, distribution of grades, academic integrity issues and student progression and outliers. The committee members include the Subject Leader, EMPA Academic Director, Team Leader and EMPA Coordinator(s). Marks may be moderated if necessary, to ensure consistency of results across the cohort. When an agreement has been reached results are finalised and issued to students and their conferring universities. The Examiners' Committee Agenda and minutes of meetings for each subject are provided to university partners via the EMPA university portal.

Academic Debrief Meeting

At the conclusion of each core subject, ANZSOG surveys students on academic content, assessment and presenters through a detailed subject evaluation form. This feedback is collated into an evaluation report, which is circulated and presented as part of an academic debrief meeting following final marking and grading.

The debrief involves the following personnel:

> EMPA Academic Director

> Subject Leader

> Team Leader

> Senior Program Coordinator

> Program Coordinator

During the debrief meeting the subject is reviewed, and student feedback is discussed to ensure that teaching aligns with learning outcomes and student expectations. Broader student performance issues are discussed including academic integrity, suitability of learning materials and any other issues that may have arisen, such as student complaints or grievances. Feedback on individual presenters is assessed and discussed, to ensure that presentations are well-received and informative to students, or to reassess if presentations are received negatively.

The outcome of the debrief is a set of agreed actions for subject improvement to be completed by ANZSOG and subject leader prior to the next cohort delivery. This takes the form of a Subject Quality Improvement Plan. The Subject QIP is then formally submitted after this debrief meeting. The Subject QIP forms part of the contracting obligations for external ANZSOG faculty. Ongoing improvements may consist of revising assessment tasks, realigning presentations with learning outcomes, and restructuring the subject timetable.

The debrief agenda and minutes are provided to university partners via the EMPA university portal.

Ethics, Monitoring and Research Review Process - ANZSOG Human Research Ethics Committee (HREC)

Project based research undertaken by ANZSOG students as part of their capstone subject, the Work Based Project, is assessed and reviewed through the ANZSOG Human Research Ethics Committee (HREC). The primary function of ANZSOG's Human Research Ethics Committee (HREC) is to review and approve the research projects involving human subjects being conducted at ANZSOG. The HREC ensures that ethical standards are maintained in research projects in order to address and minimise any risks to research subjects, researchers, chief investigators and ANZSOG itself. These standards are primarily set out in the *National Statement on Ethical Conduct in Research involving Humans 2007 (Updated 2018)* (the National Statement). The HREC reviews ethics applications to ensure that they adhere to the National Statement, privacy requirements and other relevant standards and guidelines.

The HREC provides a central ethics review process for the cross-jurisdictional teams enrolled in the EMPA capstone subject Work Based Project (WBP). Each WBP team conducts primary research on a topic proposed by a sponsoring agency, under the supervision of an academic advisor who acts as chief investigator for the research project. Academic supervisors are drawn from ANZSOG partner universities or other recognised universities across Australia and Aotearoa-New Zealand. Each WBP team submits an ethics application for their research project in mid-April of each year, for review by the HREC in early May. The HREC has the authority to approve these proposals or to request revisions and resubmission.

The HREC is appointed by and reports to ANZSOG's CEO/Dean. Committee membership is based on the recommended composition set out in the National Statement (at least eight members comprising a chair; at least two lay persons, including at least one male and one female; at least two persons with current experience in the areas of research; a professional in counselling or treatment of people; at least one person who performs a pastoral role in the community; and a lawyer), plus an additional committee member.

The current membership of the HREC includes an independent chair who is an academic at one of ANZSOG's partner universities; two senior public servants in Aotearoa-New Zealand; four senior public servants in various jurisdictions within Australia; and two academics with expertise in areas of research relevant to the WBP. ANZSOG staff provide Secretariat support for the HREC.

The ethics application form and supporting materials completed by WBP teams and submitted to the HREC for review and approval include:

> Instructions for HREC Application

> HREC Application Form

> Participant Explanatory Statement

> Consent Form for Interviewees

> Consent Form for Focus Groups

These forms are available to university partners via the EMPA university portal.

4.4 EMPA Core Program Leaders

Dr Christopher Walker

ANZSOG Deputy Dean and EMPA Academic Director
Adjunct Professor, Griffith University
PhD, Social Sciences (UNSW), 2012
Graduate Certificate in University Learning and
Teaching (UNSW), 2007
Master of Public Policy (USYD), 1991
Bachelor of Heath Administration (Hons) (UNSW), 1984

EMPA Subject: **Delivering Public Policies & Programs**

ACADEMIC EXPERTISE AND INTERESTS

> Policy theory and policy analysis

> Regulation theory, compliance and enforcement

> Public administration, management and leadership

> Public value

Christopher Walker is the Associate Dean (University Relations) and Academic Director of the Executive Masters of Public Administration (EMPA) of the Australia and Aotearoa-New Zealand School of Government (ANZSOG). Chris is a member of the ANZSOG executive leadership team and responsible for developing and maintaining relations with ANZSOG's 15 partner universities across Australia and Aotearoa-New Zealand. Chris also contributes to the development of strategic relations with other international centers of academic expertise in public sector management, leadership, regulation and public policy. As Academic Director, Chris leads the management and delivery of ANZSOG's core program, the EMPA. This involves oversight of ongoing program development, review and input into quality learning and teaching. Chris is responsible for the oversight of student matters as well as liaison and negotiation with expert faculty engaged in subject delivery who are drawn from across Australia, Aotearoa -New Zealand, Singapore, Europe and the US. Chris is also Subject Lead for the EMPA subject Delivery Public Policies and Programs.

Chris is a highly skilled teacher active in knowledge translation and contributes extensively to ANZSOG executive education programs, he also maintains an active program of research in public policy and regulation. Prior to joining ANZSOG, Chris was the Head of the School of Social Sciences, University of New South Wales (UNSW), Australia (2012-2018). Chris's work in academic leadership was preceded by a highly successful 20 year career in the New South Wales public service working in middle and senior executive positions in the departments of health, road transport, rail safety and the NSW Cabinet Office. Christopher has extensive research, teaching and leadership experience in the fields of strategic policy, public value, policy analysis, policy transfer, regulation and compliance.

Christopher's PhD examined regulatory reform in the Australian trucking sector. Most recent research projects have examined policy transfer, the implications of digitisation in social welfare service provision, and digital regulation and compliance in the transport sector. Christopher's academic and practitioner experience means he is able to effectively bridge both the theoretical and applied understandings of public policy analysis and regulation in both his teaching and research. He is regularly engaged by public sector agencies in executive education and knowledge translation in the areas of public sector leadership, public value, strategic policy, policy analysis and regulatory reform. His work has been published in peer-reviewed journals such as *Public Policy and Administration, Policy Studies, Australian Journal of Public Administration* and *Journal of Higher Education Policy and Management*. His most recent book is a co-edited collection on policy circulation and transfer, Baker, T., & Walker, C. (Eds.).

(2019), *Public Policy Circulation: Arenas, Agents and Actions*. Cheltenham, UK: Edward Elgar.

Career Highlights -

> Approximately $270,000 in research grants, knowledge translation and commissioned works

> Outstanding record of academic leadership including the positions of;

– Associate Dean University Relations and Academic Director, Executive Masters of Public Administration, Australia and New Zealand School of Government

– Head of School, Social Sciences, University of New South Wales

– Deputy Head of School, Learning and Teaching, Social Sciences, University of New South Wales

– Program Director, Master of Public Policy, University of New South Wales

> Extensive research, policy and advisory work with government agencies, commissions and working groups at state, national and international level.

> Extensive domestic and international governance and advisory work including;

– Governance Steering Committee Member, UNSW Centre for Law Markets and Regulation (2015 – 2019)

– European Union AEROFLEX Project (Trucking innovation and regulatory reform working group) – Sounding Board Member, 2019 – current

– Steering Committee Member- National Regulators Community of Practice (NSW), 2020 – current

– Steering Committee Member- NSW Government, Customer Service, Better Regulation Division, Regulatory Practice Oversight Committee, 2020 - current

> Editorial board service with journals of public administration

> Visiting Research Fellow, University of Strasbourg Laboratory SAGE (Societies, Actors and Government in Europe). 2016/ 2017.

> Visiting Professor, Institut Barcelona Estudis Internacionals (IBEI), Barcelona, Spain. 2018.

> Erasmus Mundas MAPP Public Policy Visiting Scholar, Institute of Social Studies, Erasmus University, The Hague, The Netherlands. 2019
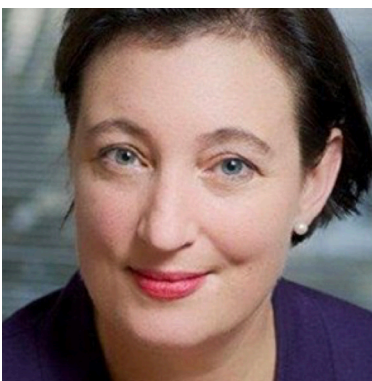
Dr Jo Cribb

Victoria University, Wellington, Aotearoa-New Zealand
Ph.D (Victoria University of Wellington)
MA Hons (Canterbury), DipMGMT (Cambridge)

EMPA Subject: **Managing Public Sector Organisations**

ACADEMIC EXPERTISE AND INTERESTS

> diversity

> gender

> governance

- social policy

- inclusive leadership

- community sector leadership

- public sector leadership

Jo is a former Chief Executive of the Ministry for Women. One of the youngest Chief Executives ever appointed in the Aotearoa-New Zealand Public Service, she has invested her time and energy in advancing the causes of the vulnerable in society, spearheading some of the most difficult issues of our time, including child abuse, child poverty, family violence, and vulnerable women.

Formerly the Deputy Children's Commissioner, and author of the Government's Green Paper on Vulnerable Children, she has a Doctorate in Public Policy and works internationally on advancing development in the Pacific as a director of Volunteer Service Abroad (VSA). She was a finalist in the Aotearoa-New Zealand Women of Influence Awards.

She has a varied portfolio career which includes leading an NGO that works to improve literacy rates, directorships and consulting on policy, strategy and gender projects. Recent consulting assignments include facilitating sessions at the Women's Forum at the Commonwealth Heads of Government Meeting (CHOGM) in London in April.

Career Highlights –

- Former Chief Executive of the Ministry for Women, Aotearoa-New Zealand

- Former Deputy Children's Commissioner

- Director of Volunteer Service Abroad (VSA) advancing development in the Pacific

- Finalist in the Aotearoa-New Zealand Women of Influence Awards

- Extensive experience in consulting and advising to government agencies on strategy, leadership, policy and gender projects.

- Active in senior executive education and coaching.

- Recent engagements include facilitating sessions at the Commonwealth Heads of Government Meeting in London, 2018, working with the leadership team of the Aotearoa-New Zealand Defence Force to develop strategies to increase the gender diversity of the forces, and completing a gender analysis of immigration policy.

- Board member of New Zealand Media Council, Royal New Zealand Navy Leadership Board and Institute of Public Administration of New Zealand (IPANZ)

- 3 years of facilitating governance development for the Institute of Directors in Aotearoa-New Zealand.

- Jo has taught in the MPSO for three years receiving excellent feedback, as well as delivering numerous guest lectures at the School of Government, Victoria University of Wellington.

- Jo has been a project advisor for the MPSO for two years

Professor Suresh Cuganesan

University of Sydney
GAICD, FCPA, PhD, MCom (Hon), BCom (Hon)

EMPA Subject: **Public Financial Management**

ACADEMIC EXPERTISE AND INTERESTS

> Strategy

> Organisational design

> Strategic financial management

> Performance measurement and reporting

Suresh Cuganesan is Associate Dean (Student Success & Mobility) and Professor in the Discipline of Strategy, Innovation and Entrepreneurship at the University of Sydney Business School. Suresh specialises in the areas of strategy, organisational design and strategic financial management. He is also passionate about education that is fit-for-purpose and impactful given our changing society and workplace. Suresh's current research areas investigate how technology and data innovations impact work and organisations; and, how organisations can achieve better outcomes through being more open, collaborative and transparent.

Prior to his academic career, Suresh worked in institutional banking and management consulting. He is also a Fellow of CPA Australia and a member of AICD. More recently, Suresh was CEO of the John Grill Centre for Project Leadership at the University of Sydney. He has advised and consulted for organisations in financial services, energy, law enforcement, transport, government and recruitment services. Suresh has published numerous academic research articles in leading international and national journals and has been successful in generating over $2.5 million in external funding (including Australian Research Council Grants) for his research.

Career Highlights –

> Associate Dean (Student Success & Mobility), Business School, University of Sydney

> CEO, John Grill Centre for Project Leadership, University of Sydney.

> Fellow, CPA Australia

> Approximately $2.5M in grant income

> Extensive consulting experience across business and government sectors

> Over 25 years' experience teaching at undergraduate and postgraduate levels. The latter includes Masters, MBA, and DBA levels.

> Has received Dean's Citations for Teaching for Post-Graduate Teaching at University of Sydney Business School and Macquarie Graduate School of Management

> Post-experience Masters: Units delivered include Strategies for Growth at University of Sydney, Accounting for Management, Financial Management, and Business Performance Measurement and Management at MGSM, Macquarie University. In addition, I have taught in international settings (Singapore and Hong Kong).

> Pre-experience master's units: Units delivered comprise Accounting and Financial Management and Advanced Management Applications at University of Sydney and Managerial Accounting and Strategic Cost Management at Swinburne University.

Professor Arie Freiberg

Monash University
LLD (Melb), LLM (Mon),
Dip Crim (Melb), LLB Hons (Melb)

EMPA Subject: **Governing by the Rules**

ACADEMIC EXPERTISE AND INTERESTS

> Regulation

> Sentencing

> Non-adversarial justice

Professor Arie Freiberg AM holds an Adjunct Faculty appointment at ANZSOG and is a fellow of the Academy of Social Sciences in Australia and the Australian Academy of Law. He is one of Australia's foremost experts on sentencing and the criminal justice system and has published widely from both a national and international perspective. He has been Chair of the Victorian Sentencing Advisory Council since 2004 and of the Tasmanian Sentencing Advisory Council since 2013.

His particular areas of expertise are sentencing, non-adversarial justice and regulation. He has been a Visiting Scholar at Harvard Law School (2014) and Tel Aviv University (2008) and has served as a consultant to the Federal, Victorian, South Australian and Western Australian governments on sentencing matters as well as the Australian and South African Law Reform Commissions. In 2015 he consulted to the Royal Commission on Child Sexual Abuse in Institutional Contexts on sentencing issues and in 2016 he was a consultant to the Queensland Department of Justice and Attorney-General on drug courts. He has also consulted for a number of state government agencies and departments on regulatory reform.

Professor Freiberg graduated from the University of Melbourne with an honours degree in Law and a Diploma in Criminology in 1972 and holds a Master of Laws degree from Monash University. He was awarded the degree of Doctor of Laws by the University of Melbourne in 2001 and is a fellow of the Academy of Social Sciences in Australia, the Australian Academy of Law and holds an Adjunct Faculty appointment in the Australia and Aotearoa-New Zealand School of Government. Between 1996 and 1998, he was President of the Australian and Aotearoa-New Zealand Society of Criminology. In 2009, he was made a Member of the Order of Australia (AM) for his service to law, particularly in the fields of criminology and reform related to sentencing, to legal education and academic leadership.

Arie Freiberg is an Emeritus Professor at Monash University. He was Dean of the Faculty of Law at Monash University between 2004 and 2012. Before this, he was Dean of the Faculty of Arts at the University of Melbourne in 2003. He was appointed to the Foundation Chair of Criminology at the University of Melbourne in January 1991 where he served as Head of the Department of Criminology between January 1992 and June 2002. In 2013 he was appointed an Emeritus Professor of Monash University.

Professor Freiberg's experience in postgraduate teaching includes teaching into Masters degrees at both Monash and Melbourne universities since the 1990s in subjects relating to sentencing and regulation as well as teaching at the JD level at Harvard University in non-adversarial justice (2014). He has taught the ANZSOG EMPA subject Governing by the Rules since 2008. As dean, he led a curriculum review in the Faculty of Law, Monash University in 2010-11

Career Highlights -

> Member of the Order of Australia for services to law

> Fellow of the Academy of Social Sciences

> Fellow of the Australia Academy of Law

> Past Dean, Faculty Law, Monash University (2004-2012)

> Past Dean, Faculty of Arts, University of Melbourne

> Foundation Chair of Criminology at the University of Melbourne

> Past President of the Australian and Aotearoa-New Zealand Society for Criminology.

> Consultant to Australian governments on sentencing matters, child sex abuse and drug courts

> Over 170 publications covering the fields of sentencing, non-adversarial justice, criminology, regulatory practice and regulatory theory.

Professor Ross Guest

Griffith University
PhD (Melb), M.Higher Ed (Griffith)
Grad dip Ed (UNE), BA (Macq.)

EMPA Subject: **Government in a Market Economy**

ACADEMIC EXPERTISE AND INTERESTS

> Economics and finance

> Education

Ross Guest is Professor of Economics in the Griffith Business School at Griffith University, a Principal Fellow with the Higher Education Academy, and an adjunct professor at the Australia and Aotearoa-New Zealand School of Government. Prof Guest holds a PhD in Economics from the University of Melbourne.

His primary field of research is population economics, on which he has published many articles in, for example, the Journal of Macroeconomics, the Economic Record, the Journal of Population Economics, and Oxford Economic Papers. He has received four Australian Research Council grants for his work on population economics, which has informed public policy through consultancies (e.g. Aotearoa-New Zealand Treasury and Queensland Treasury) and citations in Productivity Commission reports. He received the Dean's award for Best Mid-Career Researcher in the Griffith Business School in 2010.

