ANZ SOG

**Australia &
New Zealand
School Of
Government**

Executive Master of Public Administration
Annual Report 2025

Aotearoa New Zealand

CONTENTS

Welcome and Acknowledgment

Polly Martin

Executive Director | Tumuaki

Ngāti Wehiwehi, Ngāti Tūkorehe, Ngāti Rangiwewehi, Ngāti Whakaue, Ngāti Pūkeko

Survivor Experiences Service

Department of Internal Affairs | Te Tari Taiwhenua

Kia tau ngā manaakitanga a te mea ngaro, ki runga ki tēnā, ki tēnā o tātou
Kia mahea te hua mākihikihi kia toi te kupu, toi te mana, toi te aroha, toi te Reo Māori toi te Tiriti o Waitangi kia tūturu, ka whakamaua kia tīna! Tīna! Hui e, Tāiki e!

Let the strength and life force of our ancestors be with each and every one of us
Freeing our path from obstruction so that our words, spiritual power, love, and language,
and Te Tiriti o Waitangi are upheld; permanently fixed, established and understood!
Forward together!

Ko ngā mātua tūpuna kua hoki atu rā ki Hawaiki nui, ki Hawaiki roa, ki Hawaiki pāmamao, haere, haere, haere atu rā. Ka hoki te aro ki te hunga ora, tēnā koutou, tēnā koutou, tēnā tātou katoa.

To the ancestors who have returned to Hawaiki, the great, distant homeland beyond the veil,
I acknowledge you. I acknowledge the living and greet us all.

Ka mihi atu au ki ngā iwi taketake o Aotearoa me Ahitereiria.
Ko koutou ngā kaitiaki o ō tātou whenua, ō tātou wai, me ngā taonga tuku iho nō ngā tūpuna.
Kia tau te rangimārie ki runga i a koutou katoa.

I acknowledge the first peoples of Aotearoa New Zealand and Australia. You are the guardians
of our lands, our waters and the treasures that have been passed down from our ancestors.
May peace be with you.

He mihi atu kia koutou katoa ngā rangatira, ngā kaiako, ngā tauira me ngā whanau whanui o ANZSOG, tēnā koutou, tēnā koutou, tēnā koutou katoa.

I acknowledge the ANZSOG leadership, the faculty, all my fellow graduates and greet you once,
twice, three times.

Ko Polly (Pare) tōkū ingoa. Ko te tumuaki no te Mātaua ā wheako o ngā Morehu ahau no Aotearoa.

I'm Polly and I'm the Executive Director of the Survivor Experiences Service here in Aotearoa.

It is my privilege to introduce the annual report on the Executive Master of Public Administration (EMPA) program for 2025.

I'm thrilled to congratulate my fellow colleagues who graduated this year. I was blessed to receive my tohu (qualification) in front of my whānau at Victoria University Wellington's newly refurbished Te Herenga Waka Marae where we were surrounded by waiata, haka, tikanga and Te Reo Māori. I hope yours was filled with joy like mine.

Aotearoa NZ is currently celebrating the fiftieth year of Te Wiki o Te Reo Māori or Māori language week. We celebrated our first Māori Language Day in 1972, following a petition signed by more than 30,000 people calling for Te Reo Māori to be taught in schools.

In honour of this auspicious occasion, I want to share these Māori whakatauki (proverbs) that, for me, summarise the opportunity EMPA provides its graduates:

Whāia te iti kahurangi, kimihia te maramatanga. Nāu e rourou, nāku te rourou ka ora ai te tangata.

Pursue excellence and seek understanding. With my food basket and your food basket, the people will be fed.

These whakatauki talk about the need for collective efforts and understandings to ensure we provide the best possible public value for our citizens.

The public service has much to gain and little to lose from the contribution that Indigenous peoples can make to policy, service design and delivery, education, climate and resource management, economic development, defence, law and order and all the other responsibilities of government. It does however take a long-term view to benefit from those gains.

There are many examples here in Aotearoa New Zealand where Māori rituals and ways of thinking have contributed positively to public life. As I mentioned, normalising Te Reo Māori in a monolingual society has been a 50-year journey and there have been wins and losses along the way.

But manaakitanga or reciprocity insists that the contribution shouldn't be all one way. Indigenous peoples and particularly Indigenous public servants also stand to benefit from the allyship that our non-indigenous colleagues can provide to us particularly when we all listen to understand.

