ANZSOG

EXECUTIVE MASTER OF
PUBLIC ADMINISTRATION

Annual Report 2023

Connecting
our people
and places

Australia &
New Zealand
School of
Government

CONTENTS

Welcome and Acknowledgement

Tuia ki runga, tuia ki raro, tuia ki roto, tuia ki waho, ka rongo te poo, ka rongo te ao, haumi e, hui e, taiki e. – Unite above, unite below, unite without, unite within. **Listen to the world, listen to the night. Now we come together, as one.**

Tenei te mihi ki nga atua o nga wa o mua, he mihi mo ona taonga tuku iho. Ko nga tupuna kua heke atu ki hawaiiki noa, hawaiki roa, hawaiiki pamamao, me nga mate, haere, haere, haere. Ko papatuanuku e takoto nei, ko ranginui i runga nei, kei te aroha ki a korua. – **I acknowledge our spiritual deities and the gifts they have given us, as well as our ancestors who have returned to our ancestral place, as well as our loved ones who have recently passed. I also acknowledge our sacred mother earth and our sacred sky father.**

Tenei to mihi atu kia koutou katoa, nga rangatira, nga kaimahi, nga tauira, nga whanau whanui o ANZSOG, tena koutou, tena koutou, tena tatou katoa. – **I acknowledge ANZSOG leadership, the faculty, students and the wider ANZSOG family of partners and friends.**

I would like to acknowledge and pay my respect to the Traditional Owners and Custodians of all the lands and nations of Aboriginal and Torres Strait Islander peoples in Australia.

It is my pleasure to introduce the Australia and New Zealand School of Government's (ANZSOG) fourth Annual Report on the Executive Master of Public Administration (EMPA) programme.

As an Indigenous and Māori Alumni of ANZSOG and the EMPA programme, it heartens me to see the strides that ANZSOG has taken to recognise the importance of indigenous values, customs, and histories that are so intricately woven into the stories of both our nations. The realities of colonisation and the far-reaching impacts on the social and economic advancement of Māori and First Nations Peoples in Australia can't be ignored and should, as it is, be considered a central feature of any policy and operational response. This is why I am proud to be an alumnus of ANZSOG because of its dedication to improving the outcomes for Māori and First Nations Peoples in Australia by offering programmes and qualifications that are designed contextually with the lived realities and experiences of Maori and First Nations People in Australia.

I want to also congratulate ANZSOG for hosting a very successful First Nations Conference in Meeanjin (Brisbane). How amazing was it to see so many dedicated public service leaders having rich discussions about how to address the challenges of today's wicked problems that face Māori and First Nations Australians. Whilst there was a sense of excitement about how far we have come, we are reminded daily of the challenges that many ordinary people, in particular Māori and First Nations people in Australia face and that we need to stay resolute in our commitment to achieving equity for everyone.

As public servants, we are duty bound to deliver outcomes and services that all New Zealanders and Australians want and need whilst maintaining the highest level of trust and confidence. Year after year, ANZSOG contributes significantly to that duty, and without exception, ANZSOG has once again fulfilled its purpose by equipping current and future leaders of Australia and New Zealand's public service with world class education.

Finally, a special mention to those who have completed their EMPA over the course of 2022/23. Congratulations. You made it. There is still much to learn and do, but for now relish in your success.

Ko te manu e kai ana I te miro noonaa te ngahere. Ko te manu e kai ana I te maatauranga noonaa te ao. – The bird that consumes the miro berry owns the forest. The bird that consumes knowledge owns the forest.

Manaia King
Deputy Secretary with Te Kuni Kokiri leading the Organisational Support Puni (Directorate)

Program Leaders and Partners

EMPA Program Executive Leadership

Mr Christopher Wheatley

Acting Dean and CEO

Professor Christopher Walker, PhD

Academic Director, Executive Master of Public Administration, The Australia and New Zealand School of Government (ANZSOG)

Academic Advisory Council Members

Mr David de Carvalho

EMPA Alumnus, CEO of Australian Curriculum, Assessment and Reporting Authority (ACARA)

Professor Carolyn Hendriks

Crawford School of Public Policy, Australian National University

Associate Professor Paul Fawcett

Chair of Political Science Discipline, School of Social and Political Sciences, University of Melbourne

Professor Karl Löfgren

Head of School of Government & Assoc Professor Amanda Wolf, Deputy Head of School of Government, Victoria University Wellington

Professor John Phillimore

Executive Director of John Curtin Institute of Public Policy, Curtin University

Professor Juliet Pietsch

Head of School, Griffith Business School, Griffith University

Dr. Christopher Walker

Academic Director, Executive Master of Public Administration, The Australia and New Zealand School of Government (ANZSOG)

Ms. Rachel Weiss

University Quality Manager & Prof Gaby Ramia, Deputy Head of School (Research), School of Social and Political Sciences, University of Sydney
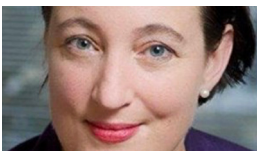
Dr. Samantha Young

Director, Office of Quality & Policy

> "No matter what postgraduate program I find myself engaged in, I've not ever been through that's so tailored to the needs of a public servant particularly in broadening the student's understanding of the whole of government."
>
> **Clare Beech, EMPA Class of 2019 and Executive Director, NSW Ambulance**

Subject Leaders

Dr Jo Cribb
Victoria University of Wellington – Managing Public Sector Organisations

Professor Suresh Cuganesan
University of Sydney – Public Financial Management

Professor Arie Frieberg
Monash University – Governing by the Rules

Professor Ross Guest
Griffith University – Government in a Market Economy

Professor Kimberley Isett
University of Delaware – Decision Making Under Uncertainty

Professor Michael Macaulay
Victoria University of Wellington – Managing Public Sector Organisations

Professor Janine O'Flynn
ANU Crawford School of Public Policy – Delivering Public Value

Dr Zina O'Leary
UNSW – Work-Based Project

Professor Paul 't Hart
Utrecht University and Netherlands School of Government – Leading Public Sector Change

Dr Christopher Walker
ANZSOG – Delivering Public Policies and Programs

Government and EMPA Conferring University Partners

Member governments	Conferring partner universities
Aotearoa New Zealand	Victoria University Wellington
Commonwealth of Australia	Australian National University
New South Wales	University of Sydney
Northern Territory	Charles Darwin University
Queensland	Griffith University
South Australia	Flinders University
Victoria	Monash University
	University of Melbourne
Western Australia	Curtin University of Technology

2022 Enrolling Cohort Sponsoring Agencies

Jurisdiction	Sponsoring Agencies
Aotearoa New Zealand	Department of Internal Affairs
	Health New Zealand – Te Whatu Ora
	Ministry for Primary Industries
	Ministry of Business, Innovation and Employment
	Ministry of Social Development
	New Zealand Police
Commonwealth of Australia	Aged Care Quality and Safety Commission
	Australian Maritime Safety Authority
	Australian Skills Quality Authority
	Australian Taxation Office
	Department of Agriculture, Fisheries and Forestry
	Department of Agriculture, Water and the Environment
	Department of Foreign Affairs and Trade
	Department of Health and Aged Care
	Department of Industry, Science and Resources
	Department of Social Services
	Office of the Commonwealth Ombudsman
	Services Australia
	The Treasury

Jurisdiction	Sponsoring Agencies
Australian Capital Territory	Community Services Directorate
	Department of Employment and Workplace Relations
New South Wales	Audit Office of New South Wales
	Australian Commission on Safety and Quality in Health Care
	Department of Communities and Justice
	Department of Customer Service
	Department of Education
	Department of Planning and Environment
	Fire and Rescue NSW
	Legal Aid NSW
	Ministry of Health
	National Parks and Wildlife Service
	Natural Resources Access Regulator
	Northern NSW Local Health District
	NSW Education Standards Authority
	Personal Injury Commission
	State Emergency Service
	State Insurance Regulatory Authority
	Western Parkland City Authority
Northern Territory	Department of the Chief Minister and Cabinet
	Territory Generation
Queensland	Department of Communities, Housing and Digital Economy
	Department of Education
	Department of Resources
	Department of Tourism, Innovation and Sport
	Department of Transport and Main Roads
	Metro North Hospital and Health Service
	Office of Industrial Relations
	Office of Liquor and Gaming Regulation
	Queensland Family and Child Commission
	Queensland Police
	Queensland Treasury
South Australia	Commission on Excellence and Innovation in Health