Prof Guest has taught a range of economics subjects at Griffith University and formerly at Monash University. He was appointed a Principal Fellow with the Higher Education Academy in 2018, awarded a National Senior Teaching Fellowship in 2012 by the Australian Government and a Citation for Outstanding Contributions to Student Learning in 2006 by the former Carrick Institute for Learning and Teaching in Higher Education. He is Editor in Chief of the *International Review of Economics Education*.

Prof Guest's postgraduate teaching experience and roles in teaching leadership includes:

> Dean (Learning and Teaching) in the Griffith Business School at Griffith University,

> Principal Fellow with the Higher Education Academy,

> Postgraduate teaching of Economics in the MBA at Griffith University and of Government in a Market Economy in the EMPA at ANZSOG.

Career Highlights -

> Former Dean, Learning and Teaching, Griffith Business School

> Principal Fellow with the Higher Education Academy (Advance HE)

> National Senior Teaching Fellow with the former Australian Government Office for Learning and Teaching

> Editor-In-Chief of the International Review of Economics Education (Elsevier)

> Four ARC Discovery Grants as Principal Investigator

Professor Kimberely Isett

University of Delaware, Newark,
Delaware, United States of America
PhD University of Arizona USA
MPA University of Arizona USA
BA Ursinus College Collegeville Pennsylvania USA

EMPA Subject: **Decision Making Under Uncertainty**

ACADEMIC EXPERTISE AND INTERESTS

> Organization theory

> Evidence-based services/policy

> Systems Change

> Interorganizational Networks

Kimberley Roussin Isett earned a Ph.D. (Management, Organization Theory) and M.P.A. (Health and Human Services, Policy) from the University of Arizona's Eller College of Management. Her research focuses on institutional pressures and dynamics in implementing government services, with a particular interest in the delivery of services to vulnerable populations, and the use of evidence in public decision-making. Her goal is to do research that aids government organizations to find their optimal system design given their political, policy, regulatory, and financial constraints. To date, Dr. Isett has been the PI or co-PI on grants totalling over $13m. She was recognized by the Academy of Management in both 2001 and 2002 for excellence in research and participated in the John D. and Catherine T. MacArthur Foundation's Mental Health Policy Research Network from 2002 until 2008. Isett has worked with elected officials and policymakers at all levels of government on a variety of issues. Prior to joining the Biden School, Dr. Isett was on faculty at Georgia Tech, Columbia University, and Texas A&M, and completed a NIMH sponsored post doc at UNC-Chapel Hill's Sheps Center for Health Services Research.

Career Highlights-

> Approximately $13 million in research grants

> Director Master of Public Health, Health Policy and Management, University of Delaware, Newark, USA

> Past Director of Graduate Studies, School of Public Policy, Georgia Institute of Technology, Atlanta.

> Extensive research, policy and advisory work with government agencies at state a nd federal level.

> Chair, National Research Council on Poverty Alleviation (2015-2019)

> Numerous Best Paper awards: Public Management Review, American Review of Public Administration, American Academy of Management

> Extensive editorial board service in leading international journals of public administration

> Teachnology Faculty Fellow, Columbia University MSPH 2010

> Georgia Tech Center for Teaching and Learning Student nominated accolade, 2016

> Outstanding Professor recognition, 2013

Faculty Appointments -

> University of Delaware, Newark, Delaware

> Joseph R. Biden, Jr. School of Public Policy and Administration

> Georgia Institute of Technology, Atlanta, Georgia

> School of Public Policy

> Columbia University, New York, New York

> Department of Health Policy and Management

> Texas A&M University, College Station, Texas

> George Bush School of Government and Public Service

Professor Michael Macaulay

Victoria University, Wellington, Aotearoa-New Zealand
Ph.D, Durham, UK
MSc, Management, Teeside University, UK
MA (Hons), University of Edinburgh, UK,
PGCert Higher Education, Teesside University, UK

EMPA Subject: **Managing Public Sector Organisations**

ACADEMIC EXPERTISE AND INTERESTS

> Integrity

> Public Ethics

> Public leadership

> Anti-Corruption

Michael Macaulay is Professor of Public Administration at the School of Government at Victoria University of Wellington (Te Herenga Waka). He is currently a Visiting Professor at the Universities of Sunderland (UK) and York St John (UK), and is a former Visiting Professor at the University of Johannesburg (South Africa). He has published extensively in the fields of integrity, ethics and anti-corruption in leading international journals.

Whilst at VUW, Michael has held a number of senior roles including Associate Dean (Victoria Business School) and Director of the Institute for Governance and Policy Studies. During his tenure as Director of IGPS, Michael secured $NZ 7 million in research funding, generating nearly an extra $NZ 1 million in PBRF funding. He organised arranged over 200 roundtables and public events with speakers from all over the world, as well as overseeing publication of *Policy Quarterly*, NZ's leading policy practitioner journal.

Professor Macaulay is currently Regional Editor (Pacific Rim) for *Public Management Review* and was previously co-editor (2013-16) of the *International Journal of Public Administration*. He has edited several special issues and currently sits on the editorial boards of several other journals. He was appointed co-chair of the European Group of Public Administration (EGPA) permanent study group on integrity and quality of governance in 2011, a position he gave up in 2019.

Michael was NZ lead for *Whistling While They Work 2*, an ARC-funded research project led by Griffith University into workplace misconduct and whistle-blower protections in Australia and Aotearoa-New Zealand. Working in a consortium with numerous universities and public, private, and NFP agencies, the project is (to date) that largest piece of research of its kind undertaken.

Career Highlights -

> Professor of Public Administration, Victoria University, Wellington, NZ

> 2010-2013 Professor of Public Management, Teesside University, UK

> Visiting Professorships held at University of Johannesburg (RSA), University of York St John (UK) and University of Sunderland (UK)

> Director of Institute for Governance and Policy Studies, NZ (2013-16)

> Has generated over $NZ 8.5 million in research income (as Principal or Associate Investigator)

> Regional Editor (Pacific Rim) for Public Management Review

> Co-chair, European Group of Public Administration a permanent study group on integrity and quality of governance. (2011-2019).

> Former judge (Teesside Bench, UK, 2005-2013).

> Advised and consulted international bodies including the United Nations Office on Drugs and Crime (UNODC) the Council of Europe and Transparency International.

Professor Janine O'Flynn

The University of Melbourne
PhD (Melb), BCom, Hons 1st Class (Melb)

EMPA Subject: **Delivering Public Value**

ACADEMIC EXPERTISE AND INTERESTS

> Performance management
> Public service delivery
> Public sector reform

Janine is Professor of Public Management at ANZSOG and the University of Melbourne. Her expertise is in public management, with particular focus on reform and relationships. This covers topics as diverse as the creation and evolution of public service markets to the design of performance management systems. Her latest work explores the intersection of public service markets and morality.

Since 2015 she has been an editor of the Australian Journal of Public Administration and she sits on the editorial boards of several journals in the field including: Public Administration Review; Public Administration; International Journal of Public Administration; Public Management Review; Policy Design and Practice; Global Public Policy and Governance; and Halduskultuur: The Estonian Journal of Administrative Culture and Digital Governance. In 2018, she joined the Apolitical Future of Government Editorial Board. Previously she was a member of the editorial boards of Journal of Management & Organisation, Teaching Public Administration and Canadian Journal of Public Administration.

Janine is a Fellow of the Institute of Public Administration Australia (Victoria) and has previously been an elected member on the executive board of the International Research Society for Public Management. In 2018 she joined the Advisory Board of the Australian Public Service Centre for Leadership and Learning and in 2019 became a member of the Infrastructure Victoria Expert Panel on the Role of Infrastructure in Addressing Regional Disadvantage. As a keen observer of international practice in public management, she has had the opportunity to provide expert advice to a range of policy makers including in Australia, Chile, Bhutan, the United States, and Singapore. In 2020 she joined a network of practitioners and academics developing as part of the Agile Government Center, sponsored by the United States National Academy of Public Administration and the IBM Center for the Business of Government. In 2019, she co-authored a major research paper to inform the work of the Independent Review of the Australian Public Service: 2030 and Beyond: Getting the Work of Government Done.

She is a regular commentator in the media as well as producing columns for outlets such as The Conversation and *The Mandarin*.

Janine's teaching focuses on management issues in the public sector and the challenges faced by contemporary leaders in pursuit of public purpose. She has extensive experience working with experienced professionals from across the world in both executive education and postgraduate programs. She is an award-winning teacher and researcher having been the recipient of a national teaching prize (Australian Learning and Teaching Council) as well as University and College level awards for teaching excellence. She has several awards for academic innovation and contribution. This includes being part of the team awarded the Louis Brownlow Award (2017) for best paper published in *Public Administration Review* the best article published in *Review of Public Personnel Administration* (2019). As part of the

same team she received the Carlo Mansini Award (2013), the Charles H. Levine Award (2013) and was nominated for the Carolyn Dexter Award (2014) from the Academy of Management. She also received the 2013 Academy of Management best book (public and non-profit) award with John Alford.

Career Highlights –

> Previous Director of Education, Melbourne School of Government, University of Melbourne; and Director of Education, Crawford School of Public Policy, Australian national University

> Previous program director of the Master of Public Administration and the Master of Public Policy and Management at the University of Melbourne

> College of Asia and the Pacific Award for teaching Excellence (ANU); Vice Chancellors Award for Teaching Excellence (ANU); Citation for Outstanding Contribution to Student Learning (Australian Learning and Teaching Council); Nominee for Teaching Excellence Award (Office of Learning and Teaching)

> Fellow, Institute of Public Administration Australia

> Approximately $1M in research income

> Best Book Award, American Academy of Management (2013)

> Best article award Public Administration Review (2017)

> Best article award Review of Public Personnel Administration (2019)

> Multiple best paper awards/nominations at the Academy of Management (2013, 2013, 2014, 2020)

> Editor, Australian Journal of Public Administration

> Editorial Board memberships - Public Administration Review; Public Administration; Public Management Review; Global Public Policy and Governance; International Journal of Public Administration; Policy Design and Practice; Halduskultuur.

> Former elected member of the International Research Society for Public Management Executive Board

> Former board member of the Australian Public Service Centre for Leadership and Learning

> Expert adviser to government in several countries

> Co-author of research report informing the Independent Review of the Australian Public Service

> Former Director of Education, Crawford School of Public Policy, Australian National University and at the Melbourne School of Government, University of Melbourne

> Former Director Master of Public Administration and the Master of Public Policy and Management, University of Melbourne

> Former member and chair of the Melbourne School of Government/School of Social and Political Science Graduate Studies Committee; former member Faculty of Arts Graduate Studies Committee, University of Melbourne

> Current Member of Academic Board, University of Melbourne

> Former member University Education Committee, College of Asia and the Pacific Education Committee, Crawford School of Public Policy Education Committee (chair), Australian National University

> I have undertaken reviews of university programs including the London School of Economics and Political Science Executive Master of Public Policy (2020) and chair of the review of Flinders University Public Administration programs (2015)

> Postgraduate teaching at the University of Melbourne (subject leader, design and delivery): Public Management; International Public Management; World of Public Administration.

> Postgraduate teaching at the Australian National University (subject leader, design and

delivery): Case Studies in Public Sector Management; Government, Markets and Global Change; People and Performance in Public Organisations.

> Postgraduate teaching at the University of Canberra (subject leader, design and delivery): Public Administration; Public Administration at the Interface.

She has supervised numerous minor theses at the postgraduate level; eight PhD's to completion and is currently supervising three PhD students (as at June 2020)

Dr Zina O'Leary

University of New South Wales
Ph.D, UNSW & UWS
MSc, University of Wisconsin, USA
BA, Rutgers University, NJ USA

EMPA Subject: **Work-Based Project**

ACADEMIC EXPERTISE AND INTERESTS

> Evaluation

> Communication

> Research Methodologies

Dr Zina O'Leary was awarded her PhD as a US National Science Foundation Fellow and is currently an adjunct senior lecturer at UNSW and an ANZSOG Senior Fellow. Dr O'Leary has over 25 years' experience as an academic and public policy consultant and has taught research methods and communication courses in the US, Australia, Hong Kong, Fiji and Malaysia. She was also the coordinator of the Workplace Integrated Learning program at the University of Sydney Business School, where she strived to help workplace-based students maximize the impact of their communication and conduct impactful applied research.

Zina also has an extensive history as a consultant to the World Health Organization, contributing to many projects on community engagement and community consultation across the Asia Pacific Region. She is the author of several books for Sage Publications including Workplace Research, Researching Real World Problems, The Essential Guide to Doing your Research Project and The Social Science Jargon Buster.

Prior to her engagement by the UNSW and ANZSOG, Dr O'Leary's teaching experience included courses on research methods, evaluation and professional development at the University of Sydney Business School (2013-2017), University of Sydney Graduate School of government (2011-2017), University of Western Sydney (1995-2010), Hong Kong Polytechnic University (1998-2008) and the International Medical University at Kuala Lumpur (2007-2010).

Career Highlights –

> 2019 Nominated for the Australian College of Education Quality Teaching Award

> 2017 Dean's Citation for Excellence in Unit Coordination Sydney Business School

> 2016 Dean's Citation for Excellence in Unit Coordination Sydney Business School

> 2015 Dean's Citation for Excellence in Unit Coordination Sydney Business School

> 2014 Dean's Citation for Tutoring University of Sydney Business School

- 2008 Nominated for the Australian College of Education Quality Teaching Award
- 2002 Vice Chancellor's Excellence Award commended for social justice
- 2002 Nominated for the Australian College of Education Quality Teaching Award
- 1999 UWS Teaching Excellence Award
- Subject lead for ANZSOG's capstone Work Based Project unit, which emphasize research communication as well as research design
- Developer/lecturer of several ANZSOG Executive Education Program
- Lead in the development of a whole of organization program on impactful communication City leader for EMPA core unit Decision Making Under Uncertainty (DMUU)
- Leader for curriculum review of Decision Making Under Uncertainty (DMUU)
- Led the development of a Sydney University multi-disciplinary and multi-school Industry and Community Placement Program
- Workplace Integrated Learning Academic Co-ordinator, responsible for overseeing academic integrity and consistency for 23 deliveries of Sydney University Business School's Industry and Community Placement Programs
- Unit Coordinator BUSS6500 Postgraduate Industry Placement Program (Sydney), and BUSS6510 Postgraduate Industry Placement Program (Chile)
- Senior Research Fellow, ANZSOG
- Held public policy and research methods academic positions at USYD, and University of Western Sydney.
- Extensive history as a consultant to both Government and the private sector and was the research coordinator for the Centre for Environmental Health Development at the World Health Organization Collaborating Centre
- Author of numerous publications/ books including The Essential Guide to Doing Your Research Project 4e (in press 2020), Research Questions (2018), Research Proposals (2018) and Presentations that Motivate (2019). Workplace Research (2016), Researching Real World Problems (2005) and The Social Science Jargon Buster (2007).
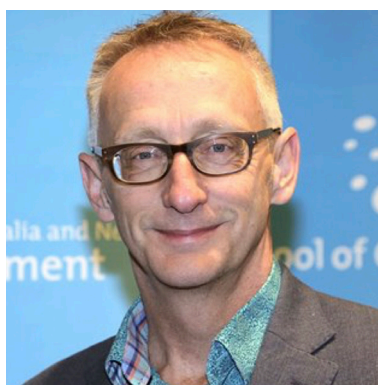
Professor Paul t'Hart

Utrecht University, The Netherlands
PhD Leiden University Netherlands
MA Erasmus University Rotterdam Netherlands

EMPA Subject: **Leading Public Sector Change**

ACADEMIC EXPERTISE AND INTERESTS

- Crisis management
- Evaluation
- Public leadership
- Reform/change management

Paul 't Hart is a Professor of Public Administration at Utrecht University and Associate Dean of the Netherlands School of Public Administration in The Hague. He resumed both positions in mid-2011, after spending five years as Professor of Political Science at the Australian National University. Paul's research, teaching and consulting covers political and public sector leadership, policy evaluation, public accountability and crisis management. His books include *Framing the Global Meltdown: Crisis Rhetoric and the Politics of Recession* (ANU Press 2009), *The Real World of EU Accountability: Which Deficit?* (Oxford University Press 2010), *How Power Changes Hands: Transition and Succession in Government* (Palgrave 2011), *Understanding Prime-Ministerial Performance* (Oxford University Press 2013), *The Oxford Handbook of Political Leadership* (Oxford University Press 2014), and *Understanding Public Leadership* (Palgrave 2014). Prof 't Hart was elected a member of the Royal Dutch Academy of Arts and Sciences in 2014.

Prof 't Hart has extensive training and consulting experience within government, primarily in Holland, Sweden and Australia, including secondments at the Dutch Intelligence Service and Public Prosecutors Office. He recently completed two consultancy reports on the institutional reputation and the corporate governance of the Dutch judiciary, advised the Swedish cabinet on crisis management, and is currently a member of a government-appointed committee evaluating the Dutch police law of 2012, which in the largest reorganisation in the history of Dutch government saw the creation of a single, national police force out of 25 regional forces.

Career highlights –

> 1986 – present Ongoing lecturing, training and consulting practitioners/professionals/executives in crisis management, particularly in Sweden (up to Cabinet level), the Netherlands and Australia. Significant volume of work in this vein triggered by the Covid19 crisis.