Unlike other similar tohu mātauranga (programs of study), since 2003 EMPA has endeavoured to provide a forum that brings our Indigenous and non-Indigenous kite (food baskets) together. When we as tauira (students) form relationships, share and gain knowledge, we maximise our capability and capacity to wrestle with the complexity of political contention and competition for resources.

In conclusion, I applaud the efforts of ANZSOG to provide a quality program to assist the public service to be its very best and I recommend the experience to my Indigenous whānau as well as my non-indigenous Whānau. May our people be fed.

No reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.
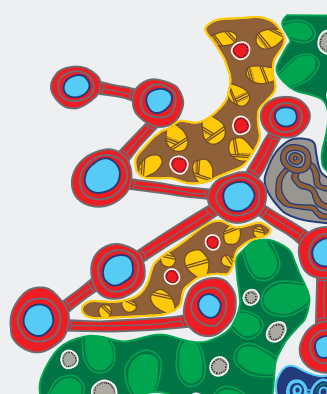
PROGRAM
LEADERS AND PARTNERS

EMPA PROGRAM EXECUTIVE LEADERSHIP

**Professor
Caron Beaton-Wells**
*Dean and CEO,
The Australia and
New Zealand School of
Government (ANZSOG)*

**Professor
Christopher Walker**
*Academic Director,
EMPA, The Australia and
New Zealand School of
Government (ANZSOG)*

2022–24 ACADEMIC ADVISORY COUNCIL MEMBERS

Professor John Phillimore
*Executive Director,
John Curtin Institute
of Public Policy,
Curtin University*

**Professor
Christopher Walker**
*Academic Director,
EMPA, The Australia and
New Zealand School of
Government (ANZSOG)*

Professor Janine O'Flynn
*Director, Crawford School of
Public Policy, The Australian
National University*

Dr Kidjie Saguin
*EMPA Program Director
and Lecturer in
Public Policy (Management),
The University of Melbourne*

**Professor
Michael Macaulay**
*EMPA Programme Director
and Professor of Public
Administration, Te Herenga
Waka Victoria University
of Wellington*

Dr Sarah Cameron
*Senior Lecturer
in Public Policy,
Griffith University*

Dr Assel Mussagulova
*EMPA Degree Director and
Lecturer in Public Policy
and Public Administration,
University of Sydney*

Dr Jessica Genauer
*EMPA Course Coordinator
and Senior Lecturer in
International Relations,
Flinders University*

Dr Samantha Young
*Director, Office of
Quality & Group Policy,
Monash University*

Professor Ruth Wallace
*Pro Vice-Chancellor,
Faculty of Arts and Society,
Charles Darwin University*

2024 SUBJECT LEADERS

**Dr Ben Walker
(Ngāti Raukawa)**
*Victoria University
of Wellington*

MANAGING PUBLIC SECTOR
ORGANISATIONS

Professor Todd Bridgman
*Victoria University
of Wellington*

MANAGING PUBLIC SECTOR
ORGANISATIONS

Professor Ross Guest
Griffith University

GOVERNMENT IN A
MARKET ECONOMY

Professor Kimberley Isett
University of Delaware

DECISION MAKING
UNDER UNCERTAINTY

Dr Zina O'Leary
UNSW

WORK-BASED PROJECT

Professor Paul´t Hart
*Utrecht University and
Netherlands School
of Government*

LEADING PUBLIC SECTOR
CHANGE

Dr Avery Poole
ANZSOG/Monash University

DELIVERING PUBLIC VALUE

Dr David Coombs
*ANZSOG/
The University of Sydney*

DELIVERING PUBLIC VALUE

**Professor
Christopher Walker**
ANZSOG/Griffith University

DELIVERING PUBLIC VALUE
AND DESIGNING PUBLIC
POLICIES AND PROGRAMS

**Associate Professor
Rob Manwaring**
Flinders University

DESIGNING PUBLIC POLICIES
AND PROGRAMS

Professor Kate Henne
*The Australian
National University*

GOVERNING BY THE RULES

**Associate Professor
Brad Potter**
University of Melbourne

PUBLIC FINANCIAL
MANAGEMENT

GOVERNMENT AND EMPA CONFERRING UNIVERSITY PARTNERS

MEMBER GOVERNMENTS	CONFERRING PARTNER UNIVERSITIES
Aotearoa New Zealand	Te Herenga Waka Victoria University of Wellington
Commonwealth of Australia	The Australian National University
New South Wales	The University of Sydney
Northern Territory	Charles Darwin University
Queensland	Griffith University
South Australia	Flinders University
Victoria	Monash University
	The University of Melbourne
Western Australia	Curtin University of Technology