Jurisdiction	Sponsoring Agencies
Tasmania	No enrolments in 2022
Victoria	Department of Education and Training
	Department of Families, Fairness and Housing
	Department of Jobs, Precincts and Regions
	Department of Justice and Community Safety
	Department of Premier and Cabinet
	Department of Transport
	Department of Treasury and Finance
	Emergency Management Victoria
	Family Safety Victoria
	Forensicare
	Infrastructure Victoria
	Life Saving Victoria
	Victorian Agency for Health Information
	Victorian Curriculum and Assessment Authority
	Victoria Police
Western Australia	Department of Finance
	Department of Justice
	Department of Primary Industries and Regional Development
Not-for-Profit Sector	Catholic Health Australia

SECTION

1

Opening Statements

Melbourne Connect building (ANZSOG HQ) Photography: Peter Casamento

ANZSOG Deputy Dean, Education & EMPA Academic Director

The 2022 academic year marked the 20th anniversary of the inception of ANZSOG. While the first university partner agreements for conferring the Executive Master of Public Administration degree were signed in 2003. This annual report outlines the achievements and program developments in the previous academic year but adds to the bigger picture of the program's continuing role in enhancing public sector leadership and the delivery of public value across Australia and Aotearoa New Zealand.

The EMPA program continues to build public sector leadership capabilities needed to address the changing needs and emerging challenges of effective and ethical government. The program's enduring impact is advanced by the professional leadership network of more than 1600 alumni across all jurisdictions and agency portfolios.

I am pleased to share with you the EMPA Annual Report 2023 as evidence of our school's commitment to continuously improve the program, maintain our rigorous academic standards, and assure the program's quality and contemporary relevance to our government and university partners.

This year's report is themed "connecting our people and places" as a recognition of the return to place-based, in person classes following two years of online delivery during the COVID pandemic.

The value of our people – current students, faculty, public sector contributors, alumni and ANZSOG's program team – as well as our physical presence and engagement across jurisdictions are what makes the program special.

This is especially evident in ANZSOG's commitment to embed First Nations perspectives and voices in the EMPA curriculum. Students have acknowledged how much this has contributed to their appreciation of First Nations history and culture but also their understanding of themselves as individuals and public sector leaders who play an important role in connecting community and place and building public value.

Beyond the unique program design and curriculum is the opportunity to build a cross-jurisdictional, and cross-portfolio community of peers. Returning to face-to-face subject delivery reaffirms this element of the program's value.

I would like to highlight the program's 2022 development in relation to transition to blended and in-place learning, enhancement of First Nations curriculum, and ANZSOG's approach to student support covered in section 3 of the report. We also introduce the work of our program delivery team that is critical to the student experience, providing support to ensure their successful progression through their EMPA journey.

Student cohort and success data is presented in section 4, and one of our world-leading scholars Professor Paul 't Hart who teaches the core subject Leading Public Sector Change shares his insights on the value and impact of the EMPA in section 5. The report concludes with a summary of the activities and outcomes of the governance and quality assurance work underpinning the EMPA that is overseen and guided by our EMPA Academic Advisory Council. ANZSOG is extremely grateful for the time and expert contribution that our academic members of the Advisory Council make towards the quality oversight of the EMPA learning and teaching framework.
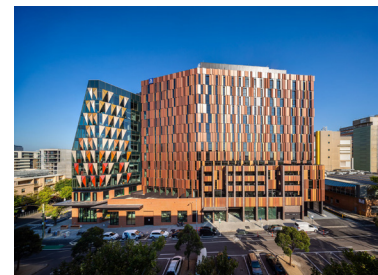
I want to extend my thanks to all our contributing practitioners and ANZSOG student support and program delivery colleagues. Also, I am grateful to our outstanding EMPA subject leaders and Academic Advisory Council representatives who assure that the curriculum and academic standards of the program. The input from our scholars and partners ensures he EMPA remains a world leading executive masters program in public administration.

I am pleased to share with you the EMPA Annual Report 2023.

Dr. Christopher Walker

Academic Director,
Executive Master
of Public Administration,
The Australia and New Zealand
School of Government (ANZSOG)
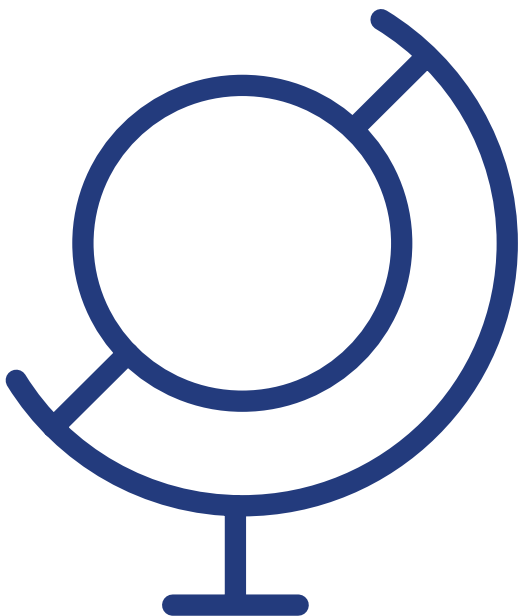
EMPA Annual Report –
Academic Advisory Council Chair

Academic Advisory Council members represent the EMPA's conferring university partners and the public sector. This includes senior academic and university quality assurance representatives and an EMPA program alumnus serving in a senior agency role. The scholarly, teaching, compliance and public value perspectives of Council members assure the currency, quality and continuous improvement of the EMPA's curriculum and delivery.

2022 was the second year of the Council's first three-year term and it continued to perform its academic oversight and advisory role effectively in line with ANZSOG's updated governance and quality assurance framework for the EMPA program.

Council presided over a busy schedule of activities for the year starting with the tabling of ANZSOG's independent academic program review report for the Executive Master of Public Administration (EMPA) program and closed by signing off the full implementation of the earlier Compliance Review recommendations and confirming a process to progress the EMPA Service Agreements renewal.

Professor John Phillimore

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

2022 Dean's Prize Winner

Our EMPA cohort met online for the first time on 26 February 2021.

It was one year, one month, and one day after the first Australian case of COVID-19. We were deep into a crisis that was becoming a defining feature of our lives, and many of us were exhausted after a year of uncertainty, anxiety, and even fear.

But we had reason to hope.

A month later, a long series of lockdowns in Sydney had ended. Days later, restrictions in Auckland and Melbourne had relaxed. On the day we met for our first EMPA subject, newspapers were writing about the start of both our national vaccination programs. The first vaccine doses went into the first Australian and New Zealand arms that very week.

It was an exciting time to think and talk about the role of government and our place in it. Citizen surveys said trust in our public services were at historically high levels. Our first class was about 'leading in challenging times', but we approached that the theme with optimism. We swapped stories of how we had innovated and adapted to the pandemic. How the crisis had let us and our colleagues storm bastions of convention and habit that previously seemed impregnable.

By necessity, we met online. It was hard to not be able to look each other in the eye or share the sort of casual conversations that lead to connection. But there were benefits. Many of us found it easier to ask questions or contribute to a discussion, via a chat box, than we would by raising our hands in a crowded room. We got to see each other's homes, and we caught glimpses of each other's lives: a pet jumping into frame, a child climbing onto a lap, a partner delivering a cup of tea.

Though we met online, we expected to be in person soon. A year of the pandemic was behind us, and the news seemed good. A return to normal couldn't be far.