> 1989-present Associate dean and core faculty of the executive MPA program of the Netherlands School of Public Administration (NSOB), which is very similar to ANZSOG's, but at a smaller scale (average 15-20 students). During this time I have co-designed and redesigned its curriculum, navigated through accreditation processes, and developed and taught several courses, including on leadership, crisis management, public service craftwork.

> 2007-present Core faculty of ANZSOG's EMPA program, teaching Leading Public Sector Change subject for 14 years consecutively. Approx 100 students

> 2009-present Co-architect and co-facilitator of ANZSOG's Towards Strategic Leadership program for EL2's/Band 1's and their state/NZ equivalents. Aprox 40 students.

> 2012-present Associate dean of the 'Learning Network' program for top executives of NSOB. This involves designing and facilitating 3-year by invitation only programs for up to 15 secretaries, DG's and equivalents across the Dutch public service.

> 2013-2017 Founding Dean of NSOB's 'Director's Program' for the equivalents of assistant secretaries in the Dutch public service. This is a 10-month program, in which I currently still teach the Leadership module. Approx 10-15 students.

> 2017-present Core faculty of NSOB's 'Interdepartmental Executive Course', a 15-month program for people aspiring to SES roles, co-owned by the Dutch Board of Secretaries. Approx 25 students, twice yearly.

> Professor of Public Administration, School of Government, Utrecht University

> Associate Dean of the Netherlands School of Public Administration, The Hague, Netherlands

> Past Professor of Political Science, ANU

> Member of the Royal Dutch Academy of Arts and Sciences

> Numerous consultancies and advisory roles with governments of Australia, Sweden and The Netherlands

> Extensive research and publications in the fields of public sector leadership, policy evaluation, public accountability and crisis management.

5. 2020 Student Cohort and Success

Cohort profile including:

A range of analytical and cohort-level information is provided on annual EMPA enrolments. In the majority of sections, data is provided on each intake year (cohort) of the EMPA from 2016 to 2020.

Age Profile

Age Range	2016	2017	2018	2019	2020
				EMPA intake year/cohort	
<30				2	1
30–35	5	4	7	12	15
36–40	12	17	26	26	24
41–45	23	24	20	22	23
46–50	22	24	26	25	23
51–55	28	14	12	16	8
56–60	11	6	5	7	1
61+	3	1			
Unknown	3		1	1	1
Average Student Age	48	46	44	44	42
Total	**107**	**90**	**97**	**111**	**96**

Gender Profile

Gender Profile	2016	%	2017	%	2018	%	2019	%	2020	%
								EMPA intake year/cohort		
Female	62	58%	52	58%	59	61%	59	53%	56	58%
Male	45	42%	38	42%	38	39%	52	47%	40	42%
Total	**107**		**90**		**97**		**111**		**96**	

Years professional experience

Given that the ANZSOG EMPA is focused on the public sector, the relevant data captured for this section is *Years in the Public Sector*.

Years in Public Sector	2016	2017	2018	2019	2020
				EMPA intake year/cohort	
Yrs 1–5	10	13	16	11	4
Yrs 6–10	29	20	22	25	16
Yrs 11–15	26	28	22	37	33
Yrs 16–20	27	16	24	15	16
Yrs 21–25	6	5	7	11	13
Yrs 26–30	3	8	4	8	8
Yrs 31+	3		1	3	1
Yrs Unknown	3		1	1	5
Average	13	15	12	14	1
Total	**107**	**90**	**97**	**111**	**96**

Primary degree

The following data provides a summary of the highest education qualification on entry to the EMPA for each cohort year 2016 – 2020.

	EMPA intake/cohort				
Highest Education Qualification	**2016**	**2017**	**2018**	**2019**	**2020**
Doctoral Degree	5	2	2	9	5
Masters	18	20	24	30	19
Graduate Diploma	11	16	15	12	10
Graduate Certificate	13	7	8	11	3
Bachelor (Honours)	12	9	8	7	14
Bachelor	24	24	24	32	35
Diploma	3	6	7	4	2
Certificate	1		2	3	4
Senior secondary certificate of education	1	2	4	3	3
Other/Not available	19	4	3		1
Total	**107**	**90**	**97**	**111**	**96**

Identified cohorts – Aboriginal and Torres Strait Islander, low SES

ANZSOG captures Aboriginal and Torres Strait Islander (ATSI) status from applicants. SES status information is not captured by ANZSOG due to the way in which students are nominated by their employer before being considered for admission but may be captured through university enrolment processes.

In line with the Higher Education Standards Framework (Standard 2.2 Diversity and Equity) and ANZSOG's Diversity, Equity and Inclusion Policy (sections 3.6 & 4.4) ANZSOG enables students to identify as Aboriginal, Torres Strait Islander and Māori on application for admission into the EMPA program. This information supports recruitment, progression and completion monitoring and support activities for students from this priority cohort. Aggregated data has to date been collected and reported on Australian students identifying as Aboriginal or Torres Strait Islander as presented in the table below for 2020. The EMPA admission process and record keeping is currently being updated to enable collection and reporting of data on students identifying as Māori and will be included in the next annual report.

	EMPA intake/cohort				
ATSI Status	**2016**	**2017**	**2018**	**2019**	**2020**
Female	2	1	2	3	2
Male	2	2	4	4	1
Total	**4**	**3**	**6**	**7**	**3**

Student success profile including:

Grade range / WAM

EMPA 1st & 2nd year Grade Range and WAM

					EMPA intake year/cohort	
Subject Year	2018	2018 WAM	2019	2019 WAM	2020	2020 WAM
Yr 1	40–88	75.7	67–95	77.5	56–97	79.82
Yr 2	62–88	75.6	33–90	73.5	50–96	71.75

The following data provides a summary of the number of students who have passed or failed each EMPA core subject, in the delivery year from 2016 to 2020

							EMPA intake year/cohort			
EMPA Core Subjects	2016		2017		2018		2019		2020	
Subject	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
DPV	108		90		97		110		92	
GME	109		88		101	1	90	2	61	
DPPP	108		86		98		99		76	
DMUU	105		83		96		98		66	
MPSO	102		88		92		104		72	
GBR	97		105		84	1	93		104	
LPSC	101		106		79		98		95	
WBP	100		104		87		88		110	

Progression

ANZSOG monitors completion of ANZSOG core subjects. Across the entire cohort, the following statistics apply:

80% of students complete all ANZSOG core subjects within 2 years.

90% of students complete all ANZSOG core subjects within 3 years.

97% of students complete all ANZSOG core subjects within 4 years.

3% of students require an extension to complete the ANZSOG core subjects in 4+ years

Completion rates

The following data provides a summary of the completion of the EMPA core subjects for intakes 2016 to 2019.

EMPA intake year/cohort	students completed all subjects	%	students not completed all subjects	%	cohort enrolments
2016	101	94	6	6	107
2017	85	94	5	6	90
2018	89	92	8	8	97
2019	95	86	16	14	111

Student Cohort Data by University

A range of analytical and cohort-level information is provided on students enrolled with each conferring university partner. In the majority of sections, data is provided on each intake year (cohort) of the EMPA from 2016 to 2020 and covers cohort age, gender, years of professional experience, level of university education and information on representation from First Peoples' and SES cohorts. Data also includes information pertinent to your enrolled students' success profile by year.

This information is available exclusively for each university partner through the online Canvas portal.

6. Governance and Quality Assurance

6.1 EMPA Policies

The objectives of ANZSOG's EMPA policies are to:

> form a coherent policy framework that aligns core program design and delivery functions with national standards and university partners' expectations

> map the EMPA program lifecycle for students from admission and enrolment through to assessment and qualification

> differentiate ANZSOG's core program responsibilities from those of conferring universities

> formalise ANZSOG's EMPA governance and quality assurance framework in policy

> frame and underpin operational procedures for program delivery

ANZSOG's 24 EMPA policies are categorised by five operational functions
(refer Appendix 2 EMPA Policy Map):

1. Program Structure

2. Program Administration

3. Student Engagement and Participation

4. Academic Standards

5. Academic Attainment

1. Program Structure

There are two core policies that together define the arrangements between ANZSOG and its conferring university partners, and then the EMPA core program design:

> **Delivery with Conferring University Partners** - outlines ANZSOG's commitment to fulfilling its responsibilities as a provider of the EMPA core program in line with third-party arrangements. (Appendix 1: HESF 5.4)

> **Program Design and Learning Design** - describes the program and learning design of the EMPA and identifies the role of policies and procedures in the administration and governance of the program. (Appendix 1: HESF 3.1, 5.4, 6.3)

2. Program Administration

There are seven core policies that underpin all of the logistical, student administrative and information provision and management requirements of the EMPA core program:

> **Admission** - outlines the requirements for student admission into ANZSOG's EMPA program. (Appendix 1: HESF 1.1, 1.2)

> **Enrolment** - outlines the requirements for students enrolling in the EMPA program. (Appendix 1: HESF 1.1,1.2)

> **Facilities and Infrastructure** - outlines ANZSOG's approach to facilitating onsite classes using venues and supporting infrastructure of conferring university partners or other organisations for the delivery of the EMPA program. (Appendix 1: HESF 2.1)

> **Information Communications Technology** - aligns authorised student use of the EMPA Learning Management System (LMS) and supporting network facilities with ANZSOG's Information Security Policy and Provision and Acceptable Use of ICT Policy. (Appendix 1: HESF 2.1, 3.3, 7.3)

> **Information for Prospective and Current Students** - outlines ANZSOG's standards and approach to providing current and prospective students in the EMPA program with clear and timely program information to enable informed decision-making. (Appendix 1: 1.1, 7.1, 7.2)

> **Information Management** - outlines ANZSOG's approach to ensure the secure and effective management of information and documents related to the EMPA program in line with ANZSOG's Information Security Policy. (Appendix 1: HESF 7.3)

> **Privacy Statement Policy** - outlines the information to be provided in an ANZSOG privacy statement to students enrolled in the EMPA program. (Appendix 1: HESF 3.3, 7.3)

3. Student Engagement and Participation

An inherent learning requirement of the EMPA program is the opportunity for students drawn from senior public administration leadership roles across multiple jurisdictions to fully participate in all aspects of the program, including the development of professional peer networks and engagement with leading academics and practitioners from relevant fields.

EMPA students contribute to the diversity of the Australian and Aotearoa–New Zealand public sector workforce and ANZSOG is committed to recruitment into the program that is inclusive and as far as possible addresses equity challenges through program progression. ANZSOG also fosters a supportive and safe learning environment that is responsive to students' needs and concerns.

The six ANZSOG EMPA policies supporting these objectives in relation to student engagement and participation are:

> **Attendance** - outlines the expectations for student attendance in core subjects of the EMPA program. (Appendix 1: HESF 1.3)

> **Diversity, Equity and Inclusion** - outlines ANZSOG's commitment to support and promote diversity and inclusion for students enrolled in the EMPA program. (Appendix 1: HESF 1.3, 2.2)

> **Orientation and Progression** - outlines ANZSOG's approach to student orientation and academic progression in the EMPA program. (Appendix 1: HESF 1.3)

> **Student Complaints and Grievances** - outlines requirements for the submission, management and resolution of student complaints and grievances regarding any aspect of their experience in the EMPA. (Appendix 1: HESF 2.4)

> **Student Disability** - outlines ANZSOG's approach to supporting EMPA students with a disability to achieve the inherent core program requirements. (Appendix 1: HESF 2.2)

> **Wellbeing and Safety** - outlines ANZSOG's commitment to providing a safe learning environment that supports the wellbeing of all students enrolled in the EMPA program. (Appendix 1: HESF 2.3)

4. Academic Standards

The EMPA program is a leading international program in the public administration field. ANZSOG seeks to maintain and continuously improve the academic quality of the core program through the following six policies, aligned to the EMPA quality assurance framework:

> **Academic Integrity** - outlines ANZSOG's academic integrity standards and approach to dealing with student academic misconduct in relation to core subjects in the EMPA program. (Appendix 1: HESF 2.4, 5.2)

> **Academic Recruitment** - outlines ANZSOG's approach to academic recruitment and responsibilities for core subject leaders in the EMPA program. (Appendix 1: HESF 3.2)

> **Code of Conduct** - aligns to the ANZSOG Code of Conduct Policy and expands on the ethical standards and expectations for students enrolled in the EMPA program, particularly in relation to the requirements of the HESF 2015. (Appendix 1: HESF 5.2,

> **Learning Resources and Education Support** - outlines ANZSOG's approach to ensure access to quality learning resources and education support relevant to the needs of students enrolled in the EMPA program. (Appendix 1: HESF 3.3)

> **Monitoring, Review and Improvement** - outlines ANZSOG's approach to ongoing cyclical review, monitoring and improvement of the EMPA program including external referencing and benchmarking. (Appendix 1: HESF 5.3)

> **Research Ethics** - outlines ethical standards for research conducted by or under the auspices of ANZSOG in the delivery of core subjects of the EMPA program. (Appendix 1: HESF2.4, 5.2)

5. Academic Attainment

ANZSOG has rigorous standards for designing and conducting assessments to evaluate student performance and achievement across the EMPA core subjects in line with conferring university partners' assessment and moderation practice in the elective program. The following three policies outline ANZSOG's approach to academic attainment in the core program, and its relationship to the overall program completion:

> **Assessment** - outlines the requirements for the design and delivery of student assessments in core subjects of the EMPA program. (Appendix 1: HESF 1.4)

> **Moderation** - outlines requirements for the moderation of core subject assessments submitted by students in the EMPA program to promote quality and ensure consistency. (Appendix 1: HESF 1.4)

> **Qualification and Certification** - outlines ANZSOG's role regarding certification for students of the EMPA program in being awarded a Master level qualification accredited under the HESF and awarded by conferring university partners. (Appendix 1: HESF 1.5)

All EMPA Policies are accessible to students, staff and conferring university partners via the EMPA Learning Management System. EMPA students are also informed of policies relevant to their needs through the Orientation and Program Information Module.

6.2 EMPA Procedures

ANZSOG has outlined seven sets of procedures (refer Appendix 3) to guide staff and students on policy implementation. These are mapped across functional areas of program lifecycle, student support and satisfaction, program standards and program quality and made available to students and staff via the LMS portal.

The procedures cover:

> Program Entry

> Orientation and Progression

> Assessment and Moderation

> Breaches in Ethical Standards

> Resolving Student Complaints

> Student Disability Support

> Quality Assurance and Continuous Improvement

Procedures for Program Entry, Student Disability Support and Quality Assurance and Continuous Improvement are currently being updated.

6.3 EMPA Academic Advisory Council – Terms of Reference

1. Purpose

The Academic Advisory Council is ANZSOG's principal advisory committee to ANZSOG's academic leadership team on learning and teaching and other matters relevant to the quality and excellence of the EMPA, micro-credentials and any future accredited programs that might be developed on a bilateral or multi-lateral basis with university partners. The Academic Advisory Council is supported by a secretariat from within ANZSOG.

A core function of the Academic Advisory Council is to provide quality assurance, through its operations and oversight of the delivery of an annual report to partner universities that enrol students and confer the EMPA award. The key framework of assurance is to ensure learning and teaching, academic practices, and policies and procedures relevant to the delivery of the EMPA align with the Australian and Aotearoa-New Zealand Higher Education Standards.

2. Role

The role of the Academic Advisory Council is to:

> Provide advice and recommendations to ANZSOG's academic leadership team, particularly the Director of the EMPA on policy and practice relating to all aspects of development and review of EMPA subjects that contribute to university programs, admission of students, teaching, assessment, and, where relevant, requirements for graduation.

> To review EMPA aggregate cohort data relevant to monitoring and supporting student progression at the conclusion of each semester.

> Act as the representative body of the EMPA conferring university partners to ANZSOG regarding education quality and standards.

> To support the Chair in providing leadership and encourage discussion at meetings of the Council in the context of the objectives of the EMPA and in future any other accredited products

3. Functions

The functions of the Academic Advisory Council will support:

1. Teaching and Learning Quality

> Advise ANZSOG's academic leadership team, including the Deputy Dean, University Relations, and EMPA Academic Director, about teaching and learning matters related to EMPA core subjects and the EMPA program

> Review and advise on updates and revisions of EMPA core subjects

> Review and advise on ANZSOG EMPA Annual Quality Assurance Reporting particularly in relation to relevant cohort data and key quality performance indicators

2. Program Structure and Governance Considerations

> Review major subject amendments and advise on their compliance with the requirements of the Australian Qualifications Framework (AQF) and New Zealand Qualifications Framework (NZQF) and relevant higher education standards in both jurisdictions

> Review and advise on ANZSOG EMPA policies and procedures

> Review and advise on the range of appropriate electives on offer from conferring universities as part of the EMPA

> Consider and recommend administrative efficiencies to help minimise the regulatory burden for partner universities and ANZSOG

> Provide advice on potential amendments to the EMPA design, such as delivery options, including blended learning and elective offerings.

3. Additional Partner Collaboration Opportunities

> Facilitating a shared approach to the EMPA program across the conferring university partners

> Monitor demand-driven opportunities for ongoing EMPA subject and program renewal and enhancement

> Provide advice on approaches to enhance ANZSOG's value proposition to EMPA students and university partners

> Provide advice on the provision of potential accredited micro-credentialing and embedded qualification/s, where appropriate.

4. Membership Composition

The full composition of the Council will comprise a maximum of 9 members:

> Senior academic with expertise in public administration, policy or related field
(Chair x 1 nominated by ANZSOG)

> Senior academics from university partners (up to 5)

> Senior quality assurance officer from a university partner other than those represented by academics

> Independent senior practitioner selected from among EMPA alumni nominated by ANZSOG's Alumni Advisory Council

> EMPA Academic Director.