2024 ENROLLING COHORT SPONSORING AGENCIES

JURISDICTION	SPONSORING AGENCY
Aotearoa New Zealand	Department of Internal Affairs
	Independent Police Conduct Authority
	Ministry of Foreign Affairs and Trade
	Ministry of Social Development
Australian Capital Territory	Canberra Health Services
	Transport Canberra and City Services
Commonwealth	Australian Maritime Safety Authority
	Australian Skills Quality Authority
	Australian Taxation Office
	Department of Agriculture, Fisheries and Forestry
	Department of Employment and Workplace Relations
	Department of Infrastructure, Transport, Regional Development, Communications and the Arts
	Department of Social Services
	Department of Veterans' Affairs
	Services Australia

JURISDICTION	SPONSORING AGENCY
New South Wales	Department of Communities and Justice
	Department of Planning and Environment (2023*)
	NSW Health
	Independent Review Office
	Natural Resources Access Regulator
	Department of Education
	NSW Education Standards Authority
	Department of Communities and Justice
	NSW Police Force
	Transport for New South Wales
Northern Territory	Department of Chief Minister and Cabinet
	Department of the Attorney General and Justice
Queensland	Department of Child Safety, Seniors and Disability Services (2024*)
	Department of Education
	Department of Housing (2023*)
	Department of State Development, Infrastructure, Local Government and Planning (2023*)
	Department of Tourism, Innovation and Sport (2023*)
	Department of Transport and Main Roads
	Public Sector Commission
	Queensland Ambulance Service
	Queensland Fire and Emergency Services (2024*)
	Queensland Health
	Queensland Police Service
	Queensland Treasury
South Australia	Department of the Premier and Cabinet
	TAFE SA

* This agency has since been involved in MOG changes

JURISDICTION	SPONSORING AGENCY
Victoria	Department of Education
	Department of Families, Fairness and Housing
	Department of Justice and Community Safety
	Department of Premier and Cabinet
	Department of Jobs, Skills, Industry and Regions
	Victoria Police
	Victorian Agency for Health Information
	Victorian Disability Worker Commission
	Victorian Government Solicitor's Office
Western Australia	Department Fire and Emergency Services
	Department of Communities
	Department of Local Government, Sport and Cultural Industries (2025*)
	Economic Regulation Authority

* This agency has since been involved in MOG changes

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Opening Statements

ANZSOG
DEAN AND CEO

The role of governments, and of public sector leaders, is changing rapidly. The expectations on them are higher, the problems they are being asked to solve are greater, more complex and more interdependent. Investing in leadership capability, through quality professional learning such as ANZSOG's flagship Executive Master of Public Administration (EMPA), is more important than ever.

Since the EMPA began more than two decades ago, technology has evolved, management ideas have come and gone, but the value of trusted public leadership and good governance has remained constant. The rise of AI will no doubt change how government works, but with careful ethical and deliberate management, it should enable a greater focus on the human element of government and the way leaders build trust and make a positive difference to the individuals and communities we serve.

ANZSOG's success is built on partnerships and the EMPA is no exception. The program is delivered in conjunction with our partner universities, and the content is continually renewed and refreshed based on feedback from our member governments. The result is a globally recognised program that combines academic rigour with a lasting practical impact on the careers of our students.

This is our sixth annual report covering updates on the previous academic year's EMPA design and delivery, governance and quality assurance, and student cohort profile and assessment of impact and outcomes. These reports are undertaken in line with our higher education regulatory commitments to our university partners.

This year's report focuses on the role of Aotearoa New Zealand in the EMPA, and the value this bi-national aspect of the program brings to the learning and professional development experience of students.

We often fail to recognise the value in the transnational nature of the EMPA and how this defines the program as a globally unique and distinctive executive program. The program has a high level of engagement with leading researchers, scholars, public sector and community leaders from across Aotearoa. This enriches the program with more diversified content and case studies, and more critically, embeds a process of comparative reflection that expands student thinking and drives innovation in the way public challenges are analysed and addressed.