But by the time we finished our next subject in June, the news was changing for the worse. The borders between Australia and New Zealand had closed again. Some of our cities were in new and harsh lockdowns. Significant numbers of people were being admitted to hospitals, some were placed on ventilators, and some died. The feelings of the early days of the pandemic – anxiety, fear, anger – began to return for many of us.

As our feelings changed, so too did the mood of our communities. The same citizen surveys that gave us hope at the start of the year said that trust in government was declining. Protests in both countries were happening more often, and our governments were taking stronger action. Services were stretched, and those of us delivering them were growing more fatigued.

As the world seemed to get darker, so too did our discussions. We talked more about resilience. About how we could support our colleagues and agencies – and each other – in difficult times. We discussed a paradox of authentic leadership: that our teams wanted to know and see that we were facing the same difficulties they were; but that if we really let the true extent of our feelings and emotions show, it would not be welcomed. We exchanged frustrated stories of how the old conventions and habits that we set aside early in the pandemic were returning, sometimes with reinforcements.

When the second year of our program began in 2022, we formed the project groups that we would work with for the entire year. The challenges we faced, the successes and failures we shared, and the sheer amount of time we spent together created strong connections. We saw the importance of knowing our strengths and weaknesses, and how we could best support and be supported by each other.

As the year progressed, so did the pandemic. Cases peaked and declined, and restrictions eased. Borders opened, closed, and opened again.

In late 2022, our cohort was finally able to come together in person. I had a feeling of being reunited with old friends, even though these were people I had never been in the same room as.

When we graduated together in Wellington in November last year, it was exhilarating.

This year in March, I spoke to the commencing 2023 cohort about how they could get the most out of the degree they were just beginning. I offered an opinion that in a world that gives free and easy access to more information than anyone could ever consume, lectures and readings are no longer the scarce and valuable resource they once were. I suggested that, instead, the truly scarce and valuable resource they would access in their degree was themselves – in the form of their own personal experiences and insights; the opportunities they would have to connect with and learn from each other; and their ability to take what they learnt and apply it in their work.

One person asked me if that would be difficult to do, when applying new lessons meant changing their own ways of working.

Based on my own experience, I answered: no. That would not be the challenge. I speculated that presumably people only do an EMPA if they already think they can and should learn something that suggests they should act differently. Why else sacrifice your evenings and weekends for two years of study?

I suggested the challenge, therefore, is not changing one's own behaviour. It is changing other people's behaviour and perceptions.

A benefit of the EMPA has been the constant exposure to colleagues who are motivated to work hard to change things for the better. But that benefit can be a downside, because it can make it easy to forget that not everyone thinks that way.

When I and some others in my cohort took what we had learnt and tried to apply it in our jobs, we sometimes faced resistance. As we had discovered in the latter part of the pandemic, old conventions are not easily defeated. Many people, inside and outside our organisations, don't want their environment – and certainly not themselves – changed. Well-intentioned changes to the status quo might be seen as personal attacks that need to be fought against.

But the developments of the last few years – the pandemic, remarkable technological developments, and unpredictably changing zeitgeists – make it clear that we and many of the institutions we are part of are in difficult times where we will need to be ready for big changes.

What I've taken from the last two years is that these times of change are when it is most important to listen, connect, and empower those we work with. To communicate not just what we are doing but why we're doing it, and how that ties into who we each are and what we believe in. Most of all, it is a time where we need to be true to ourselves and our own values. My hope is that if we do those things, as leaders we can create organisations able to deal with the change and complexity ahead of us all.

As I was speaking with the first-year students, I couldn't help but feel a pang of jealousy. They would spend so much time together, when all but the last moments of my degree were via a computer screen.

But something I learnt in the EMPA is that attention itself can be a form of leadership, and where you choose to put your attention says a lot.

My cohort and I, living through a challenging time, chose to put our attention into studying how we could work differently in a way that would let us change our organisations, or even the world, for the better. The circumstances in which we went on our EMPA journey gave us insights, experiences and connections we otherwise have gained. I couldn't be more grateful for the opportunity to go on that journey with the people I did.

Annan Boag

Director, Strategic Projects, Office of the
Australian Information Commissioner Melbourne

"My motivation has always been about giving back.

It's always been about service.

It's always been about others in particular my own family – my whanua, my community – Māori generally."

Manaia King, EMPA Class of 2019 and Deputy Secretary,
Te Kuni Kōkiri

2

Executive Summary

"The EMPA is industry-specific, so it focuses on the public sector. From my perspective, it is unique like the sector itself, and gives public sector professional an opportunity to both share and learn from their interjurisdictional partners."

Libby Stratford, EMPA Class of 2020 and Chief Financial Officer, UNSW

Data Summary

This year's report covers the period transitioning from full online delivery of the EMPA during the COVID pandemic to a blended delivery model with both online and in-person class sessions for the EMPA core subjects. Enrolment numbers for the 2022 intake reached 109 students, with a gender balance in favour of female students at 60% of the class. Students were sponsored by 72 agencies across all jurisdictions except Tasmania. 61% of the class were aged above 41 years with most having 6 years of more in professional experience in the public sector and a third already held a master's degree. Eight of the students were of First Nations background. Student performance evaluation data shows an Average Weighted Mark (WAM) of 80.6% for first year students.

Return to Place

The report evaluates the successful return to place-based learning opportunities through delivery of the Managing Public Sector Organisations (MPSO) and Work Based Project (WBP) in Wellington, and ANZSOG's work continuing to update curriculum to prioritise First Nations perspectives and learning activities.

Valuing People

ANZSOG's student support and delivery staff play a critical role in personalising and enhancing the student learning experience. Section 3 of the report provides some insights into the work they do engaging students, managing logistics and ensuring delivery of subjects runs smoothly. In section 5 Professor Paul 't Hart, subject leader of Leading Public Sector Change, shares his experience teaching the subject and how it relates to the broader learning outcomes of the EMPA program. A governance update on policy developments and the activities of the Academic Advisory Council are provided in the closing section.

3

Year in Review 2022

3.1 Connecting our people and places – transition to blended and place-based learning

Face-to-face learning is being reintroduced to the EMPA program, with an emphasis on the value of teaching in place. In November 2022, Modules 2 and 3 of the subject Managing Public Sector Organisations (MPSO) and the final presentations for the Work-Based Project (WBP) were delivered in Wellington, Aotearoa New Zealand. Teaching and learning for both subjects took place at the Te Wharewaka o Pōneke function centre, and students were welcomed with a Māori Pōwhiri. This exposed Australian students to localised place-based practices and Māori cultural norms. Feedback from students emphasised the value of in-person experiences and localised engagement.

For our first year students, Day one of MPSO delivery was all about making sense of public management. Dr Kathie Irwin presented on intergenerational wellbeing, and Paul Clements (Director of Incident Management for the UK Environment Agency) presented on sharing our narratives. Day two focused on trust and integrity, highlighting the importance of inclusive leadership. Sarah McGray (Principal Policy Advisor at Office of the Auditor-General) presented on building integrity in the public sector. Championing innovation was the central topic for Day three, and students heard from Ngapera Riley, Deputy CEO of the non-profit technology company Figure.NZ, on 'Who owns data? Data sovereignty in NZ'. On Day four of teaching, students reflected on who they are and what motivates them to work in the public service. On this final day, students also engaged with a panel discussion about the future of the public service, and heard Gráinne Moss (CEO and System Lead Pay Equity) speak about 'How your past and present direct your future leadership'.