Consistent with ANZSOG's multi-government ownership, members from university partners should be dispersed across various states and territories and Aotearoa-New Zealand.

At least one member of the Academic Advisory Council must be from Aotearoa-New Zealand (university partner or independent member). The Advisory Council may seek advice from other university members with specific expertise but not co-opt additional members.

5. Membership Selection and Terms

Conferring university partners will be notified of Council vacancies at the end of member terms and partners not currently represented on the Council will be invited to nominate a representative. ANZSOG's Dean and CEO, and the EMPA Academic Director, will review nominations and oversee the appointment process.

Where a temporary vacancy arises, the absent member may nominate a proxy approved by their university in consultation with the EMPA Academic Director for the period of the absence of the standing member. As the Academic Advisory Council will convene infrequently, members are encouraged to avoid as far as practical the regular use of proxies.

Academic Advisory Council members will serve a three-year term and may apply for reselection for one additional term.

After the maximum membership term of six years, Council members must step down for at least one term before being eligible again for Council membership. Council members will begin their term at the first Council meeting of the year and end their term at the last. Academic Advisory Council members will meet a minimum of twice per calendar year (time, location and meeting platform to be advised).

6. Meetings

The Academic Advisory Council will convene twice yearly at the conclusion of semester, with the second semester meeting prioritising the tabling of the Annual Quality Assurance Review Report.

Extraordinary meetings may be convened at the discretion and by agreement of the EMPA Academic Director and AAC Chair where any significant matters of concern to ANZSOG, government owners or partners may need to be addressed outside of standard meetings.

The quorum shall be one-half of the current members of the committee, if one-half is not a whole number, the next higher whole number shall be used. Vacant positions on the committee do not count toward the total membership of which one-half is required to reach a quorum.

A representative of conferring university partners, ANZSOG staff and faculty, representatives of governments and students and alumni not directly represented on the Council may attend meetings as observers by request to the EMPA Academic Director.

7. Meeting Agendas and Minutes

Meeting agendas and supporting papers will be circulated no less than one week prior to the scheduled AAC meeting and will be made available to all conferring university partners through the Canvas portal.

All university members, including universities not directly represented on the Council, may request an item for agenda consideration through either the EMPA Academic Director, Council Chair or member.

A summary of minutes and actions arising will be made available to all university members through the Canvas portal within ten working days from the conclusion of the meeting.

8. Secretariat Support

The Secretariat of the Academic Advisory Council will be provided by ANZSOG and maintain minutes of meetings, and a record of reports and associated papers and information.

The Council Secretariat will support the implementation of actions arising from meetings as required.

6.4 EMPA Academic Advisory Council - Members

The EMPA Academic Advisory Council (EAAC) was established last year as the conferring university partners' principle advisory body on the EMPA's governance and quality assurance framework. External input from academics and senior quality assurance leaders from university partners, and a former student and public sector leader provide ongoing assurance and critique of the program's standards, compliance and academic quality, as well as alignment of subject content to learning needs of public sector leaders. The EAAC's terms of reference can be viewed in Appendix 4 of this report. The EAAC will also review and provide feedback on the EMPA annual Academic Governance reports prior to dissemination to university partners and public sector leaders.

EAAC members serve a three-year term and the membership of the first Council consists of the following partner representatives.

Mr. David de Carvalho

David de Carvalho joined ACARA in March 2019, bringing to ACARA a wealth of leadership experience from the education sector and from the public sector at both the Commonwealth and state government level.

Mr de Carvalho was Chief Executive Officer of NESA from January 2017 until February 2019. Prior to that, he was Deputy Secretary at the NSW Department of Family and Community Services. David has also led the National Catholic Education Commission and was Head of the Higher Education Division in the federal government Department of Education. He started his career as a secondary school teacher and has served on the boards of the Australian Council for Educational Research and the Curriculum Corporation (now Education Services Australia).

Role: CEO

University/Agency: Australian Curriculum, Assessment and Reporting Authority

Professor Carolyn Hendriks

Carolyn M. Hendriks has a background in both political science and environmental engineering.

Her work examines democratic aspects of contemporary governance, including participation, deliberation, inclusion, and representation.

She has taught and published widely on the application and politics of inclusive and deliberative forms of citizen engagement. She has led numerous empirical projects in Australia, Germany, and the Netherlands on the role of interests, power, networks, markets, and elites in participatory modes of governing. Carolyn's recent publications consider pathways for strengthening public deliberation and citizen engagement in mainstream spaces of representative democracy, such as legislative committees and constituency service. During 2019-2020 Carolyn was a Senior Visiting Democracy Fellow at the Ash Center for Democratic Governance and Innovation at Harvard University. During her fellowship she examined democratic work undertaken by grass roots initiatives that self-organise to solve public problems, such as civic enterprises, cooperatives and self-help groups.

Role: Crawford School of Public Policy

University/Agency: Australian National University

Professor Richard James

Professor Richard James is Deputy Vice-Chancellor (Academic and Undergraduate) and Deputy Provost. He holds a chair in the field of higher education and is a researcher and commentator on higher education policy in Australia. He is a Fellow of the Australian Council for Educational Leaders.

Professor James was a member of the inaugural Australian Higher Education Standards Panel (HESP) that prepared the standards framework used by the Tertiary Education Quality and Standards Agency for regulatory purposes. He is a member of the Quality Indicators for Learning and Teaching (QILT) Advisory Group that guides performance measurement for Australian universities.

Richard has wide-ranging research interests in higher education that centre on the quality of the student experience. His research program spans access and equity, the transition to university, student finances, student engagement, quality assurance and academic standards. He has published widely on the effects of social class on higher education aspirations and participation.

Role: Deputy Vice-Chancellor Academic and Deputy Provost

University/Agency: University of Melbourne

Associate Professor Karl Löfgren

Dr Karl Löfgren is Deputy Head of School and Associate Professor in the School of Government, Victoria University of Wellington, Aotearoa-New Zealand. He has previously held academic positions with Copenhagen University (Denmark), Malmö University (Sweden) and Roskilde University (Denmark). Current research interests include digital governance and service delivery, public management, and policy implementation/organisational changes/reforms in public sector organisations.

Role: Deputy Head, School of Government

University/Agency: Victoria University

Professor John Phillimore

Professor John Phillimore joined Curtin in July 2007 as the Executive Director of The John Curtin Institute of Public Policy (JCIPP). A Rhodes Scholar, he did his undergraduate degree at the University of WA in politics and history and has a first-class honours in Politics and Economics at Oxford University. From 1987 to 1991 he studied at the Science Policy Research Unit at the University of Sussex in the UK, where he did a coursework Masters degree and a DPhil on new technology, vocational training and industrial relations in Australia. From 1991-2001, he was an academic at the Institute for Sustainability and Technology Policy, Murdoch University.

John has also worked for many years at senior levels in the Western Australian government. He worked as Chief of Staff to several Government ministers, in the mid-1980s and in the early 2000s. He was also Director of Intergovernmental Relations from 2005 to 2007, providing advice to the Premier and Cabinet on COAG and Commonwealth-State issues.

Role: Executive Director of John Curtin Institute of Public Policy

University/Agency: Curtin University

Professor Juliet Pietsch

Professor Juliet Pietsch is a leading scholar in the specialist fields of migration politics and political behaviour in Australia and Southeast Asia. She has published more than 60 research publications, including six single-authored and co-authored books and edited collections.

Juliet has also played a lead investigator role on six ARC grants - collectively worth more than $1.6 million - that involve the development of research data infrastructure for the study of migration and political behaviours. In particular, she has been a Principal investigator on the Australian Election Studies series, the ANU Poll, the World Values Survey and was a lead author on the first of an ongoing series of reports entitled Trends in Australian Political Opinion: Results from the Australian Election Study. She has held Visiting Fellowships at Stanford University, Concordia University and the University of Oxford.

Role: Head of School, Griffith Business School

University/Agency: Griffith University

Dr Chris Walker

Christopher Walker is the Associate Dean (University Relations) and Academic Director of the Executive Masters of Public Administration (EMPA) of the Australia and New Zealand School of Government (ANZSOG). Chris is a member of the ANZSOG executive leadership team and responsible for developing and maintaining relations with ANZSOG's 15 partner universities across Australia and Aotearoa-New Zealand. Chris also contributes to the development of strategic relations with other international centers of academic expertise in public sector management, leadership, regulation and public policy.

As Academic Director, Chris leads the management and delivery of ANZSOG's core program, the EMPA. This involves oversight of ongoing program development, review and input into quality learning and teaching. Chris is responsible for the oversight of student matters as well as liaison and negotiation with expert faculty engaged in subject delivery who are drawn from across Australia, Aotearoa-New Zealand, Singapore, Europe and the US. Chris is also Subject Lead for the EMPA subject Delivery Public Policies and Programs. Chris is an Adjunct Professor, Griffith University.

Role: Deputy Dean, EMPA Academic Director

University/Agency: ANZSOG

Ms Rachael Weiss

Rachael Weiss is the University Quality Manager at The University of Sydney where she oversees the implementation and development of the University's quality agenda. Her accreditation and quality career spans fifteen years in Australia, the UK and Ireland. Rachael is on the academic board of AFTRS and has managed TEQSA re-registrations for both the University of New South Wales and the University of Sydney.

Role: University Quality Manager

University/Agency: University of Sydney

Dr Samantha Young

Dr Samantha Young has over fifteen years' experience in the University sector, both as an academic, and governance and regulatory specialist. Since joining Monash University as Director, Quality in 2017, Dr Young has led the institutional quality and policy functions across each of the University's presences, including in the recent establishment of Monash Indonesia.

Prior to her current role, Samantha held senior quality assurance roles at both TEQSA and RMIT University. She has expertise in establishing governance systems for the management of higher education standards in transnational education partnerships across diverse jurisdictions, including in Malaysia, China, Hong Kong and Vietnam.

Role: Director, Quality

University/Agency: Monash University

7. Appendices

Appendix 1

ANZSOG EMPA Program – Alignment to Australian Higher Education Standards Framework

HESF Domain 1: Student Participation and Attainment

HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
1.1 Admission **1.2 Credit and Recognition of Prior Learning**	Admission, Enrolment (Refer also Information for Prospective and Current Students, Privacy Statement Policy)	Covers eligibility requirements for program entry including for non-public sector applicants and alternative pathways, application form, required information and supporting documentation, privacy statement, nominated preferred conferring university, application progress and notification of outcome.	The student intake for the EMPA is very specific to the needs of senior public sector leaders across jurisdictions and departments in Australia and Aotearoa–New Zealand and therefore have high expectations of the quality and relevancy of the program. ANZSOG's policies and processes address HESF Standard 1.1 by ensuring that provision of all relevant information guiding a prospective student to apply is accurate and timely, and that processes for progressing applications across three stakeholder parties are clear to the applicant, fair and transparent.
1.3 Orientation and Progression	Attendance, Orientation and Progression Policy	Attendance - Evidence for leave as required, mandatory requirements - minimum 75% attendance of subject delivery without penalty, provision of substitute work where permitted by subject lead and EMPA Academic Director, failure to attend 75% and complete subject work will not pass subject and should withdraw, notification to sponsoring agency for failure to meet 75% of requirements. Orientation and Progression - Outlines topics covered in ANZSOG EMPA orientation and the provision of the orientation module on the EMPA Learning Management System. Outlines program approach to student progression and student responsibilities.	ANZSOG's policies and processes address all subsections of HESF Standard 1.3 through strategies to support program orientation and transition for students from diverse and lower SES cohorts, and students with a disability. This includes provision of a comprehensive orientation module accessed via the EMPA learning management system and discussed at the orientation event each year. ANZSOG monitors annual student cohort trends in relation to retention, progression and completion and reports these to conferring university partners through the EMPA Annual Academic Governance report.
1.4 Learning Outcomes and Assessment	Assessment, Moderation (See also Program and Learning Design Policy in reference to HESF 3.1)	Assessment - covers design, inherent requirements aligned to capabilities, types of assessment tasks, submission, extension to deadline, penalties, word limit, feedback, grading and marking, return of assessment, special consideration, review and appeals, monitoring and review, references to Moderation and Information Management policies for recording student grades. Moderation - ANZSOG's commitment to consistency and fairness through moderation, which will be conducted in all EMPA core subjects. Outlines key principles for moderation. Three forms of moderation and moderation responsibilities outlined.	ANZSOG specifies clear, relevant and achievable learning outcomes for each core subject unit mapped against a clear and integrated set of program capabilities at an executive master's level. These have been developed in collaboration with core subject leaders and reflect a similar level of complexity and skill attainment as learning outcomes specified at a masters level by our conferring university partners.

HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
1.5 Qualifications and Certification	Qualification and Certification	Successful program completion entitles EMPA students to conferral of the EMPA degree. National qualifications frameworks considerations. Conferring university partner responsibilities and issuing of testamur.	Aligns to HESF 1.5 but limited as ANZSOG is not the conferring institution of the qualification. ANZSOG's policy therefore outlines EMPA certification awarded as Master level qualification by the conferring university partner accredited under the HESF.

HESF Domain 2: Learning Environment

HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
2.1 Facilities and Infrastructure	Facilities and Infrastructure, ICT Policy	Facilities & Instructure - Expectations for students to comply with facilities use conditions. Outlines types of facilities and types of learning activities, and a list of booking considerations. Guidelines for selection external venues for EMPA core subject delivery. ICT Policy –Details types of LMS support for students and lists acceptable use standards.	ANZSOG's policy and processes address HESF Standard 2.1.1 regarding use of fit-for-purpose venues that have normally been conducted onsite at conferring university partner campuses. On occasion where other venues have been used the ANZSOG EMPA Delivery Team has ensured that these venues comply with the above requirements. The types of learning activities undertaken at external venues are outlined in the core subject guides with venue chosen to support these activities and student interaction as required by HESF Standard 2.1.3. Through arrangements with conferring university partners, EMPA students have access to the library and digital resource facilities at their conferring university for undertaking both core and elective EMPA subjects. ANZSOG's policies and processes address HESF Standard 2.1.2 regarding secure access to electronic information. In addition to the ANZSOG ICT policy related to use of the EMPA LMS, ANZSOG's broader organisational policies Information Security, and Provision and Acceptable Use of ICT, overseen by ANZSOG's Chief Information Officer frame IT security for the whole organisation including IT support for the EMPA. The EMPA Facilities and Infrastructure policy addresses use of external digital networks and learning support.

| 2.2 Diversity and Equity | Diversity, Equity and Inclusion, Student Disability | Diversity, Equity and Inclusion - EMPA policies and practices to reflect principles of equity, fairness and impartiality, promotion of equivalent opportunities for admission to program, removing unfair barriers to participation, surveying of student cohorts where possible to map participation and progression and completion to inform sponsoring agencies, teaching and learning design to incorporate diverse perspectives and experience, discriminating or harassing behaviours will be promptly addressed, students encourage to familiarise and abide by diversity policies of sponsor agency and conferring university.

Student Disability - ANZSOG supports the right of people with disabilities to participate in higher education and to expect fairness and equitable support and/or reasonable adjustment where required to enable their participation. Outlines ANZSOG's commitment to accessibility of the EMPA program. | ANZSOG has responsibilities to its government owners to advance their priorities for promoting opportunities for students from Aboriginal and Torres Strait Islander, and lower SES backgrounds. These responsibilities also align to the HESF Standard 2.2. ANZSOG works within both frameworks and is continually seeking to improve its support for these cohorts. ANZSOG staff have undertaken cultural competency training in relation to First Peoples to a higher level of sensitivity and support for students. Cultural competency in relation to First Peoples is also available and encouraged for subject leaders. To support the learning and teaching context ANZSOG has created a Learning Action Protocol that draws attention to the manner in which Indigenous knowledge and understanding can be linked to subject content. |
| **2.3 Wellbeing and Safety** | Wellbeing and Safety | ANZSOG will endeavour to maintain the highest standards possible in the care of EMPA students in relation to core program activities, while recognising the main duty of care for student wellbeing is held by their employer as the sponsoring agent of the student. Outlines ANZSOG staff and student responsibilities. Detail's health and safety responsibilities of ANZSOG staff, academic leaders, and students. Explains ANZSOG's approach to risk management, as well as incident recording and reporting practices.