Second year students completing their capstone subject Work Based Project (WBP) were engaged in two full days of learning and teaching in Wellington, commencing with the Pōwhiri and concluding with a graduation ceremony and dinner. On Day one, students heard from Professor Rawinia Higgins, Deputy Vice Chancellor Engagement, Victoria University Wellington and Ms Heather Baggott, Deputy Public Service Commissioner, Te Kawa Mataaho, Public Service Commission, New Zealand speaking about the importance of revitalising Te reo Māori followed by a critical session on Treaty and Governance with Māori. Also on Day one, Chief Executives from Aotearoa government agencies shared their real-world insights about moving from theory into practice when it comes to governing with Māori. Day two consisted of student presentations of their research projects and findings, including a research 'Marketplace' where students were encouraged to communicate their key findings in an engaging and efficient manner by presenting a poster on their research and key findings. The face-to-face elements of MPSO and WBP were highly successful learning events and students derived value from the networking and peer interaction that came with

the experience. ANZSOG's commitment to place-based teaching builds on the recommendations of the EMPA Academic Program Review (2021), in which the Review Panel encouraged ANZSOG to pay greater attention to local policy challenges and opportunities within the sphere of public sector leadership and governance, that are specific and unique to the places where face-to-face teaching occurs.

There is now a forward schedule of 'stretch destinations' earmarked for place-based teaching. This commenced with the delivery of Decision Making Under Uncertainty (DMUU) in Darwin in August 2023. The place-based teaching and learning for this subject will include a Northern Territory Government showcase day, highlighting the unique policy context and priorities in the Territory. ANZSOG is planning to also engage experts from Charles Darwin University in the teaching of this EMPA subject. In 2024, it is hoped that the place-based EMPA teaching destination will be Singapore, working in partnership with the Lee Kuan Yew (LKY) School of Public Policy at the National University of Singapore. This will facilitate international comparative analysis of public policy and administration in the Southeast Asian region, connecting with and drawing on LKY expertise. We have identified Christchurch (NZ) as the desired stretch destination for 2025, with a focus on disaster recovery, community resilience and Māori perspectives and priorities. In this, ANZSOG expects to work with scholars from the University of Canterbury. A place-based delivery is planned for 2026 in Cairns (QLD), in partnership with James Cook University. The teaching will likely consider First Nations policy, environmental management, servicing regional areas, and the public sector interface with regional tourism. The implementation of place-based teaching into the forward planning and development of the EMPA ensures the program responds to the recommendations of the EMPA Academic Program Review. It also highlights how the EMPA continues to evolve and address the contemporary learning needs and development challenges of senior executives involved in the postgraduate study of public administration.

3.2 Prioritising First Nations Perspectives

EMPA program leaders have consulted closely with ANZSOG's First Nations team to draft the program's First Nations Policy. The final policy will be published in the next annual report. This initiative affirms ANZSOG's commitment to advancing reconciliation and just relations between non-Indigenous peoples and Aboriginal and Torres Strait Islander peoples in Australia and Māori in Aotearoa New Zealand through our signature executive master's program for public sector leaders. The policy will outline key principles and actions for embedding Indigenous knowledges and perspectives in ANZSOG's public sector leadership programs with particular reference to the EMPA degree. It is designed to ensure equitable rates of admission, participation, progression, and completion for Aboriginal, Torres Strait Islander, Māori and Pasifika students in ANZSOG courses. Key areas addressed in the policy include: First Nations education, including recruitment and student progression, cultural safety, and graduate cultural capabilities; First Nations curriculum development, including greater involvement of First Nations scholars and expert practitioners in ANZSOG teaching; and the ethical conduct of research with First Nations peoples. Important work is underway in the EMPA program, as subject leaders progress towards implementing the principals and practices outlined in the recently finalised First Nations Curriculum Guide.

3.3 Supporting our EMPA Students

The EMPA is challenging. Two years of continuous study at a master's level, 11 subjects, over 30 pieces of assessment, and subject matter pitted at people with years of public service experience and knowledge. It's a slog. An invaluable and highly rewarding slog, but a slog none the less. I think about my time at university, studying zoology and teaching and I didn't realise how easy I had it: fresh out of high school and used to studying, the stamina of an 18-year-old allowing me to pull all-nighters 12 hours before an assignment was due, only a casual weekend job at the local café, and virtually zero responsibilities outside of university. Students in the EMPA often haven't studied for years, decades, or at all and are balancing studies with an already full-time job and the challenges and responsibilities of adult life. My point is that support for students in the EMPA is REALLY important. Cue me: your friendly Student Support Coordinator and the person who is going to make all your problems disappear.

One of our first engagements with students is collecting essential information that we need to set them up for the year. This includes biographical info, so that students can learn about the rest of their cohort; accessibility and dietary requirements, to ensure that students are as comfortable and well-equipped as possible during subject delivery; and core subject selections.

Managing enrolments represents a very significant area of support that we provide to students. Once selected, students aren't stuck with their core subjects but have the freedom to change the unit that they have chosen to drop. Students are also able to defer subjects that they are currently enrolled in to future years. Having the flexibility to adjust their enrolments is essential, as often life can get in the way and students need to be supported to adapt. Challenges don't always present themselves conveniently in the leadup to a subject, but sometimes as they're underway. In these instances, a student may wish to request some form of special consideration, which we can provide to help address their disadvantage.

Another side to enrolments is electives, which are taught by a student's enrolling university. Most of our partner universities require approval from ANZSOG to allow students to enrol into an elective. We want to support students to supplement their core learning with the subjects that interest them most, and we will facilitate the approvals necessary for students to do that. Part of my role is to also ensure that all this information is logged in our enrolment database so that these electives can be paid for. When a university wants to be paid for the subjects that they deliver, I'll take care of checking and logging the invoice, and passing it on for payment so that students don't need to concern themselves over who's paying the bills.

This leads me onto our next area of student support, which is assistance in dealing with a student's enrolling university. Part of what makes the EMPA a little more challenging than usual is the need for students to work with two institutions. Universities can be complicated beasts, so it's useful for students to have someone on the ANZSOG end to help push things along. Students will often need assistance with things such as correcting subject enrolments (you'd be surprised how often students are unstuck by the need for a "double enrolment"), adding results onto their university transcript, acquiring approval for new electives, or moving to a different university. To help establish the relationship between students and their university, we arrange individual university orientation sessions. These allow students to meet the people who will be looking after them and learn about how exactly their university operates and supports its students.

Of course, sometimes all students want is a little bit of advice. Perhaps, how a planned trip overseas is going to work with their next subject's schedule, how to use the email function in Canvas, or how to interpret their Turnitin results. You'd be surprised how many times I've even been asked what to wear! Assisting with these sorts of enquiries is a big part of the support that we provide. I encourage students to think of me as their first port of call for any questions or quandaries they might have, and having a single point of contact is part of what makes for a more positive student experience. The EMPA is a mighty endeavour but I'm with our students every step of the way.

Gabriel Dzelilovic
Student Support Coordinator

3.4 Introducing ANZSOG's Delivery Team

ANZSOG's Program Delivery team plays a key role in the planning, preparation, and delivery of the EMPA program each year.

In 2022 the EMPA was supported by Anika Kylma, Shannon Tucker, Lulu Wang, Jane Martin, Gabriel Dzelilovic and Jess Delon. Each team member has extensive experience and expertise in the planning and delivery of executive education programs and events in a variety of modes with a focus on online and blended learning experiences.

The team is supported by Michelle Harris who manages the administration of the program's feedback surveys.

The Team works in collaboration with the EMPA Academic Director, the Subject Leaders and guest contributors and external suppliers to ensure each subject is delivered smoothly and successfully. There is a dedicated Program Coordinator allocated to each subject responsible for logistics including sourcing suitable teaching venues, arranging catering, IT and AV support for in-person deliveries or serving as a host on Zoom administering collaboration tools, coordinating break out rooms, and facilitating communication with faculty and participants for online deliveries. The Team also contributes to the development and maintenance of ANZSOG's Learning Management System, Canvas. The Canvas subject sites for student use and reference; responds to student enquiries relating to subject logistics and using key tools and technology such as Canvas, Zoom and Turnitin; and maintains student attendance records.

The Team plays an active role in supporting students with disabilities. The Team is the primary point of contact for the student and the conferring university Disability Services working with the EMPA Academic Director and Subject Leader to make any educational adjustments including providing accessible formatting of subject materials and ensuring accessible teaching spaces.