(Refer also to Code of Conduct, Facilities and Infrastructure Policy, and ICT Policy, Student Complaints and Grievances) | As guided by the HESF ANZSOG has tailored its approach to providing for the Wellbeing and Safety of EMPA students to align with the scale, scope and nature of EMPA core program offerings. This is limited by and relevant to the delivery of face-to-face intensive sessions at external venues, and accounting for recent adjustments to online delivery and for online security considerations. ANZSOG ensures a safe learning environment for EMPA students during selection of delivery venues (re Facilities and Infrastructure Policy), for respectful behaviour between students and staff and students (re Code of Conduct), and online security and safety (re ICT Policy). Students may raise concerns over safety issues via the Student Complaints and Grievances process. EMPA also advises students to refer to their conferring universities equivalent policies. |
| **2.4 Student Grievances and Complaints** | Student Complaints and Grievances

(Refer also Code of Conduct) | Details complaints and grievance lodgement requirements and ANZSOG's approach to processing a complaint and notification of an outcome. Also defines vexatious complaints and unreasonable complainant conduct. Explains how a complaint can be withdrawn, alternative avenues for students to provide feedback and ANZSOG's approach to complaints reporting. | ANZSOG addresses HESF Standard 2.4 by recognising a student's right to make a complaint or lodge a grievance about any aspect of the EMPA and facilitating an impartial process to do so. ANZSOG provides clear guidance and reference to associated procedures and articulates what students can expect in relation to communication and responses about their issues. |

HESF Domain 3: Teaching

HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
3.1 Course Design	Program and Learning Design	Specifies two-year part-time degree, focus on public sector leaders, collaborative delivery arrangements with conferring universities, ANZSOG internal core program governance and reference to policies, student selection and admission, graduate attributes, leading academics, leading practitioners, academic standards and support. Program Structure and Learning Design, Program Administration, Student Engagement and Participation, Academic Standards, and Academic Attainment.	ANZSOG's policies and procedures support core subject unit design and delivery addressing HESF Standard 3.1, and these are demonstrated in the unit /core subject guides. Aligns to the EMPA Procedures Map and lists main areas of ANZSOG program responsibilities against delivery functions.
3.2 Staffing	Academic Recruitment	Recruitment drawn from conferring and other domestic and international universities, sufficient subject leaders to support core program, hold doctorates and have relevant and commensurate research and academic experience, availability for EMPA students, and ANZSOG internal review processes. One subject leader per core subject or more if required depending on cohort numbers, teaching contribution by public administration practitioners by arrangement, education level of academic leads, ANZSOG vetting processes on qualifications and experience, availability for academic support during subject delivery and assessment duration.	Identifies the staffing complement for each EMPA course of study, the academic profile including teaching and research expertise of faculty engaged to deliver the EMPA core subjects, and evidence of experienced practitioners who contribute to the contemporary content and expertise of subjects. This evidences ANZSOG's commitment to meeting all subsections of the HESF Standard 3.2 Staffing.(Refer EMPA Subject Leaders professional biographies in section 4 of this report).
3.3 Learning Resources and Educational Support	Learning Resources and Education Support (Refer also EMPA ICT Policy)	Quality resources are provided that are relevant to the subject content and level, current, authoritative and academically rigorous. Accessibility and types of resources and support outlined, and special reference to orientation materials. Students are encouraged to notify their subject leaders if they require additional educational support or to seek guidance from the EMPA support staff to locate the information or assistance they need.	ANZSOG policies and processes address standards in relation to HESF 3.3 by planning, delivering, monitoring and reviewing the quality and types of academic support and resources provided to EMPA students. EMPA learning resources are specific to the learning outcomes of the core subjects and appropriate to the students' level of study and capacity to fulfil assessment requirements. To enable timely and open access for all EMPA students to appropriate learning resources made available through ANZSOG's Learning Management System (LMS). Education support includes the opportunity for EMPA students to undertake practice assessment tasks and receive feedback. This can take such forms as self-assessment, peer-assessment, in-class feedback or the provision of examples of high standard work. During the formal teaching session of a core subject, and up until completion of all assessments and submission of the final student grades and feedback, subject leaders are available to enrolled students seeking academic advice and support.

HESF Domain 4: Research and Research Training

Domain 4 of the Higher Education Standards Framework (2015) is not applicable to the course-work delivery of the ANZSOG EMPA. Project research undertaken within the EMPA Work Based Project core subject is covered in HESF s.52 Academic and Research Integrity in this table.

HESF Domain 5: Institutionnal Quality Assurance

HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
5.1 Course Approval and Accreditation	As defined in ANZSOG's university partner service agreements, ANZSOG is a third-party provider collaborating with conferring universities who are ultimately responsible for ensuring accreditation of the EMPA degree as an executive master's level program. Relevant ANZSOG policies defining these arrangements are the Delivery with Conferring University Partners policies (refer HESF 5.4 in this table) and the Program and Learning Design Policy specified in HESF 6.3 Academic Governance in this table. ANZSOG provides quality assured learning activities and assessment in the delivery of the EMPA program core subjects that are aligned to the Australian Qualifications Framework (AQF) and Aotearoa-New Zealand Qualifications Framework (NZQF) standards and include regular review cycles. ANZSOG delivers nine core subject offerings, including the applied research Work-Based Learning subject.		
5.2 Academic and Research Integrity	Academic Integrity, Code of Conduct, Research Ethics	Academic Integrity – Defines misconduct with examples, how reports are to be made and managed, penalties, ANZSOG staff responsibilities, student responsibilities Breaches will be addressed in line with the Breaches in Ethical Standards procedures. Code of Conduct - Reference to expectations for all staff and students outlined in the ANZSOG Code of Conduct, and other relevant ANZSOG and EMPA standards policies. Commits to dissemination and awareness building around standards, and context for the application. Breaches will be address through approach outlined in the Academic Integrity Policy and the Breaches in Ethical Standards procedures. Research Ethics - Lists program activities requiring research ethics considerations, and level and types of risk. Defines responsibilities of ANZSOG Human Research Ethics Committee and applicant requirements. Covers supervision, compliance and breach matters.	In line with HESF requirements ANZSOG has an established organisational framework to "maintain and support the academic integrity of students and staff". This framework includes three guiding policies addressing academic integrity, research ethics and general code of conduct; Breaches in Ethical Standards Procedures establishing a system and mechanisms to promote student awareness of expectations, guide responses to different forms of ethical breaches, and direct record keeping and reporting on breaches in academic integrity and research ethics. ANZSOG also has a Human Research Ethics Committee to oversee and approve ethical conduct of research in the EMPA Work Based Project subject. In reference to record keeping and reporting, the EMPA delivery team maintains a confidential central academic misconduct register and records all instances of academic misconduct (including research misconduct). At the end of each academic year, the Academic Director reports on all academic misconduct across the nine core subjects in a calendar year to ANZSOG's Academic Advisory Council.

5.3 Monitoring, Review and Improvement	Monitoring, Review and Improvement	Establishes EMPA annual review approach and identification of program amendments or updates for quality. Oversight role of the Academic Advisory Council and approval sign-off. Commits to 5-year independent expert review cycle.	ANZSOG's policies and procedures address HESF Standard 5.3. through governance arrangements including mechanisms for oversight of academic quality and administration of the EMPA within ANZSOG and through cyclical engagement with university partners through the Academic Advisory Council.
			Core subjects' content, learning activities and assessments are reviewed annually and updated as required by Subject Leads, and the EMPA program is reviewed independently by expert panels every 5 years to assure ongoing compliance and academic program quality.
5.4 Delivery with other parties	Delivery with Conferring University Partners (Refer also Program and Learning Design Policy)	Partner agreement provisions, annual reporting, student updates to sponsoring agents where required, quality equivalence, quality assurance and review cycles commitment, alignment to AQF and NZQF, work-based learning, exclusive delivery arrangements with conferring university partners.	As ANZSOG's university partners confer the degree, ANZSOG's policies outline provisions within partner agreements, and supporting schedules to satisfy the HESF 5.4 requirements. Additionally, this policy commits ANZSOG to providing partners the EMPA Annual Academic Governance Report.

HESF Domain 6: Governance and Accountability

HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
6.1 Corporate Governance **6.2 Corporate Monitoring and Accountability**	The Australia and New Zealand School of Government Limited – ANZSOG – was established in 2002 by a consortium of governments, universities and business schools as a not-for-profit public company limited by guarantee. The Board of Directors has overall responsibility for the organisation, setting direction and overseeing the effectiveness of delivery against strategy.		
6.3 Academic Governance	Program and Learning Design (Refer also Delivery with Conferring University Partners)	Details ANZSOG approaches to - Program Governance and Quality Assurance addressing the Australian Qualifications Framework (AQF), conferring university, Aotearoa-New Zealand Qualifications Framework (NZQF), and arrangements with and expectations of sponsor/sponsoring agency and conferring university partners.	ANZSOG's policies and procedures address HESF Standards 6.3 and all subsections, and subsection 5.4 regarding institutional quality assurance. In particular, this governs the agreements, supporting schedules and annual reporting arrangements with conferring university partners, and university partner representation on the Academic Advisory Council advising on all EMPA program and subject unit quality review matters.

HESF Domain 7: Representation, Information and Information Management

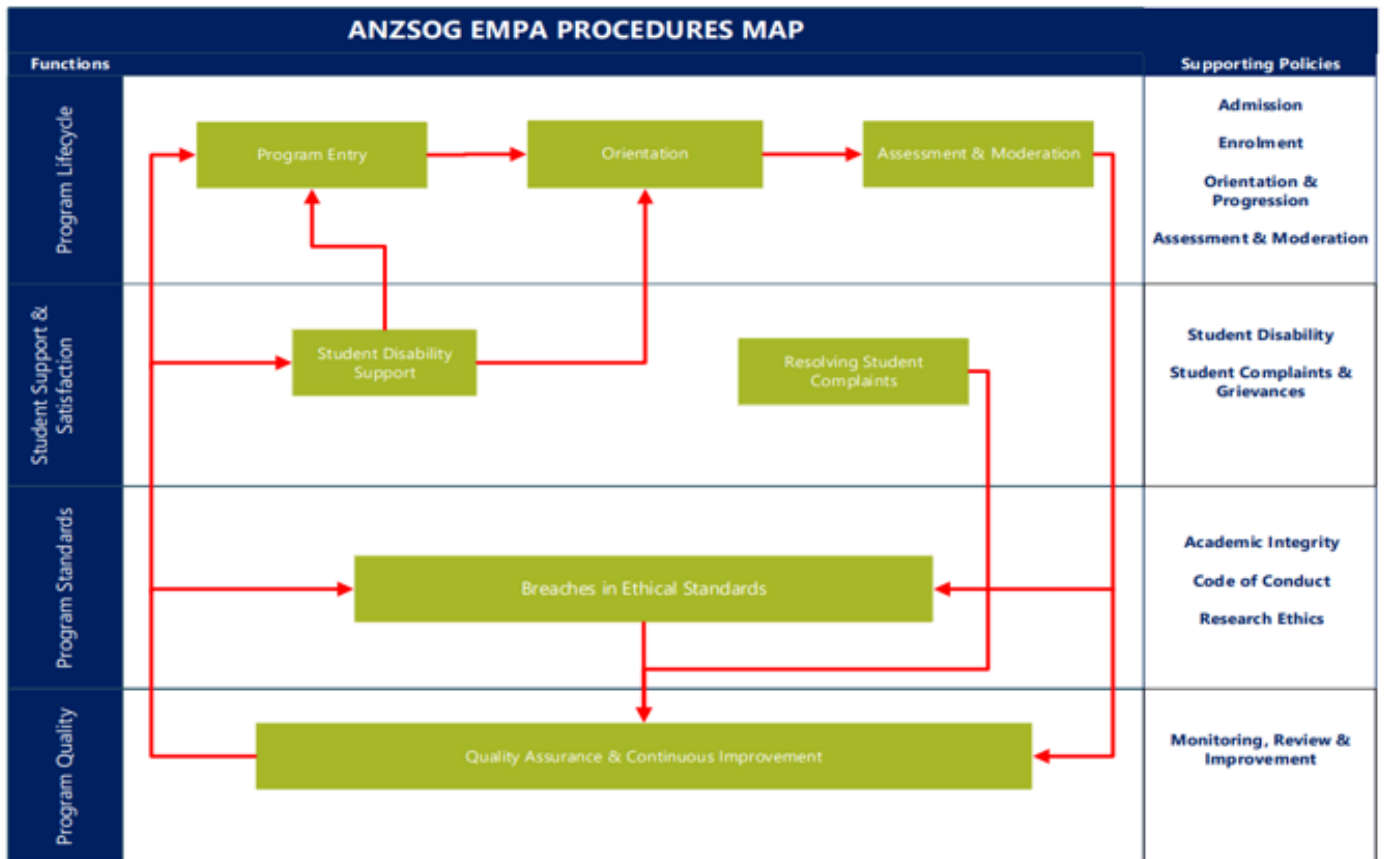| HESF Standards	ANZSOG Policy	Policy Statement Key Points	HESF Alignment
7.1 Representation **7.2 Information for Prospective and Current Students**	Information for Prospective and Current Students (Refer also ANZSOG Admission policy)	Outlines how information provided should be targeted to the range of decisions prospective and enrolled students will need to make in reference to the ANZSOG EMPA core program, how the information can be accessed and quality control of information.	ANZSOG's policies and procedures address HESF Standard 7.1 and 7.2 by ensuring regular internal review of information and promotional material provided to students to ensure that content is accurate and informs prospective students' decision-making in relation to the EMPA program's relevance and quality to fulfill their professional learning goals and guide their application and enrolment process.
7.3 Information Management	Information Management, Privacy Statement Policy (Refer also EMPA ICT Policy, ANZSOG Information Security Policy, and Records Management Policy)	Covers responsibilities in reference to EMPA core program information management for both academic leaders and EMPA delivery team staff, outlines the types of information covered by the policy and refers to other relevant ANZSOG organisational information policies and authority. ANZSOG acknowledges its legislative responsibilities regarding privacy, freedom of information and retention periods for student records including data collected via the EMPA Learning Management System (LMS).	In line with HESF requirements ANZSOG is fully transparent to conferring university partners and external stakeholders regarding EMPA program administration and delivery, and academic quality and annual cohort data. The EMPA Annual Academic Governance Report is available to the public via the ANZSOG website. For internal records management, an updated ANZSOG Records Retention and Disposal Authority is being finalised that will cover all information regarding the EMPA program.

Appendix 2
EMPA Policies Map

Program Administration

Admission

Enrolment

Facilities and Infrastructure

ICT

Information for Prospective and Current Students

Information Management

Privacy Statement

Academic Standards

Academic Integrity

Academic Recruitment

Code of Conduct

Learning Resources and Education Support

Monitoring, Review and Improvement

Research Ethics

Program Structure

Delivery with Conferring University Partners
Program and Learning Design

Student Engagement and Participation

Attendance

Diversity, Equity and Inclusion

Orientation and Progression

Student Disability

Student Complaints and Grievances

Wellbing and Safety

Academic Attainment

Assessment

Moderation

Qualifications and Certification

Note: These policies address all standards relevant to ANZSOG's role as a third-party provider of the EMPA program in line with the seven domains of the HESF 2015. The five categories reference the functional responsibilities ANZSOG undertakes in the EMPA programs delivery.

Appendix 3
EMPA Procedures Map

ANZSOG EMPA PROCEDURES MAP

Functions

Supporting Policies

Program Lifecycle

- Program Entry
- Orientation
- Assessment & Moderation

Supporting Policies:
- Admission
- Enrolment
- Orientation & Progression
- Assessment & Moderation

Student Support & Satisfaction

- Student Disability Support
- Resolving Student Complaints

Supporting Policies:
- Student Disability
- Student Complaints & Grievances

Program Standards

- Breaches in Ethical Standards

Supporting Policies:
- Academic Integrity
- Code of Conduct
- Research Ethics

Program Quality

- Quality Assurance & Continuous Improvement

Supporting Policies:
- Monitoring, Review & Improvement

Appendix 4

Appendix 4

COMPLIANCE REVIEW: EXECUTIVE MASTER OF PUBLIC ADMINISTRATION

Provider: Australia and New Zealand School of Government

To 'make assurance double sure' (Macbeth IV,1)

12 February 2021

12

ΛNZSOG

Version: Final Report

Report by Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite

Contents

ANZSOG.EDU.AU

EXECUTIVE SUMMARY

The purpose of this report is to provide an assessment of the extent to which the Executive Master of Public Administration (EMPA) Program meets the relevant process requirements of the *Higher Education Standards Framework (Threshold Standards) 2015* ('HESF' or 'the Standards Framework'), based on material provided by the Australian and New Zealand School of Government (ANZSOG).

The task is complicated by the fact that ANZSOG is not directly accountable to TEQSA for compliance with HESF as it does not accredit or award the EMPA degree, which is awarded by partner universities, and does not deliver the whole course or provide all the supporting services to students. Within the Standards Framework, the partner universities are entirely accountable to TEQSA for compliance with it.

The partner universities effectively delegate design and delivery of a large proportion of the program to ANZSOG, which operates as a third-party provider to the universities.

This report does not consider the extent to which the partner universities are fulfilling their responsibilities but does consider the extent to which they can have confidence that ANZSOG is fulfilling its responsibilities in designing and (in large part) delivering the program. This is further complicated by the fact that the historical Service Agreements (which partly fulfil the role of third-party agreements as are expected under the 2015 Standards Framework) between ANZSOG and the universities specify the services that the universities will provide to ANZSOG, but do not specify the services that ANZSOG will provide to the universities.

The focus of this report is on processes rather than the design of the course itself, which will be considered in the following Academic Program Review (referred to in the Standards Framework as a 'comprehensive course review'). The terms of reference for that review need to incorporate the requirements for a comprehensive course review in HESF 5.3 (including 'external referencing of the success of student cohorts'), and the documentation for the review (including its final report) needs to make it evident that the views of an independent review panel will be fully considered.

Some lines of inquiry for the Academic Program Review are suggested in the final section of this report.

HESF Domain 4 (Research and Research Training) has not been assessed as the research concerned takes place only within the context of a coursework degree, not a Higher Degree by Research. However, we note that there is a Research Ethics Policy and a Human Research Ethics Committee in place to assess proposals for work-based research projects, to minimise the risks of harm and ensure that they are in compliance with the *National Statement on Ethical Conduct in Human Research* and the *Australian Code for the Responsible Conduct of Research*.

Caveats aside, it is evident from the material considered that the EMPA is fit for purpose, that it has high standing with the relevant stakeholders, that it has an exceptionally well qualified academic staffing profile, and that ANZSOG's framework for delivery is also fit for purpose.

ANZSOG.EDU.AU

ΛΝΖSOG

Reporting to the university partners on student progress and success has improved, but some further improvements could be made, especially to internal reporting and consideration of this data.