The Team highlights centred around the return to in-person teaching in the second half of 2022 when the EMPA shifted to a blended approach providing the opportunity for students to come together again to network with colleagues from other jurisdictions and learn about policy problems in a physical classroom setting. The Team was thrilled to be on the ground at Melbourne Connect for the first in-person delivery since the COVID-19 pandemic for Public Financial Management, which was attended by 68 students. One of the greatest highlights for the Team was the first in-person graduation for almost two years, congratulating the 2021 cohort of 96 graduates on their achievements at a ceremony in Wellington.

We are proud of our contribution to another successful year in the delivery of ANZSOG's Executive Master of Public Administration program.

Jacqui Mazibrada
Director of Program Delivery

EMPA 2022 Delivery Team. Pictured (L–R): Lulu Wang, Jess Delon, Shannon Tucker, Jane Martin and Rita Piscitello

4

2022
Student Cohort
and Success Data

4.1 Student Cohort Profile

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 2018 to 2022.

Age Profile

					EMPA intake year/cohort
	2018	2019	2020	2021	2022
Age Range					
29 and Under		2	1	1	1
30–35	7	12	15	14	12
36–40	26	26	24	24	22
41–45	20	22	23	26	26
46–50	26	25	23	21	24
51–55	12	16	8	11	17
56–60	5	7	1	1	3
61+					2
Unknown	1	1	1	4	2
Average Student Age	44	44	42	43	44
Total	**97**	**111**	**96**	**102**	**109**

Gender Profile

	2018	%	2019	%	2020	%	2021	%	2022	%
Gender Profile										
Female	59	61%	59	53%	56	58%	72	71%	65	60%
Male	38	39%	52	47%	40	42%	30	29%	44	40%
Total	**97**		**111**		**96**		**102**		**109**	

Former ANZSOG
Dean and CEO
Mr Adam Fennessy PSM
with graduating student

Years of 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*.

	EMPA intake year/cohort				
	2018	**2019**	**2020**	**2021**	**2022**
Years in Public Sector					
Yrs 1–5	16	11	4	16	14
Yrs 6–10	22	25	16	22	22
Yrs 11–15	22	37	33	18	26
Yrs 16–20	24	15	16	19	21
Yrs 21–25	7	11	13	15	11
Yrs 26–30	4	8	8	3	6
Yrs 31+	1	3	1	3	2
Yrs Unknown	1	1	5	6	7
Average Yrs	12	14	12	13	14
Total	**97**	**111**	**96**	**102**	**109**

The above table indicates that for the 2022 cohort approximately 73% of student have between 6 and 25 years experience in the public sector with an average across the cohort of 14 years experience.

Primary degree

The following data provides a summary of the highest education qualification on entry to the EMPA for each cohort year 2018 – 2022.

	EMPA intake/cohort				
	2018	**2019**	**2020**	**2021**	**2022**
Highest Education Qualification					
Doctoral Degree	2	9	5	0	2
Masters Degree	24	30	19	21	33
Graduate Diploma	15	12	10	13	14
Graduate Certificate	8	11	3	7	11
Bachelor (Honours)	8	7	14	12	5
Bachelor	24	32	35	33	29
Diploma	7	4	2	3	5
Certificate	2	3	4	2	7
Senior secondary certificate of education	4	3	3	1	1
Other/Not available	3		1	11	2
Total	**97**	**111**	**96**	**102**	**109**

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.

					EMPA intake/cohort	
	2017	2018	2019	2020	2021	2022
ATSI Status						
Female	1	2	3	2	4	6
Male	2	4	4	1	2	2
Total	**3**	**6**	**7**	**3**	**6**	**8**

				EMPA intake/cohort	
	2018	2019	2020	2021	2022
ACT					1
NSW	1	2		1	1
QLD		2			2
VIC	1	1	1	2	1
SA				1	
WA					
New Zealand	2	2	2	2	3
Total	**4**	**7**	**3**	**6**	**8**

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 Executive Master of Public Administration (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 tables above. The EMPA admission process and record keeping is currently being updated to enable collection and reporting of data on students identifying as Māori, Pacifica and Aboriginal and Torres Strait Islander as presented in the table below.

	2021	2022
Aboriginal	2	4
Māori	3	1
Pacifika		2
Other		1
Non-indigenous	97	101
Total	**102**	**109**

4.2 Student Success Profile

Grade range / WAM

EMPA 1st & 2nd year Grade Range and WAM

	2018	2018 WAM	2019	2019 WAM	2020	2020 WAM	2021	2021 WAM	2022	2022 WAM
EMPA intake year/cohort										
Subject Year										
Yr 1	40–88	75.7	67–95	77.5	56–97	79.82	53–100	77.48	37–98	80.60
Yr 2	62–88	75.6	33–90	73.5	50–96	71.75	55–100	76.42		

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 2018 to 2022

	2018		2019		2020		2021		2022	
EMPA intake year/cohort										
EMPA Core Subjects										
Subject	**Pass**	**Fail**	**Pass**	**Fail**	**Pass**	**Fail**	**Pass**	**Fail**	**Pass**	**Fail**
DPV(1)	97		110		92		95		102	
GME (1)	101	1	90	2	61		83		89	
DPPP (1)	98		99		76		92		88	
DMUU (1)	96		98		66		95		100	
MPSO (1)	92		104		72		98		91	
GBR (2)	84	1	93		104		57		70	
PFM (2)							50		57	
LPSC (2)	79		98		95		78		86	
WBP (2)	87		88		110		74		93	2

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 2018 to 2022 and covers cohort age, gender, years of professional experience, level of university education and information on representation from First Peoples'. 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.

4.3 Academic Integrity Report

Purpose:

Key terms

Plagiarism: using the words or ideas of another author without acknowledging the original source and/or using quotation marks. This includes copying written materials, concepts, articles, electronic sources, one's own work previously submitted for an alternative assessment within the EMPA or another accredited program, or copying another student's work.

Breaches of Academic Integrity: This includes plagiarism but can also refer to: falsification of data, information or sources; contract cheating and/or collusion; failure to minimise the risks of harm to research subjects and researchers; failure to respect people's rights to privacy and confidentiality.

To inform the EMPA Academic Advisory Council of ANZSOG's current processes for responding to plagiarism and breaches of academic integrity, and to present a summary and analysis of academic misconduct allegations and findings in EMPA core subjects in the 2022 academic year.

Background:

Upon commencement of the EMPA, ANZSOG clearly communicates expectations of academic integrity in learning, teaching and research to students. Students are given access to the ANZSOG Academic Integrity Policy, which explains relevant academic integrity standards and ANZSOG's approach to dealing with allegations and substantiated instances of academic misconduct. On the EMPA 'Orientation and Program Information' Canvas site students are provided with direct links to the academic integrity policies, rules, expectations and requirements (e.g. training modules) of each conferring University. ANZSOG also ensures that Subject Leaders are clearly informed about the Academic Integrity Policy and about their obligations for reporting breaches to the EMPA Academic Director. If a case of academic misconduct is established, the EMPA Academic Director advises the student's conferring university. ANZSOG maintains a record of all investigations and outcomes of academic misconduct.

EMPA Subject Leaders and the EMPA Academic Director actively monitor for and have processes in place to prevent plagiarism and breaches of academic integrity. Aiming to assure fairness and consistency in the evaluation of student learning and progress in the EMPA, all assignments are submitted through the plagiarism detection software 'Turnitin'. Wherever possible and appropriate, ANZSOG takes an educative approach when responding to instances of academic misconduct. ANZSOG may take a range of actions in response to plagiarism and breaches of academic integrity. These include applying grade penalties, requiring the resubmission of assessments, and (in cases of serious or persistent breaches) suspension from the program (noting this would only occur in consultation with the student's enrolling university).

Summary of allegations and findings:

The table below presents an aggregated and de-identified summary of academic misconduct allegations and findings across all EMPA core subjects in the 2022 academic year.