Further information needs to be provided on the ANZSOG website about particular topics, and ANZSOG needs to ensure that all information required to be made available prior to enrolment is provided either by ANZSOG or the university partners, or both.

The service agreements with the universities will need to include more information about the specific responsibilities of ANZSOG to the universities, and ANZSOG's compliance with these should be periodically reviewed.

The analysis is presented under headings taken from the titles of the relevant Domains and Sections of the Standards Framework. **Recommendations**

1. Monitor the retention, progression and completion rates of any students admitted through the alternative pathway without a minimum AQF/NZQF Level 7 qualification.

2. Add information about tuition protection and refund of charges to the ANZSOG website.

3. Develop a formal student progress policy and procedure, including progressive steps of intervention and support.

4. Provide indicative information about student access to the support services of the enrolling universities on the ANZSOG website.

5. Clarify the responsibilities of ANZSOG and the partner universities for handling appeals, including in the services agreements and on the ANZSOG website.

6. Ensure that arrangements are in place to access the services of qualified individuals who can provide mediation and resolution services in the case of any appeals not handled by the universities.

7. Clarify the policy framework for appeals against academic integrity decisions.

8. Conduct an Academic Program Review that will include all topics required by the Higher Education Standards Framework for a comprehensive course review, and which:

ANZSOG.EDU.AU

82

- responds to input from an external panel, and which

- results in a report with recommendations for improvement which are followed up by the governance bodies.

9. Reports containing analyses of progression rates, attrition rates, completion times and rates, as well as student and graduate feedback should be discussed at the annual subject leaders' meetings, and by the EMPA Academic Advisory Council.

10. Determine which student cohorts need to be individually monitored, which should include equity groups.

11. Material variations in student success data and student feedback should give rise to follow-up actions both overall and in relation to individual subjects, in order to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

12. Detail the responsibilities of ANZSOG to the partner universities and their enrolled students in the Service Agreements, as well as clarifying jurisdiction for matters such as student appeals and grievances, and the applicability of university policies and procedures as opposed to ANZSOG policies and procedures.

13. Commit to periodic review of compliance with the Higher Education Standards Framework and of compliance with the revised Service Agreements (at least every seven years).

14. Include the Minutes of the EMPA Academic Advisory Council in the papers for each meeting of the Academic Board, for information.

15. Map the information being made available to prospective and current students by ANZSOG and the university partners, to ensure comprehensive coverage between the parties.

Standards Considered

The HESF Standards that were considered in this report (as they pertain to course accreditation) are listed in the following table.

Standards	
1.1 Admission	✔
1.2 Credit and Recognition of Prior Learning	✔
1.3 Orientation and Progression	✔
1.4 Learning Outcomes and Assessment	✔
1.5 Qualifications and Certification	✔
2.1 Facilities and Infrastructure	✔
2.2 Diversity and Equity	✔
2.3 Wellbeing and Safety	✔
2.4 Student Grievances and Complaints	✔
3.1 Course Design	✔
3.2 Staffing	✔
3.3 Learning Resources and Educational Support	✔
4.1 Research	
4.2 Research Training	
5.1 Course Approval and Accreditation	✔
5.2 Academic and Research Integrity	✔
5.3 Monitoring, Review, and Improvement	✔
5.4 Delivery with Other Parties	✔
6.1 Corporate Governance	✔
6.2 Corporate Monitoring and Accountability	✔
6.3 Academic Governance	✔
7.1 Representation	✔
7.2 Information for Prospective and Current Students	✔
7.3 Information Management	✔

ANZSOG.EDU.AU

84

Student Participation and Attainment

Admission (1.1)

Admission of students to the EMPA involves screening at three levels:

1. The sponsoring public service agency 2.
ANZSOG
3. The relevant partner university.

Prospective students are nominated by their public service department or agency and agencies are likely to sponsor individuals marked out as having higher potential. The layers of assessment by both ANZSOG and the university add further security from an academic perspective, and there seems to be a very low risk that unsuitable applicants would make it through this multi-layered process.

ANZSOG's requirements for admission are set out in its *Admission Policy* and are very straightforward – essentially applicants should have a Level 7 degree, with a minimum five year's work experience in the public sector.

However, #3.4 of the policy allows for alternative pathways:

ANZSOG is supportive of alternative entry pathways for admission and mechanisms to facilitate entry of applicants into the EMPA program without a minimum AQF/NZQF Level 7 qualification. Such arrangements must be agreed between the government agency in conjunction with the conferring university. Prospective students seeking alternate pathway entry into the EMPA program without a minimum AQF/NZQF Level 7 qualification are advised to discuss options with their sponsoring agency and preferred university as part of the admission process.

Agreement has been reached with Monash University for applicants without an undergraduate qualification to enter that university's Graduate Certificate in Public Policy, and on successful completion to enter the EMPA with credit granted for successful completion of four units in the Graduate Certificate. This will enable applicants to gain the academic skills necessary for entry to the EMPA without compromising the integrity of the EMPA course.

ANZSOG

In ANZSOG's *EMPA 2020 Annual Academic Governance Report* there is a table showing the highest qualification of all applicants admitted from 2016. In this, we can see that 12 applicants with qualifications lower than Level 7 were admitted in 2019, out of a total of 111, so approximately 10%.

In response to a request for further information about these applicants, ANZSOG explained:
ANZSOG has end to end oversight of the process regardless of who coordinates the admission applications, which includes ongoing communication with all agencies, students, and conferring university. The conferring university has the final say about who enters the EMPA at its university, which is consistent with its specific admissions policy and procedures.

The combined oversight of the admission of students who do not have Level 7 qualifications that is exercised by ANZSOG, the sponsoring government departments, and the conferring universities is more than enough to ensure that applicants are well- positioned to undertake the course.

For the purposes of quality assurance and the oversight of student progression, it would be desirable to separate these students (and the Monash pathway students) out as a student cohort for the purposes of HESF 1.3.5, and monitor their rates of retention, progression and completion of the course to identify whether they progress at the same rate as students generally.

Recommendation 1: Monitor the retention, progression and completion rates of any students admitted through the alternative pathway without a minimum AQF/NZQF Level 7 qualification.

HESF 1.1.2 requires that students be given specified information prior to enrolment. This information is generally available from the ANZSOG website, except that it is not clear where they would find out about all aspects of:
c.   policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

Withdrawal is covered in the *Enrolment Policy*, which sets an effective framework for enrolment generally, and is explained in the helpful FAQs available from the website,

ANZSOG.EDU.AU
86

but not tuition protection and refunds of charges:
https://www.anzsog.edu.au/education-events/masters/empa-faqs-prospective

In response to a request for further explanation, ANZSOG pointed out that tuition charges are rarely an issue for students, as tuition is generally paid by their sponsoring agency. However, the principle still applies, and all information relating to tuition charges should be available prior to enrolment regardless of who is paying. ANZSOG committed to adding this information to the Student Portal, but this would not be accessible prior to enrolment as required by the Standard.

Recommendation 2: Add information about tuition protection and refund of charges to the ANZSOG website.

Credit and Recognition of Prior Learning (1.2)

The *Enrolment Policy* #4.6 gives very brief but adequate guidance on credit and RPL.

The FAQs state quite clearly that credit is not normally given, with the rationale that the course is designed to be unique and different from other offerings.

And in fact, ANZSOG confirmed that no student had been given credit in either 2019 or 2020**.** There is clearly no risk of students being disadvantaged by being given undue credit for topics they have not in fact learned.

Orientation and Progression (1.3)

According to the *EMPA 2020 Annual Academic Governance Report*:

At commencement, all students are invited to undertake a purpose-built EMPA Orientation and Information portal accessible through the Canvas LMS. This module is both an orientation and a reference point for students for the duration of their studies with ANZSOG. It includes:

- Information about all ANZSOG core subjects and the structure of the degree
- Information to support effective learning at ANZSOG, with reference to synchronous and asynchronous components of education
- Statement of Learning Objectives aims and graduate attributes

- A statement on Academic Integrity with reference to the associated policy
- All EMPA related policies relevant to students, including Code of Conduct.
- A 'how-to' module for using and navigating the LMS and use of Turnitin for assessment submission.
- Information about technology requirements for completing the EMPA.

After commencing the program, student progress needs to be monitored in such a way that the School can implement early intervention in the event that individual students start to struggle, and place students 'at risk' of not progressing if necessary.

The *Orientation and Progression Policy* 4.2 v does not include specific criteria for what would constitute unsatisfactory progress. Normally there would be a progressive series of checkpoints (starting with the initial assessment) that would lead to interventions and eventually suspension from the program in the event that a student was repeatedly failing subjects, for example.

Some of this information is given in the FAQs available on the website and the brochure for prospective students in a paragraph with the title 'Failure':

If a student fails one subject in the EMPA program, that subject can be repeated. However, the student will be invoiced for the cost of the repeated subject. A student who fails a second time or a second subject will be asked to show cause to ANZSOG as to why they should not be excluded from the program.

In response to a request for further information, ANZSOG explained that due to the small number of students, monitoring of student progress has been undertaken on a 'bespoke' or case-by-case basis, but committed to developing a more formal process that would include progressive steps of intervention and support.

Recommendation 3: Develop a formal student progress policy and procedure, including progressive steps of intervention and support.

Learning Outcomes and Assessment (1.4)

The Standards Framework was deliberately designed to give prominence to the setting and assessing of learning outcomes for courses. The essential question posed by the Framework is: are students progressively achieving appropriate learning outcomes that have been set at the right level, and are all the supporting processes and structures in place to support this?

The *EMPA 2020 Annual Academic Governance Report* includes the program learning outcomes and the unit learning outcomes, as well as a table mapping these against each other (#5.1.6). There is an appropriate mix of learning outcomes of different types, including generic graduate attributes. A further table outlines a range of assessment types that are used overall, including portfolios, reports, presentations, self-reflections and 'knowledge checks'.

Although evaluating the course is beyond the scope of this report, there are some relevant observations under 'Course Design' below.

Qualifications and Certification (1.4)

Certification documents are provided by the partner universities, and there is a low risk of these not meeting the requirements.

The requirements relating to the level of the program of study itself are covered elsewhere in this report.

Learning Environment

Facilities and Infrastructure (2.1)

ANZSOG sources external facilities in each delivery location to deliver its programs to students, guided by the *Facilities and Infrastructure Policy*. These are mainly sourced from the partner universities. According to #3.4 of the Policy, when selecting facilities, consideration is given to the following criteria, which are entirely appropriate:
i. Capacity to accommodate student numbers ii. Secure access for students and staff to rooms and systems for authorised periods iii. Appropriate design for effective learning activities with opportunities for student collaboration such as group work, team building or informal learning activities iv. Ability to integrate

learning activities across physical and online settings, including enabling blended learning approaches v. Accessibility for students with a disability vi. A safe learning environment for students and staff.

Some classes are held at other venues, such as hotels. In response to a request for further information, ANZSOG explained that specific criteria for selecting these venues were that they must have:

- at least 10 small rooms for breakouts

- two medium-sized lecture rooms

- one large plenary lecture space

- air conditioning

- at least one if not more projectors and computer to run the presentation, clickers, microphones, etc.

There is no reason to doubt that any of the venues are fit for purpose, but this could be checked by including a question in the student surveys.

According to the *EMPA 2020 Annual Academic Governance Report*:
The *EMPA ICT Policy* aligns authorised student use of the EMPA Learning Management System (LMS) and supporting network facilities with ANZSOG's

Information Security Policy and Provision and *Acceptable Use of ICT Policy*.
Together, these policies direct:

- The accessibility and use of the EMPA LMS, which is the same Canvas site through which this report is accessed [i.e. the *EMPA 2020 Annual Academic Governance Report*]

- Standards for information management and acceptable use that also align with ANZSOG's Privacy policies and the EMPA *Code of Conduct* policy

Further, a range of support services for students is provided relating to the LMS and its use, including:

- A 'Welcome to the EMPA' orientation module in the LMS

- A 'how to' module for using the LMS more generally

- During online deliveries, immediate technical support to triage technology connection issues experienced by individual students via a dedicated email account for students only
- Email and phone support to students during their studies.

The *Information Communication Technology Policy* contains a clear commitment to providing access to a Learning Management System (LMS) with all the resources necessary to meet the program learning outcomes. The LMS used is *Canvas*, and there is no reason to believe that access is not continuous, as required by HESF 2.1.2. However, there are a number of adverse comments about *Canvas* in the qualitative comments of some of the student surveys, which need to be responded to.

Students are asked whether they have any accessibility issues, and venues must have suitable accessibility features, such as ramps.

Overall, there is no evident cause for concern about the facilities and infrastructure.

Diversity and Equity (2.2)

The *Diversity, Equity and Inclusion Policy* is a clear statement of intent to promote and value diversity and to provide an inclusive environment, with specific commitments on Aboriginal and Torres Strait Islanders. The *EMPA 2020 Annual Academic Governance Report* details a number of convincing recruitment strategies being deployed for Aboriginal and Torres Strait Islander and low SES students.

The *Student Disability Policy* provides that ANZSOG will 'make any decision about admission, enrolment or participation on the basis that reasonable adjustments will be made where necessary so that the student with a disability is treated on the same basis as a student without disability.'

In response to a question about the implementation of this, ANZSOG provided an example of adjustments made for a vision-impaired student, including the provision of material in line with guidelines for vision-impaired accessibility, who was also connected with the Disability Support Unit at the partner university.

HESF 2.2.3 specifies that 'Participation, progress and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.'

It is not evident how ANZSOG supports this requirement, which is considered further below, in relation to HESF Section 5.3: Monitoring, Review and Improvement, so compliance with this standard is at risk.

Wellbeing and Safety (2.3)

ANZSOG's *Wellbeing and Safety Policy* sets a framework for meeting all the requirements of HESF 2.3. However, there is no information available on the website about how this is implemented, and how students can access support services.

According to #4.8 of the Policy, ANZSOG outsources much of the responsibility for promoting and fostering a safe environment to the partner universities: 'Students will be directed to equivalent wellbeing and safety policies of their sponsoring agency or conferring university in relation to EMPA activities outside of the core program or undertaken on their conferring university campuses.'

In response to a request for information, ANZSOG committed to providing some indications in the Student Portal explaining that students have access to the support services of their conferring university. Indeed, this is provided for in the Services Agreement between ANZSOG and each university. However, HESF 7.2 e requires this information to be provided prior to enrolment, so it would be desirable to explain this in the FAQs on ANZSOG's own website.

The requirement to promote and foster a safe environment applies not only to a campus environment but also to the online environment. ANZSOG's *Wellbeing and Safety Policy* is presumably intended to cover the online environment, but this is at best implicit. And given the importance of the online environment for delivery of ANZSOG's core subjects, particularly during times of pandemic, it would be desirable to provide more information about online safety. A model can be viewed at: https://www.swinburne.edu.au/life-at-swinburne/locations/your-safety-at-swinburne/cyber-harassment/ .

Recommendation 4: Provide indicative information about student access to the support services of the enrolling universities on the ANZSOG website.

Student Grievances and Complaints (2.4)

The *Student Complaints and Grievances Policy* includes guidance on:

ANZSOG.EDU.AU   **92**

- When and how to lodge a complaint or grievance
- Caution on vexatious complaints
- A process on lodging a complaint or grievance from investigation to notification of the outcome
- Withdrawal of complaints
- Other avenues of feedback
- Record keeping on complaints in line with ANZSOG's responsibilities to protect privacy of the complainants.

The Policy is supplemented by two procedures:

- Breaches of Ethical Standards
- Resolving Student Complaints.

The policies and procedures are clear and appropriately address the steps to be taken through the process. We understand that students will be able to submit their complaint through the Student Portal. If a student is not satisfied with the outcome, there are two references to external appeal:

- The *Student Complaints and Grievances Policy* (4.5 v) provides that: 'Following exhaustion of the internal complaint processes, for matters which there is no external avenue of appeal, or complaint mechanism available, a student can request an independent external review.'
- The *Resolving Student Complaints* Procedure provides that in this circumstance: 'ANZSOG may engage an independent investigator or and/or mediator to address the grievance and provide advice to ANZSOG in regard to appropriate resolution of the grievance.'

These formulations should make a more explicit commitment to provide external appeal, which is required by HESF 2.4.3.

In response to a request for further information, ANZSOG promised:

In terms of the appeals process, we are planning to add further information about this in the procedure (resolving student complaints) which will refer more serious matters to the enrolling university with the option to then engage with an independent professional to help resolve. We will also include a flow chart to help with the articulation of the steps and options in the process.

ANZSOG.EDU.AU   **93**

It is not clear how such an arrangement with the enrolling universities would apply in the case of subjects or services delivered by ANZSOG, and responsibilities for handling such appeals should be clarified through the services agreements with the universities.

In the case of appeals not handled by the universities, ANZSOG must make its own arrangements to access the services of qualified individuals who can provide mediation and resolution services.

ANZSOG collates data on student complaints and grievances, but in 2019 none were received.

Recommendation 5: Clarify the responsibilities of ANZSOG and the partner universities for handling appeals, including in the services agreements and on the ANZSOG website.

Recommendation 6: Ensure that arrangements are in place to access the services of qualified individuals who can provide mediation and resolution services in the case of any appeals not handled by the universities.

Teaching

Course Design (3.1)

HESF 3.1.1 prescribes a list of topics that must be specified for each course, including basic elements of course design, entry requirements, assessment, learning outcomes and any exit pathways. These are all covered in the mix of documents available about the EMPA, especially the summary of the program in the *EMPA 2020 Annual Academic Governance Report,* the various policies discussed in this report, and on the website.

The qualifications, opportunities and outcomes of the course are clearly stated on the website, https://www.anzsog.edu.au/masters and on the course brochure, https://www.anzsog.edu.au/preview-documents/publications-and-brochures/5513-anzsog-empa-brochure-2020-web/file The material below to address Standards 3.1, 5.1 and 5.3 are taken from these sources.

The course awards a postgraduate qualification, an Executive Master of Public Administration. It is of two years duration and provides an opportunity to public servants who are deemed emerging public service leaders. Students enrol and receive their award from one of the partner universities.

The course consists of 8 intensive blended learning modules, 3 university elective modules from one of the 10 partner universities, and a capstone work-based project. Each module consists of around 40 hours of instruction and 80 hours of study/assignment work.

The course as a whole has 10 expected learning outcomes specified on the website and brochure. The brochure also lists 13 attributes that graduates should display.

Each unit of the course is described succinctly on the website and in the brochure in terms of the issues it addresses and what it aims to achieve. When students log on to commence a unit, the introduction clearly specifies learning outcomes, and the ways in which the learning outcomes will be achieved. Teaching is offered online through a mixture of lectures, discussion, guest speakers, and a rich variety of videos, popular articles, grey literature and scholarly books and journals, all included as course materials which can be readily accessed by students. Successful learning relies only on access to a computer and good internet. Since students are relatively senior public servants, both these conditions should be met. I found no evidence of glitches in the delivery of materials as I scanned materials and student discussion pages.

Each of the units commences with a "soft" assessment exercise and progresses to more demanding exercises involving integrating academic knowledge gained in the course with real workplace challenges. Each unit has 3 to 4 pieces of assessment tied to specific components of the unit (termed modules within the online material for the unit) and to the learning outcomes.

The content of the course aligns well with highly regarded overseas programs offering public administration master degrees, including those offering executive courses. Comparisons were made with the London School of Economics and Political Science, University College London, Fels Institute of Government at the University of Pennsylvania, and the Lee Kuan Yew School of Public Policy at the National University of Singapore. Executive courses offer an opportunity to align content more closely with work, as the EMPA does. This may lead to courses being a little more focused in content to meet student and workplace demands. The organisation of units and

modules follows the basic design of the successful overseas academic programs mentioned above.

It is beyond the scope of this report to make a full assessment of whether the remaining requirements of HESF 3.1 are met, such as the requirement that the course should engage with advanced knowledge and inquiry consistent with the level of study, or the extent to which teaching and learning activities are arranged to foster progressive and coherent achievement of the learning outcomes. These should be given detailed consideration in the Academic Program Review that is due to follow.

Some preliminary observations and suggested directions are given below in the final section of this report, 'Towards the Academic Program Review'.

The *EMPA 2020 Annual Academic Governance Report* includes the program learning outcomes and the subject learning outcomes, as well as a table mapping these against each other. For the purposes of the next Academic Program Review, this can be extended to show the basis for assurance of learning, i.e. that assessment is designed to ensure that students demonstrate the learning outcomes for the program as a whole, and not just for each unit (1.4.3-4).

The program learning outcomes appear to be quite advanced and consistent with AQF9 learning outcomes, requiring students to 'critically analyse' issues and 'critically appraise' data and evidence, and to 'solve complex real-world problems'. The learning outcomes of the earlier subjects resort to lower-order phrases such as 'understand', 'appreciate' and 'characterise', however even these subjects include more advanced topics such as 'design policies and programs that are likely to produce ongoing public benefits', and the learning outcomes for later subjects are clearly at AQF 9 level and consistent with the program learning outcomes.

Arguably, this is overall consistent with HESF 3.1.3: 'Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study', moving through a progression from less to more advanced topics and activities.

A wide-ranging Academic Program Review is needed to ensure the EMPA remains current and compliant with HESF 5.3, but there is no reason to believe it does not comply with HESF 3.1.

Staffing (3.2)

Academic leadership is provided by an Academic Director, currently a Deputy Dean, and there is a list of current faculty who deliver the program at: https://www.anzsog.edu.au/masters.

Each unit of the course has a coordinator who is well qualified to lead the educational program. For some units that are broad and introductory in nature a number of academic staff are involved to cover different aspects of the curriculum. Even in cases where one academic is primarily responsible for delivery, the general practice is to use guest presenters with varied experience to ensure connections are made with real- world problem-solving.

All teaching staff are exceptionally well qualified, many have written texts and articles relevant to the areas in which they are teaching, and the general practice is to ensure students are aware of their availability for consultation and discussion through bulletins and notices on the portal for each of the units.

The qualifications and experience of the teaching faculty are exceptionally high, and beyond question, meeting the requirements of this section.

Learning Resources and Educational Support (3.3)

Students are able to access all the learning resources of the university where they are enrolled. There is a low risk that these would not meet requirements or fall below the level where they would support students achieving the learning outcomes of the program.

The resources available are high quality and proved to be easily accessible from multiple locations. The on-line discussions indicated that students were engaged in learning and teaching staff were responsive to their needs and queries.

Students have ready access to support from EMPA subject leaders via email and phone for individual guidance and advice about learning content, assessment pieces, or additional support requirements. They also have access to the educational support services of the university where they are enrolled, and there is a low risk that educational support would fall below requirements.

Institutional Quality Assurance

Course Approval and Accreditation (5.1)

ANZSOG's *Program Design and Delivery Policy* describes the nature and structure of the EMPA program and the organisational structures that support its delivery.

ANZSOG does not seem to have a policy framework for the approval of a new program as:

- it is a special-purpose vehicle created for the delivery of one AQF award (and other non-award activities)
- the accreditation of the program is undertaken by each of the partner universities.

This is not a concern as there are no plans to develop new courses, and the standing accreditation and approval processes of the partner universities are primarily responsible for course approval and accreditation.

Academic and Research Integrity (5.2)

The *Academic Integrity Policy* sets an appropriate framework for promoting and upholding academic integrity. It establishes a primarily educative approach — but provides for confirmed breaches to be reported upwards by subject leaders to the EMPA Academic Director.

The *Breaches in Ethical Standards Procedures* lay out the steps taken to implement the principles in the *Academic Integrity Policy*, starting with publishing the relevant policies and procedures via the Learning Management System. There is a detailed series of steps that are taken in response to any potential occurrence of plagiarism as well as similar sets for other forms of breaches including contract cheating, and research misconduct. These are logical and appropriate. They require students to attend a meeting and provide an explanation, and it would be helpful to include an explicit requirement to provide an explanation in writing, not just verbally at the meeting. In the event that the matter is taken further, there needs to be a written record of the student's case in the event of a dispute.

Penalties are detailed in the Procedure and can extend to suspension or disqualification for serious or persistent breaches.

ANZSOG did not provide information about any cases of suspected breaches that have occurred in recent years, so it is not possible to assess the extent to which the

Procedure has been implemented, however, it is likely that any occurrences would be readily detected in a small elite cohort such as this.

The Policy does not cover appeals against academic integrity decisions. It may be intended for appeals to be covered by the *Student Complaints and Grievances Policy*, but this is not stated, and the formulations about appeals in the *Student Complaints and Grievances Policy* are themselves not clear.

Recommendation 7: Clarify the policy framework for appeals against academic integrity decisions.

Monitoring, Review and Improvement (5.3)

Comprehensive Course Review

Some limited observations on Course Design were offered above as part of the Phase 1 review of the EMPA program. We understand that Phase 2 (the Academic Program Review) will be 'focused on a deeper academic perspective, including program design, subject content, and the broader academic and scholarly standing of the program', as stated in the Request for Quotation for Phase 1. The Phase 2 report will need to cover all the elements of an Academic Program Review that are outlined in HESF Section 5.3, including (and going beyond):

- Design and content
- Expected learning outcomes
- Methods for assessment of those outcomes
- The extent of students' achievement of learning outcomes
- Emerging developments in the field of education
- Modes of delivery
- The changing needs of students
- Identified risks to the quality of the course.

ANZSOG's *Monitoring, Review and Improvement Policy* sets the framework for the cyclical review of the program and its core subjects.

Two examples of reports arising from previous reviews were provided, from reviews conducted by panels of eminent academics in 2005 and 2011, both of which pre-date

ANZSOG.EDU.AU

the 2015 Standards Framework. A further Academic Program Review is planned in the near future.

The observations in the 2005 review seem to originate largely from the findings of a questionnaire that was completed by students and managers of the course. Less evident in the report was consideration of the 'interim monitoring' data on student progress collated each year and discussed below, and consideration of 'emerging developments in the field of education'.

The 2011 review was more substantial, and a number of review documents on important topics were commissioned as inputs into the review panel's deliberations (Box 2), including reports on focus groups with alumni of the course and an analysis of survey data.

The then EMPA Academic Director contributed a broad and reflective document, *Creating Public Sector Leaders: Suggested Future Directions for the ANZSOG EMPA (2012,)* suggesting five new areas that could be considered for inclusion:

- The political environment
- The global context
- Public sector management
- Relationship management
- Specialist streams.

It is not clear how these were taken up and ANZSOG did not provide a final report of this review. The input from the external panel is not evident in the Academic Director's document, which appears to be a personal statement. The Standards Framework does not require reviews of individual courses to be independent, but it will be beneficial for the next Academic Program Review to result in a final report with recommendations, and for the input of the external panel to be explicitly considered within the report. As discussed, the review and the report must include all the topics required in HESF 5.3.

Recommendation 8: Conduct an Academic Program Review that will include all topics required by the Higher Education Standards Framework for a comprehensive course review, and which:

- responds to input from an external panel, and which:

- results in a report with recommendations for improvement which are followed up by the governance bodies.

Interim Monitoring

Section 5.3 also requires each comprehensive course review to be informed and supported by the 'interim monitoring' that is undertaken on a periodic basis as a course is delivered through the period since the last review. This should include 'regular external referencing of the success of student cohorts against comparable courses of study…including analyses of progression rates, attrition rates, completion times and rates and, where applicable comparing different locations of delivery', as well as 'the assessment methods and grading of students' achievement of learning outcomes for selected units of study'.

The *Monitoring, Review and Improvement Policy* (#4.1) requires that:
ANZSOG will annually review the performance of its EMPA program (core subjects only) based on its program performance data, academic peer review, research into government needs and impact of the EMPA on practice, reviews and input from the EMPA alumni and any additional strategic measures as determined by the EMPA Academic Advisory Council, including with advice from the Academic Director of the EMPA program.

Section 5.3 of the *EMPA 2020 Annual Academic Governance Report* describes the process of annual review:

At the conclusion of all assessment and marking, each subject undergoes a Subject and Academic Review where student feedback is discussed in the context of subject learning outcomes, assessment activities, student grades, subject materials, issues of academic integrity and other relevant matters. This review and analysis is then used to identify subject improvement actions and any other relevant actions across the EMPA program delivery that may assist in progressing student learning and enhancing the student experience.
Subject leaders and the EMPA Academic Director are then encouraged to draw on this feedback and analysis at the annual EMPA subject leaders' meeting, which generally takes place during the first quarter of each year. At the annual meeting all subject leaders convene for a full day to discuss and review their experience, critique the

ANZSOG.EDU.AU

coherence of the program and report on innovations and aspects of quality teaching that will enhance the student experience.

Consideration of student performance data does not feature prominently in review reports or other documents. The notes of the subject leaders' meetings held on 3 December 2020 confirm that student feedback was indeed discussed. Student feedback in the reports for subjects is generally positive. The subject leaders meeting notes record that students gave 'mixed reviews' to the subject Decision Making Under Uncertainty. However, it is noteworthy that the mean rating for overall satisfaction with the subject was 3.76, considerably lower than for any other subject. There were many adverse comments from students about the workload, the sequencing of the work and the assessments and the online experience. Two topics received particularly low ratings: 'The set assessments were clearly defined and easy to follow' (mean 2.79) and 'The assessment workload for the subject was reasonable' (mean 2.82). Ratings for a series of topics relating to the LMS were also low, mostly below 3.00. There are some red flags here that need further investigation, but the notes do not record any actions arising.

There is also no indication that other forms of student success data were considered, including 'analyses of progression rates, attrition rates, completion times and rates', either overall or for 'student cohorts'.

We need to bear in mind that the high calibre of the students recruited and of the teaching faculty, means that variations in student performance data might not be sufficient material to inform the review. Nonetheless, it would be desirable for this data to be reported and discussed systematically within ANZSOG at working meetings of the academic leaders and by governance bodies.

In 2020, each of the partner universities requested ANZSOG to provide the following student profile data to them for their individual cohorts, and this information was provided:

    7.1.   Cohort profile including:

    7.1.1.   Age

    7.1.2.   Gender

    7.1.3.   Years of professional experience

    7.1.4.   Primary degree

    7.1.5.   Identified cohorts – Aboriginal and Torres Strait Islander, low SES.

7.2.   Student success profile including:

7.2.1.   Grade range / WAM

7.2.2.   Progression

7.2.3.   Completion

The *EMPA 2020 Annual Academic Governance Report* includes this information overall for the core subjects that ANZSOG delivers, showing a very low rate of failure, a high progression rate and a reasonably high completion rate (13% of students who enrolled in 2015 were still enrolled in 2019, five years into a two-year program). There is a small intake of Aboriginal and Torres Strait Islanders, and it is not clear how the progress of these cohorts is monitored, as they are too small for separate statistical analysis. Summative information on student and graduate satisfaction could be added to the list of information reported in the annual report.

However, it is not clear how the results of statistical information are used to guide and evaluate improvements or used 'to inform admission criteria and approaches to course design, teaching, supervision, learning and teaching support', as required by HESF 5.3.7. We have not seen any examples of analysis of the data, but again, the quality of the student and staff profile is such that major variations in quality may not occur.

External referencing against comparable courses of study is necessary, but also presumably problematic because so many universities are offering ANZSOG's course.

But some combination of comparing results from student cohorts at different universities offering the ANZSOG program and results from one or two comparable programs should be considered.

Section 5.4 of the *EMPA 2020 Annual Academic Governance Report* outlines a range of convincing improvement activities arising out of the 2019 annual review, which includes a complete 'refresh' of the content of three subjects, and the commissioning and completion of four 'research pieces' on key topics relating to the capability needs of the public sector. Designing a new curriculum in the light of these inputs is reported to be underway.

Overall, there is no doubt that the course and its constituent subjects are frequently refreshed and improved, but some improvements could be made.

Recommendation 9: Reports containing analyses of progression rates, attrition rates, completion times and rates, as well as student and graduate feedback should be

discussed at the annual subject leaders' meetings, and by the EMPA Academic Advisory Council.

Recommendation 10: Determine which student cohorts need to be individually monitored, which should include equity groups.

Recommendation 11: Material variations in student success data and student feedback should give rise to follow-up actions both overall and in relation to individual subjects, in order to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Delivery with Other Parties (5.4)

In this case ANZSOG is itself the third party, delivering the core part of the program on behalf of the partner universities, who are the principals responsible to TEQSA for compliance with the HESF.

So how does ANZSOG go about assuring the partner universities that it is delivering the course in compliance with HESF 5.4, which holds them accountable for this?

The *Delivery with Conferring University Partners Policy* provides that:
4.1 Agreements and supporting schedules between ANZSOG and each conferring university partner outline mutual responsibilities in relation the provision of core program and elective program activities, student administration and academic support, fees and charges, and where appropriate, infrastructure and facilities used in program delivery.

4.2 ANZSOG will provide an annual report to university partners covering quality assurance requirements, annual cohort data and any significant program revisions considered by the ANZSOG EMPA Academic Advisory Council.

4.3 ANZSOG will update sponsoring agencies on the progress of their students where appropriate (e.g. misconduct or repeated failure) and as required (subject results, subject deferral etc).

An example of a Service Agreement was provided (with the University of Melbourne). This covered some responsibilities of the University to provide services to ANZSOG including access for its students enrolled in the EMPA to 'all services usually provided by the [university] to its students, including, but not limited to library services, internet services, and student support services'. However, the Agreement did not

ANZSOG.EDU.AU   **104**

cover specific responsibilities of ANZSOG to the University, other than the general obligation to deliver the core subjects to the University's enrolled students.

There is a long list of topics that should be considered for inclusion in third party agreements in Appendix A of TEQSA's Guidance Note on Third Party Arrangements (v2.2), which includes a break-down of specific topics relating to delivery, as well as topics such as complaints and grievances and reporting obligations and the applicability of the policy framework of the university as opposed to ANZSOG. While the Guidance Note is not a regulatory instrument, and some of the topics in Appendix A may not be applicable, it contains sound guidance on how providers can ensure compliance with the HESF, which should be considered.

A critical safeguard for the quality of third-party delivery is a framework for periodic audit or review of the arrangements. ANZSOG should commit to periodic review, not only of the EMPA program, but also of wider compliance with the HESF and compliance with more detailed obligations in revised Service Agreements.

Recommendation 12: Service Agreements with the partner universities should detail the responsibilities of ANZSOG to the universities and their enrolled students, as well as clarifying jurisdiction for matters such as student appeals and grievances, and the applicability of university policies and procedures as opposed to ANZSOG policies and procedures.

Recommendation 13: Commit to periodic review of compliance with the HESF and of compliance with the revised Service Agreements (at least every seven years).

Governance and Accountability

Corporate Governance (6.1)

A comprehensive assessment of ANZSOG's corporate governance is beyond the scope of this review, which concerns itself with the extent to which ANZSOG is meeting the requirements of the HESF in its delivery of the EMPA program.