Delivering Public Value **(DPV)**	No. of allegations: 0 No. of confirmed instances: 0 Severity: n/a Conferring University contacted? No Contact details of university representative (name & email): N/A Action taken: No serious issues were identified. Significant feedback was provided in early assessments on proper referencing to ensure that students are aware of some basic parts of academic writing.
Government in a Market Economy **(GME)**	No. of allegations: 0 No. of confirmed instances: 0 Severity? n/a Conferring University contacted? No Contact details of university representative: n/a Action taken: The Turnitin responses and the subject leader's own observations on the student assessment indicated a high degree of academic integrity. There was no evidence of plagiarism.
Designing Public Policies and Programs **(DPPP)**	No. of allegations: 1 No. of confirmed instances: 1 Severity: minor Conferring University contacted? No Contact details of university representative: n/a Action taken: There was one case of academic misconduct. One student self-plagiarised by resubmitting a significant proportion of their assignment 1 as background material for assignment 3. This is their first case of plagiarism and the subject leader arranged to meet with the student to provide resources and explain the key issues that relate to plagiarism and self-plagiarism. This case is not substantial and the subject leader was confident that an educative approach was sufficient to deal with the matter.
Decision Making Under Uncertainty **(DMUU)**	No. of allegations: 0 No. of confirmed instances: 0 Severity: n/a Conferring University contacted? No Contact details of university representative: n/a Action taken: none
Managing Public Sector Organisations **(MPSO)**	No. of allegations: 1 No. of confirmed instances: 1 Severity: minor Conferring University contacted? No Contact details of university representative: n/a Action taken: Academic Director of EMPA Dr Chris Walker met with the student and discussed plagiarism and self-plagiarism and the specific issues with the student's work. Dr Walker was confident that the student understood why the submitted work was problematic and what needs to change to improve future grades and to meet the required academic standards.

Governing by the Rules **(GBR)**	No. of allegations: 0 No. of confirmed instances: 0 Severity n/a Conferring University contacted? No Contact details of university representative: n/a Action taken: none.
Leading Public Sector Change **(LPSC)**	No. of allegations: 0 No. of confirmed instances: 0 Severity: n/a Conferring University contacted? No Contact details of university representative: n/a Action taken: none. Subject leader believes it is almost impossible to plagiarise in the assessments for this subject, which are mainly reflective writing and self-analytic pieces.
Public Financial Management **(PFM)**	No. of allegations: 0 No. of confirmed instances: 0 Severity: n/a Conferring University contacted? No Contact details of university representative: n/a Action taken: No instances of plagiarism detected.
Work Based Project **(WBP)**	No. of allegations: 0 No. of confirmed instances: 0 Severity: n/a Conferring University contacted? No Contact details of university representative: n/a Action taken: Academic integrity (including plagiarism) is part of the curriculum though the focus on research ethics and research credibility. This is covered in the subject orientation, readings, and online videos. Teams submit an ethics application to the ANZSOG research committee which gives 3rd party scrutiny to their research processes. They also embed a literature review into their final report which demands a high level of referencing. Students managed both tasks well.

5

EMPA Leaders and Subjects

5.1 Subject Leader Profile – Professor Paul 't Hart and Leading Public Sector Change

How does teaching into the EMPA compare with other programs?

The EMPA has a unique inter-jurisdictional character that is a co-production between ANZSOG, as a central hub, and universities, while most other programs are taught in one place for a more monolithic group. What is remarkable is its ability to make that complexity work for it rather than against it. There is a dedication to serving people who come to the program from different backgrounds, and there is a certain mindfulness for example about incorporating Indigenous themes that I've not seen in any other EMPA-type program around the world.

Compared to Western and Central Europe, I feel that Australian and New Zealand public servants show a greater curiosity and a greater willingness to risk a little bit of themselves in the classroom environment. There's a greater awareness of being at the periphery of things and, therefore, a sense that if we want to understand what is going on the world we will need to learn. The openness of the mindset is a real quality here.

How do you approach teaching your subject?

I'm teaching things like leadership which is mostly not a hard science. There is all kinds of research that tests hypotheses about certain leadership behaviours, but if you really look at that type of leadership research, and the constraints it is conducted under, there is not much from that body of knowledge that can be translated in a one-on-one way for senior or mid- career public servants in Australia/Aotearoa New Zealand in 2023.

Over the years I've become more aware that part of my role is to harness the lived experience of the group, and put less stress on the cognitive/brainy side and more to the experiential, motivational stuff that sits below the iceberg of the persona that we get to see on a daily basis. At the level of these programs you can't just teach a bag of tricks.

How does LPSC fit into the broader EMPA structure?

I really rely on being placed more to the back of the EMPA program. I'm assuming that when people walk in to Leading Public Sector Change, they have a working knowledge of public value thinking, the notion of authorising environments, how public managers or public servants can exercise influence in downward, upward and outward ways. I am very fortunate that invariably when groups get to my part of the curriculum they have acquired those understandings, so I don't need to belabour it, I can build on it. That also has a benefit that the cohort is already a group, so I can raise issues of a more reflective nature. Issues of who they are, not just how they do their role in a technical sense.

What I've found particularly useful in recent times, and it really started to happened in earnest during COVID, is to have relatively frequent meetings of people who teach into the program, particularly as colleagues change, and hear how they view where their subject fits into the program. This has been useful intelligence.

How do you want people who finish LPSC to think or act differently?

I want them to walk away taking a less mechanistic view of how organisations work, and a less linear view of how change happens. Instead they should perhaps nurture an almost organic understanding of how organisations operate: they have deep roots, there are dynamics between parts that cannot be graphed. This idea that change is something we can design, control and roll out from the top down is just not how things tend to go in large organisations and in larger social systems."

I would like them to have a better understanding of the degree of turbulence and contextual turbulence that the public sector today is facing. So rather than staying in their own rabbit-hole or silo they develop an outside-in perspective on what their role is. Then they are more able to monitor demographics, social moods, technical developments etc, and spend more time than they otherwise would anticipating and thinking through what those bigger contextual changes mean for the public sector as a whole, as well as their role in it.

5.2 2022 Faculty Profiles

Dr Christopher Walker

Academic Director,
Executive Master of Public Administration,
The Australia and New Zealand School of Government
(ANZSOG)
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 centres 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.

> 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 d'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.

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.
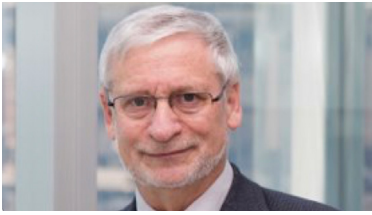
Professor Arie Freiberg

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

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.

Professor Kimberley 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.

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.

Professor Janine O'Flynn

The University of Melbourne during 2021 program
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.

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).

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.

5.3 2022 Program Contributors

Subject	Contributor Name	Topic
DPV	Maria Katsonis	Navigating in Challenging Times
	Helen Dickinson	
	Lindsey Te Ata o Tū MacDonald (Ngāi Tahu)	
	Helen Sullivan	Leading in Challenging Times
	Brandi Hudson	Values and Value
	Aurora Milroy	
	Jacqui Allen	Value in Practice
	Cheryl Leavy	
	Josh Martin	
	Tony Keenan	Challenge Group Expert Advice
	Sherri Bruinhout	
	Josh Healy	
	Frankie Hipkins	
	Stan Winford	
	Richard Bolt	
	Catherine Durose	Co-Production And Urban Governance
	Ben Rimmer	Place, Community and Value
	Ken Smith	Political Astuteness
	Anna Bligh	
	Wayne Eagleson	
	Christopher Walker	Challenge Group Presentations
	Avery Poole	
	Sally Washington	
	Shaun Goldfinch	
	Bridie O'Donnell	
	Sharon Nelson-Kelly	
	Catherine Althaus	
	Talava Tuhipa-Turner	
GME	Tracy O'Bryan	
	Ophelia Cowell	