Nonetheless we can note for the purposes of context, that ANZSOG is a company limited by guarantee, that it is constituted by way of a Members Agreement which has a Constitution attached to the Agreement as Schedule A, which together establish a Board. The powers and duties of the Board do not appear to have been formulated but it is presumably the governing body of the company, with the power to set directions, monitor progress towards ANZSOG's strategic objectives, and exercise the usual responsibilities of a Board such as those listed in HESF 6.2. This could be formulated in the form of a Board Charter.

The Board has the following Committees:
- **Foundation and Investment Committee –** providing advice to the Board and oversight of the School's Foundation Trust and investment portfolio.
- **Finance Audit and Risk Management Committee** – providing oversight of the School's financial strategy and audit and risk functions and recommending appropriate actions to the Board.
- **Remuneration Committee** – comprises a small group of Directors only to oversee the performance of the School's CEO and Dean.
- **Academic Board** – providing advice to the Board on ANZSOG programs with particular regard to issues of academic accountability and quality assurance.

Below the Board, the *2020 EMPA Annual Academic Governance Report* explains that:

ANZSOG currently has three management and/or advisory teams:

The Executive Management Team (EMT) is a decision-making forum for strategy and project implementation, marketing and communications, technology, programs and program delivery, human resources and finances and other organisational matters. This group meets once a month.

The Academic Management Team (AMT) is a forum to advise and make recommendations to the Dean/CEO and EMT on teaching and learning, research and

related matters. The AMT is chaired by the Deputy Dean (Teaching and Learning). This group meets once a month.

The Faculty Appointment Panel (FAP) provides advice to the Academic Management Team (AMT) on decisions regarding faculty appointments, faculty performance and changes to faculty across ANZSOG programs. This group meets once a quarter.

The members of the Board have the high-level experience of governance and academic management that is required to govern the organisation and the corporate structure establishes the appropriate framework to support the Board.

Academic Governance (6.2)

The Academic Boards of the conferring universities have the responsibility to accredit the program and oversee the maintenance of its quality.

The annual *EMPA Academic Governance Report* will provide information to them that will enable them to exercise closer oversight of delivery. The *EMPA 2020 Academic Governance* Report contains pertinent information about:

- Representation and Information Provision
- Admission
- Facilities and Infrastructure
- Student Support
- The EMPA program – structure, delivery and assessment
- Students
- Staff
- Governance.

Much of the material covered is standard and would not change from year to year. More specific information is provided about the following activities and developments during a particular year:

- Student complaints and grievances and breaches of academic integrity (none in the 2020 report)
- First Peoples engagement activities

ANZSOG.EDU.AU

- EMPA student success profile and improvement initiatives

- EMPA student cohort

- EMPA student success profile including progression and completion.

The Constitution of the ANZSOG company provides for an Academic Board to be established. The Academic Board's Charter includes the following section on its roles and responsibilities:

a)   Advise the ANZSOG Board on all matters related to the quality of the academic activities undertaken by ANZSOG, including the maintenance of high standards in teaching, learning and research.

b)   Advise the Board on quality assurance policy for all ANZSOG educational programs.

c)   In collaboration with the Dean and Deputy Dean (Teaching and Learning), advise the Board on the schedule of cyclical quality reviews of ANZSOG educational programs.

d)   Curriculum approval including approval of new award programs and new subjects and changes to existing subjects within existing award programs.

The EMPA Academic Advisory Council performs a role similar to a university teaching and learning committee and its main function is to advise the EMPA Academic Director and ANZSOG executive on EMPA quality assurance and compliance matters. It includes senior academic and quality assurance representatives from university partners, a senior public sector representative, and EMPA alumnus. The Council convened for its first meeting on 17 December 2020. The EMPA Academic Advisory Council's core function is to provide EMPA quality assurance advice, including, but not limited to reviewing the EMPA academic policies and the subject guides and advice on the scope and implementation of the compliance and Academic Program Reviews. It will meet twice yearly with the next meeting scheduled for late April 2021. There is a large degree of overlap between the roles and responsibilities of the Academic Board and the EMPA Academic Advisory Council. The Academic Board has high-level membership including members of the ANZSOG Board, to which it reports. The EMPA Academic Advisory Council advises the academic leadership team and the Director and consists of senior academic and independent members from outside ANZSOG. The main distinction between the two bodies then is that the EMPA Academic

Advisory Council functions as a kind of external Course Advisory Committee for the EMPA, which is well placed to give feedback on course quality and design from experts in the relevant fields, whereas the Academic Board has power to recommend approval of course proposals and changes to courses more generally.

There is some danger of duplication in this structure, or two bodies with overlapping responsibilities being unaware of each other's work. For this reason, although it is not a sub-committee of the Academic Board, the minutes of the EMPA Academic Advisory Council should be included in the papers for each meeting of the Academic Board, for information.

According to the *EMPA 2020 Annual Academic Governance Report,* there are two important management committees that deliberate on academic matters:

- **the Academic Management Team** referred to above and:

- **the Examiners' Committee Meeting** is convened to discuss and confirm the final marks for the nine core EMPA subjects. Discussion items include, distribution of grades, academic integrity issues and student progression and outliers. The committee members include the Subject Leader, EMPA Academic Director, Team Leader and EMPA Coordinator(s). Marks may be moderated if necessary, to ensure consistency of results across the cohort.

The Minutes of the EMT show members to be exercising the normal responsibilities of an executive management group.

Recommendation 14: The Minutes of the EMPA Academic Advisory Council should be included in the papers for each meeting of the Academic Board, for information.

Representation

The *Information for Prospective and Current Students Policy* specifies information that should be provided to students, and generally covers the items in HESF 7.2.1 and 7.3.1.

According to the *EMPA 2020 Annual Academic Governance Report*, information is provided to prospective students through a number of channels, and a number of examples are given of marketing activities.

The information provided to prospective students will presumably be a mix of information provided on the website and information included in letters of offer and other information sent out to prospective students by ANZSOG.

Information for current students will be supplemented by information provided through the LMS, which we did not have access to.

Some of this information may be provided by each individual partner university, but some topics that pertain to the program as a whole need to be made available by ANZSOG, particularly as the ANZSOG website will very likely be the first port of call for prospective students looking for information. The website needs to direct students where to find all the information required by HESF 7.2.1-2, except for information more appropriate for the letter of offer.

The course brochure (downloadable from the ANZSOG website) provides much information about the course including:

- Structure
- Core subjects
- Learning outcomes
- Graduate attributes
- Faculty
- Entry requirements
- Application process
- Credit and RPL
- Enrolment
- Cost
- Deferral and withdrawing
- Progress requirements
- Duration

- Length of program

- Cohort size.

Some other topics, such as timetable, access to learning resources, academic policies, services, complaints and grievances, are not covered in the brochure or on the website but may be covered in other material sent to prospective students, particularly by the partner universities.

HESF 7.3 requires that a specific range of topics (1 a-m) be 'publicly-available', but this information pertains to each registered provider overall, and not to ANZSOG.

From the information provided, it is difficult to determine whether the ANZSOG and university partner combination is providing all the information to prospective and current students, that it needs to provide.

It would be advantageous to undertake a mapping of all the information that should be provided to prospective and current students, and ascertain whether ANZSOG is providing the information to the best of their ability and allotting each topic between ANZSOG and partner universities.

Recommendation 15: Map the information being made available to prospective and current students by ANZSOG and the university partners, to ensure comprehensive coverage between the parties.

Towards the Academic Program Review

This review of the academic content and academic teaching and assessment materials for the course draws on three types of evidence:

(a)   Comparison of subject matter with global well regarded Public Administration Programs at Master's level.[1] Specifically, the Executive Public Policy Program,

London School of Economics and Political Science; the Public Administration

---

[1] https://www.timeshighereducation.com/student/best-universities/best-universities-business-degrees

ANZSOG.EDU.AU   **111**

Program, Lee Kuan Yew School of Public Policy, National University of Singapore; the Public Administration Program, University College London; and the Executive Public Administration Program, Fels Institute of Government, University of Pennsylvania.[2]

(b)   Desk audit of materials and information available on-line to students – course outcomes, teaching resources (books, videos), discussions and group work, and assessment tasks.

(c)   Student feedback and ANZSOG planning, feedback and review documents.

Overall content, coherence and progression

The ANZSOG course comprises nine units delivered in a sequence that progresses from the general to the particular, from setting the scene for public administration to specialised capacity building among students. The scene-setting units are (1) Delivering Public Value and (2) Government in a Market Economy. Together these units locate public administration within the hybridity of private-public-networked governance that characterises the 21st century. The remaining units for Year 1 address new challenges arising from the complexities of this new form of governance: (3) Designing Public Policies; (4) Decision Making under Uncertainty; and (5) Managing Public Sector Organisations. Year 2 units are more focused on the specific knowledge and understanding needed to navigate disruption and change in traditional public administration: (6) Leading Public Service Change; (7) Governing by the Rules; (8) Public Finance Management; and (9) a Work-Based Project which is a standard capstone unit undertaken by small groups of students.

The content of the course is comparable to that of other public administration programs at a Masters level. The common areas covered by such courses are: (a) the values underpinning public administration (ethics, responsibility and accountability connected to academic disciplines of politics and philosophy); legal frameworks and regulatory procedures (connected to public law - administrative and constitutional); management and leadership (connected to organisational studies, management

---

[2] https://www.lse.ac.uk/study-at-lse/Graduate/degree-programmes-2021/Executive-Master-of-Public-Administration-EMPA
https://www.fels.upenn.edu/academics/executive-mpa/courses https://lkyspp.nus.edu.sg/graduate-programmes/master-in-public-administration-mpa/overview;
https://www.ucl.ac.uk/bartlett/public-purpose/master-public-administration-mpa-innovation-public-policy-and-public-value-2021-22

(including social change) studies); financial management (decision making around obtaining, allocating and spending resources, connected to economics and accountancy); economics for public policy (connected to micro and macro economics); and quantitative methods and statistics for public policy (connected to social science research methods).

Assuming that global course content is a useful yardstick, the EMPA covers appropriate content.

The weakest areas at first glance may be quantitative methods, although the work-based project may cover this satisfactorily. It is recommended that the planned Academic Program Review look at this issue in more detail in consultation with those responsible for overall course design.

It should not be assumed that the ANZSOG EMPA course necessarily mirror overseas public administration courses. The ANZSOG course is unique in relation to the closeness of its partnership with the Australian and Aotearoa-New Zealand Governments. The course is an example of university-government co-design with 10 universities involved.[3] The interconnection between the academic component of the course and work practice is much stronger than for standard public administration courses. This is possible because the students are recruited as experienced and talented officials from government departments. They enter the course with more homogenous experiences and needs from the course than more general public administration programs. A degree of tailoring and responsiveness to what are seen as gaps in public servant knowledge and capacity is accommodated in the course through a regular review process.

How this process avoids sacrificing academic integrity in course offerings may be worth following up in the Academic Program Review.

The 10 stated outcomes for the course[4] integrate academic knowledge with practice. Outcomes are strongly linked to leadership performance expected in the workplace: being able to lead change, analyse complex problems, evaluate evidence, derive solutions that are strategic, invest in the future, are economically sound, add public

---

[3] Australian National University, Charles Darwin University, Flinders University, Griffith University, Monash University, University of Canberra, University of Melbourne, University of Sydney, Curtin University, Victoria University of Wellington.
[4] https://www.anzsog.edu.au/masters

value, engage with new technologies in an ethical fashion, design and deliver excellent services and undertake quality research. The nine units address these issues through their teaching outcomes and the assessment. The course design iterates between theory and practice to deliver these outcomes. The form of delivery is varied within each unit, with notable attention given to engaging students in the learning process. Short videos of popular interest ease students into inquiry, senior public figures discuss their experiences and learnings, discussion groups encourage students to use their experience and new knowledge in a before and after reflective process, and then there are an abundance of quality academic references, some classic, some more recent.

There is a tendency for the distinguished faculty to use their own books for teaching purposes. **Whether or not this delivers better outcomes than deliberately choosing books/readings with a different perspective is a question worthy of addressing in the Academic Program Review**. Given the quality of the faculty, it is quite possible that the readings chosen are the very best available and that they are superior to readings that present a different perspective.

This is a question for discussion with faculty first and foremost according to the overall mission: Do these readings provide adequate academic foundations for meeting the challenges of the public service in the next two decades? This question needs to be answered in the context of the need for flexible, imaginative thinking, and rich and broad knowledge networks to address problems that we do not even know about at this point in time. The events of 2020 have shown the challenges facing public sector leaders with natural disasters, national security threats, pandemics, economic uncertainties and educational turmoil from primary through to tertiary levels. Risk management should always have been about scenario planning and catastrophising, not selecting a number on a rating scale for a foreseeable risk. An executive public administration program needs to be bold and broad, encouraging comfort in uncertainty and ignorance and confidence in leading to find answers. An Academic Program Review needs to seek answers to where universities and governments sit in relation to preparing for the future. Units need to be brought into line with these aspirations, wherever they sit on the immediate concern to future concern continuum.

An analysis of the course design in terms of delivery of new material, readings, discussion groups, guest lectures and assessment tasks reveal another distinctive

feature of the EMPA. There is not a linear progression in acquiring new and deeper knowledge that can be assessed and then applied in a workplace. The teaching and learning process is more of an upward spiral. Steps in knowledge acquisition are connected to workplace experiences which then feed back into the next steps of teaching and learning. This underlines the importance of progressive assessment and assessment tasks that require increasing levels of integration of theory and practice through each unit and then through the nine units that make up the course. For these reasons, an evaluation of the degree to which course material and assessment deliver course outcomes must rely on two sources of data: a desk audit of how these elements are, in theory, connected and integrated for each unit, an overview of how well connected and integrated the units are for the course as a whole, and a review of what students and their work supervisors say about workplace performance and how it has changed as a result of study.

All units are structured with three or four pieces of assessment. The initial task tends to be experiential engaging practical experience and curiosity from the beginning. The assessment requirements start with the application of academic material to a work experience, but then escalate to more nuanced integrated problem analysis and problem-solving.

There is some evidence of unit cross-over in expectations and discussions of how complex problems are solved, but not as much as might be expected. **A recommendation for the Academic Program Review is to evaluate the need for and success with integrating academic material from different units in solving real-world complex problems.** The success should play into satisfaction at government levels in the quality of ANZSOG graduates in terms of overall course outcomes. **Interrogating this issue with stakeholders should also give rise to changes that might be foreshadowed for the course in coming years to meet anticipated future needs. Some issues have been proposed in ANZSOG documents and should be evaluated also in the Academic Program Review.**

Disclaimer

- This compliance report on the EMPA was written by Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite, at the request of ANZSOG.

- The consultants have relied on materials provided by ANZSOG.

- This report was prepared with due care and diligence; however, the consultants do not warrant the report to be free of errors or omissions.

- The consultants were primarily engaged to review ANZSOG processes and their compliance with the HESF, not to undertake a comprehensive review of the curriculum itself.

- The consultants offer no warranties and accept no liability, expressed or implied, for any actions that ANZSOG may take in relation to this report, or for the outcome of any regulatory processes relating to this report.

The Review

Scope

The Scope for this compliance review was outlined in a Request for Quote (RFQ) received on 17 November 2020. It constitutes Phase 1 of a wider review of the EMPA. The compliance review itself was divided into two parts: a preliminary review and a substantive review.

The RFQ describes the substantive review as:

The Phase 1 review will be an assessment of the EMPA against the TEQSA Provider Course Accreditation Standards.... Given ANZSOG is a third-party provider, various course accreditation sub-standards will not be assessed because they are not within ANZSOG's responsibility. For the most part, these sub-standards are evident and before the assessment is undertaken, ANZSOG will clarify which sub-standards will not form part of the review.

This Report is the report of the substantive review.

The Reviewers

Dr Michael Tomlinson FGIA, FCIS

Michael Tomlinson is a Higher Education Governance and Quality Consultant. He was formerly Director of the Assurance Group at TEQSA (the Tertiary Education Quality and Standards Agency), where he led case teams to organise and conduct assessments of all registered providers of higher education (including all of Australia's universities) against the *Higher Education Threshold Standards (2015).* He also led the implementation of the 2015 HESF for TEQSA and later provided formative input into the revised Provider Category Standards arising from the review of those standards.

Before coming to TEQSA, Michael was an Audit Director at the Australian Universities Quality Agency (AUQA), and for twenty years worked in Australian universities, for the last fifteen of these in senior positions at Swinburne University of Technology.

Michael is a Fellow of the Governance Institute of Australia and of the International Institute of Chartered Secretaries and Administrators. He has been an expert panel

ANZSOG

member for a number of reviews for the national accreditation agency in Timor Leste and (in 2020) of the University of the South Pacific (for the Fiji Higher Education Commission), and for the Department of Higher Education, Research, Science and Technology of Papua New Guinea.

Emeritus Professor Valerie Braithwaite

Valerie Braithwaite is an Emeritus Professor at the Australian National University. She has worked extensively on regulation in the Australian context, focusing on the gaps that emerge between formal regulatory requirements and the practices that shape outcomes in workplaces, schools and communities. With Kwong Lee Dow, Valerie Braithwaite undertook a review of the Tertiary Education Quality and Standards Agency (TEQSA) in 2013, and in 2018 reviewed the legislative framework for the Australian Skills Quality Authority, resulting in a report on the regulation of vocational education and training, *All Eyes on Quality*. In 2020, she undertook the annual stakeholder feedback report for TEQSA. Valerie Braithwaite is currently Chair of the Higher Education Academic Council for TAFE NSW.

Version: Final Report
Report by Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite

ANZSOG.EDU.AU 118