Subject	Contributor Name	Topic
DMUU	Zina O'Leary	Linking DMUU and WBP
		Asking Good Questions
	Christopher Walker	Decision Making, Evidence and Policy Models
	Victor Sojo	Data Ethics and Use in Government
	Kelli Spence	
	Brigid Wanrooy	Sources of Evidence
	Brian Head	Kinds of Evidence
	Deborah Di Natale	Asking Good Questions
DPPP	Liam Smith	Policy Nudges and Behavioural Science
	Ken Smith	Policy Innovations
	Chris Sarra	
	Anna Brown	Digitalisation and Policy Innovations
	Colin Gavaghan	Digitization of Public Services
	Jeremiah Brown	Policy and Delivery; the Implications of operational detail
	Sally Washington	Building Policy Capability
	Luke Fraser	
MPSO	Kathie Irwin	Intergenerational Wellbeing Who Owns Data? Data Sovereignty in NZ.
	Paul Clements	Sharing our Narratives
	Sarah McGray	Building Integrity in the Public Sector
	Ngapera Riley	Who Owns Data? Data Sovereignty in NZ.
	Grainne Moss	Going the Distance - How the Past and Present Direct Your Future Leadership
	Michelle Hippolite	The Future of Public Service
	Catherine Beard	
	Ana Callaghan	
	Callum Peni-Wesche	
	Barbara Allen	
LPSC	None	

Subject	Contributor Name	Topic
GBR	Gill Callister	Regulating the Professionals: The Challenge of Health Professionals
	Martin Fletcher	
	Brett Simmonds	
	Eliot Palmer	Problem Solving Exercise
	Jacqui Gibson-Roos	Indigenous Perspectives on Health Practitioner Regulation
	Antonio Di Dio	Being a Regulator and a Regulatee
	Jeroen van der Heijden	New Directions in Regulation: Technology and Other Innovations
PFM	Helen Dickinson	Thinking About Fiscal Sustainability of Programs and Initiatives
	Lisa Studdert	
	Stephanie Cargill	A Leadership Perspective on Achieving Outcomes when Resources are Limited
	Paulleen Markwort	Assessment Task Presentations
	Ashley Bunce	
WBP	Rawinia Higgins	Treaty and Governance with Māori
	Heather Baggot	
	Chappie Te Kani	'From Theory to Practice: Key Agency in Partnership' with Chief Executives from Aotearoa agencies
	Vicky Robertson	
	Andrew Kibblewhite	
	Amanda Wolf	Final Presentation
	Manaia King	
	Peter Carr	

5.4 2022 Subject Descriptions

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 business 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 decisionmaking 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.

6

Governance and Quality Assurance

"It actually gives you a nice framework to step back when you're delivering public sector goods and services.

To ensure that you're trying to get the best possible outcome by taking in the aspects of the sector that you work in that some you can't impact but others you can if you understand how to impact them, and I think that's really important."

Libby Stratford, EMPA Class of 2020 and Chief Financial Officer, UNSW

6.1 EMPA Academic Advisory Council Activities

Key activities in 2022 included the tabling of the EMPA Academic Program Review report and recommendations in three parts covering program quality, strategic alignment, and sustainability and future direction. The reports and a summary report are available on the ANZSOG website. The Advisory Council's input helped shaped the report and its implementation plan moving forward. Other core work involved consultation on the implementation of the recommendations outlined in the 2021 Compliance Review report that signed off by Council as completed in the October meeting.

Additionally, the Council discussed a range of matters covering alignment between ANZSOG and university partners academic integrity processes and reporting, planning for a networked approach to updating the EMPA Service Agreement, transition to face-to-face learning following COVID, and updates on latest curriculum and training priorities across the OECD Global Network of Schools of Government.

At the October meeting the Council farewelled Professor Karl Lofgren (Victoria University) and Ms Rachael Weiss (University of Sydney) and thanked them for their contribution to the EMPA program by representing their institutions. Dr Amanda Wolf and Professor Gaby Ramia were welcomed as the new representatives for Victoria University Wellington and the University of Sydney respectively.

6.2 EMPA Service Agreement Renewal

Since the first EMPA Service Agreement was signed between EMPA conferring university partners between 2003 and 2004, there has been significant change in the higher education sector with the establishment of the Tertiary Education and Quality Standards Agency (TEQSA) and the legislating of the Higher Education Standards Framework in 2015 and updated legislation in 2021. There has also been renewal of New Zealand's equivalent quality framework for university education. Collaboration between ANZSOG and its university members has also broadened and evolved during that time.

It was necessary then to undertake consultations with partners and university legal counsel offices on how best to update the original agreement needed to meet new compliance standards and partner expectations. During 2022 this work involved mapping a process with the Academic Advisory Council on how to reach a consensus template shared across the partner network while addressing university specific context. A first draft template was finalised and circulated across members with a view to implementing any amendments raised and agreed to by partners before bilateral sign-off in 2023.

Appendices

Appendix 1 – EMPA 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.

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 that sustains and supports students throughout their program of study and across the duration of their professional careers.

EMPA Program Structure

The EMPA is a two-year postgraduate qualification. The 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 both independent reflective learning as well as engagement with peers in group and classroom learning. The structure of the program allows students to commit to short periods of intensive study and then s return to their professional roles. This allows the immediate testing and application of new ideas and concepts into their applied environment.

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.

The core EMPA subjects (75 per cent) are delivered by ANZSOG and these are listed in the table below. 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.

The EMPA program plan is presented in the diagram below and this presents the general sequencing of subjects over the two years of the program. Key features of the program plan are the compulsory gateway entry subject Delivering Public Value and the compulsory capstone subject, Work Based Project.

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

■ **Students must select 6 of the 7 core subjects to complete:**
4 in Y1 + 2 in Y2   – or –   3 in Y1 + 3 in Y2

Y1

DELIVERING PUBLIC VALUE

Prerequisite subject: Must be completed before commencing other subjects in the program

GOVERMENT IN A MARKET ECONOMY

DESIGNING PUBLIC POLICIES AND PROGRAMS

DECISION MAKING UNDER UNCERTAINTY

MANAGING PUBLIC SECTOR ORGANISATIONS

Y2

GOVERNING BY THE RULES

LEADING PUBLIC SECTOR CHANGE

PUBLIC FINANCIAL MANAGEMENT

WORK BASED PROJECT

Capstone subject: May only be undertaken after completing at least 50% of other ANZSOG core subjects

ELECTIVES

+ ELECTIVE 1

+ ELECTIVE 2

+ ELECTIVE 3

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

Curriculum map – Course Learning Outcomes and Subjects

The following table maps the EMPA program learning outcomes across each of the core subjects 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	Secondary	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 characteristics 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. Recent COVID restrictions have curtailed residential delivery and travel, though a return to some face to face teaching in subjects that have a blended mode of delivery is occurring in late 2022.

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 leaders 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			

Appendix 2 – Quality Assurance and Continuous Improvement

Continuous Improvement

There are a number of improvement systems embedded in the ongoing management and delivery of the EMPA core subjects including:

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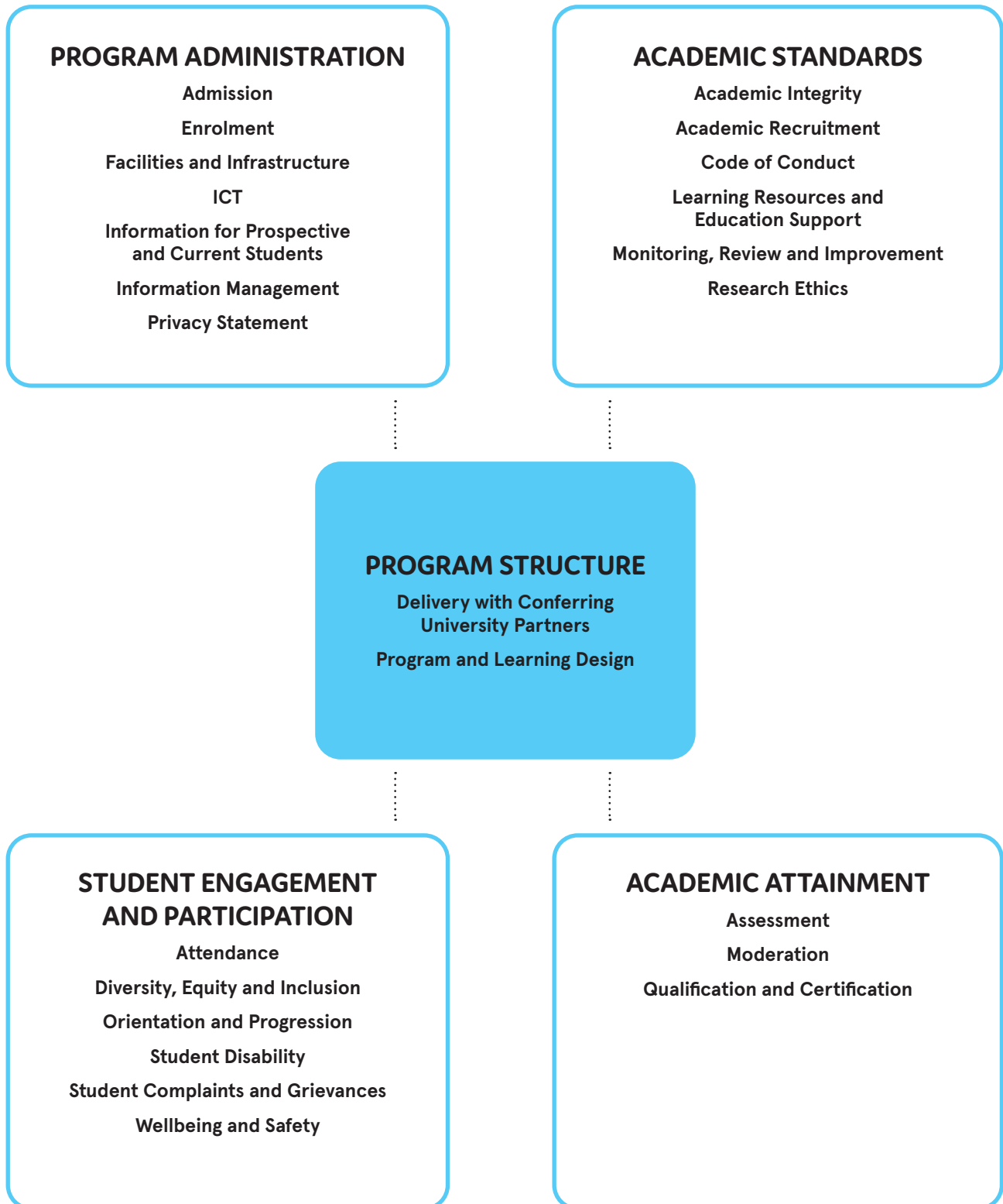
The current membership of the HREC includes an independent chair who is an academic at one of ANZSOG's partner universities; two senior public servants in Aotearoa New Zealand; four senior public servants in various jurisdictions within Australia; and two academics with expertise in areas of research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

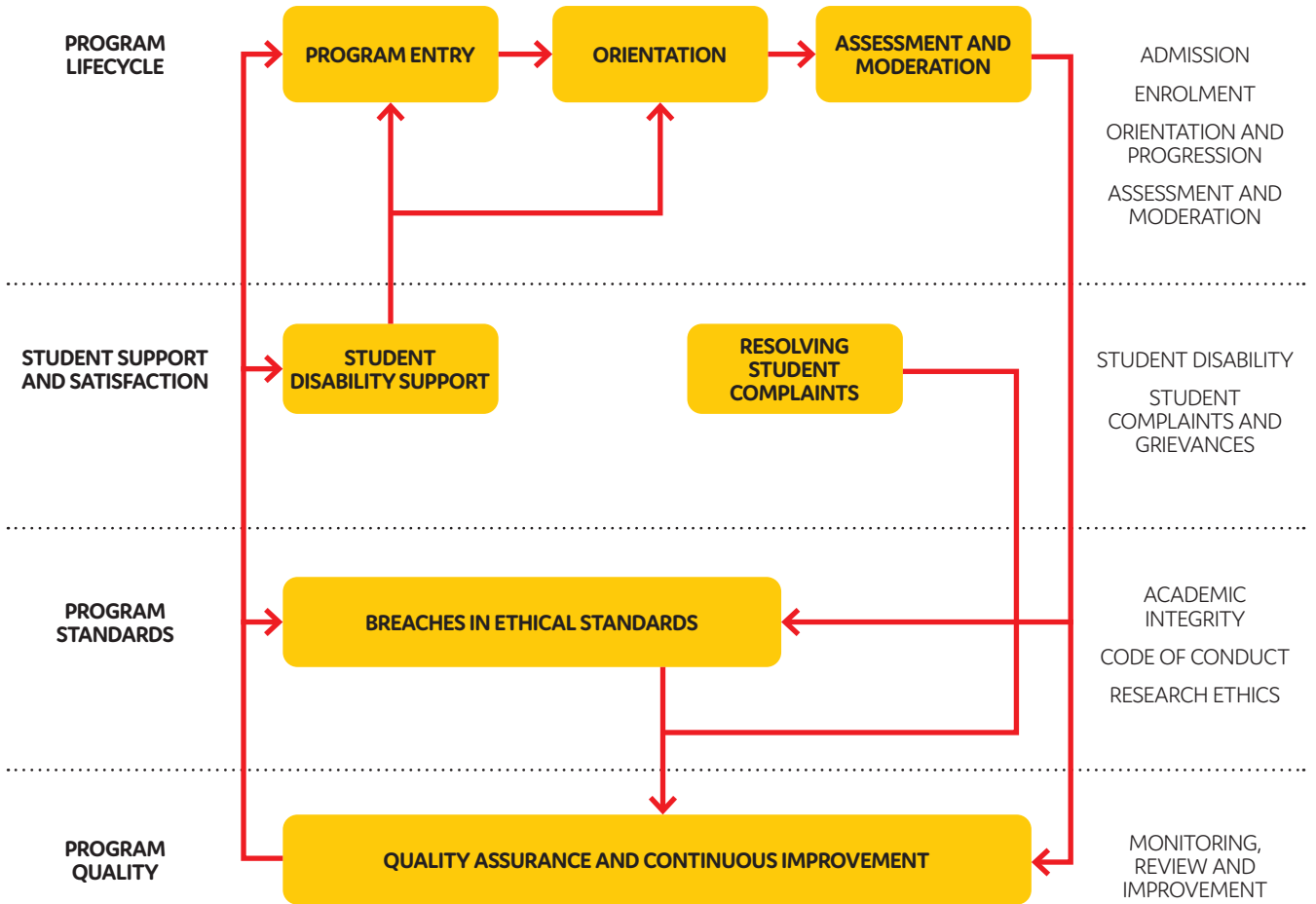> Consent Form for Interviewees

> Consent Form for Focus Groups

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

Appendix 3 –
EMPA Policy and Procedures Maps

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

Wellbeing and Safety

ACADEMIC ATTAINMENT

Assessment

Moderation

Qualification and Certification

FUNCTIONS

SUPPORTING POLICIES

PROGRAM LIFECYCLE

PROGRAM ENTRY → ORIENTATION → ASSESSMENT AND MODERATION

ADMISSION

ENROLMENT

ORIENTATION AND PROGRESSION

ASSESSMENT AND MODERATION

STUDENT SUPPORT AND SATISFACTION

STUDENT DISABILITY SUPPORT

RESOLVING STUDENT COMPLAINTS

STUDENT DISABILITY

STUDENT COMPLAINTS AND GRIEVANCES

PROGRAM STANDARDS

BREACHES IN ETHICAL STANDARDS

ACADEMIC INTEGRITY

CODE OF CONDUCT

RESEARCH ETHICS

PROGRAM QUALITY

QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

MONITORING, REVIEW AND IMPROVEMENT