The blend of both Australian and Aotearoa New Zealand input to the program ensures the EMPA has appeal and relevance to both Australian and Aotearoa New Zealand students. Strengthening interpersonal connections and the understanding of how public issues are considered and addressed across Australia and Aotearoa New Zealand can only benefit the ongoing social, economic and cultural ties between the countries.

Each EMPA student arrives from a different place and brings their own professional experience, workplace challenges and aspirations to the program. They leave as a bonded cohort, with a greater depth of knowledge, a renewed enthusiasm for public service, practical skills and a common language for addressing shared challenges in their agencies and across the broader public sector.

They will have built an increased strategic understanding and a wealth of practical knowledge that allows them to be leaders who can operate confidently in an uncertain environment, collaborate across sectors and create public governance that people trust.

The EMPA has produced over 1700 graduates from across Australia and Aotearoa New Zealand so far, many of whom have risen to senior roles including 70 departmental CEOs. The program will continue as one that embodies ANZSOG's unique position as a bridge between government and academia, between Aotearoa New Zealand and Australia, and as an institution devoted to improving public sector leadership in both locations.

I congratulate all students who finished their ascent of the EMPA mountain in 2024 and would also like to acknowledge and thank the many public sector agencies from across Australia and Aotearoa New Zealand who sponsored and supported your staff participation in the program. Your continued support for this significant professional development opportunity for senior agency staff is a critical component in the success of this program. I also would like to thank all the professional staff at ANZSOG, led by EMPA Academic Director Dr Christopher Walker, the EMPA subject leaders and our support staff within ANZSOG, for their work in delivering another successful EMPA in 2024.

**Professor
Caron Beaton-Wells**
*Dean and CEO,
The Australia and
New Zealand School of
Government (ANZSOG)*

ANZSOG
EMPA ACADEMIC DIRECTOR

Kia ora and welcome to the 2024 EMPA Annual Report. This report outlines the achievements and program developments for the 2024 academic year. It 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.

This Annual Report has a particular focus on the 'NZ' of ANZSOG and aims to highlight the outstanding contributors, alumni and students from Aotearoa New Zealand. Our engagement with numerous government agencies in Aotearoa New Zealand highlights the bi-national character of the EMPA – a unique and distinctive feature of the program. The EMPA provides senior public sector executives with the opportunity to network with peers across Australia and Aotearoa New Zealand, which enriches program content with the experiences, challenges and innovations that characterise the public service of Aotearoa New Zealand. This helps to make the EMPA a world-leading and distinctive program.

The contribution of New Zealand scholars and leaders from the community and politics ensures the program is well informed of the unique features that shape the social, economic and political context of public service work in Aotearoa. This encourages Australian public servants to reflect on their own practices and institutional arrangements. Recent research by ANZSOG into executive postgraduate education programs has highlighted that across the world, there is no similar bi-national program offered within our region or globally. It is fitting, therefore, that we highlight a distinctive and unique element of the EMPA, that makes it such a rewarding and valuable experience for public sector leaders across Australia and Aotearoa New Zealand.

This report highlights ANZSOG'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.

It is pleasing to note that many of our alumni continue to work with us on the EMPA, through teaching, review and feedback; supporting and advising students and faculty; and contributing to publications such as this very report. Beyond the unique learning experiences of the program, this year's report aims to highlight the opportunity the program provides students to build a cross-jurisdictional and cross-portfolio community of peers across the public sectors of Australia and Aotearoa New Zealand.

During 2024 we made substantial progress in engaging with our government partners to develop place-based teaching. I want to express my appreciation for the support and assistance provided by the Queensland Public Service Commission and the Queensland Department of Trade, Employment and Training, who worked with us to design and develop an outstanding place-based program of teaching in Cairns. This collaborative endeavour, which is discussed in more detail in this report, highlights ANZSOG's outstanding connections with our government partners and demonstrates how working with and for governments can deliver highly engaging, contemporary and relevant public sector executive education.

In section 4 of the report, we present a range of examples of how our engagement with Aotearoa New Zealand has progressed over recent years. EMPA alumni play a major role in the leadership of the New Zealand public service, and this connection has been critical for the design of our teaching in Aotearoa New Zealand. For example, EMPA alumni contribute to our exploration of Māori-Crown relations which forms part of the capstone experience for students prior to their graduation from the EMPA in Wellington each November.

Student cohort and success data is presented in section 5. The report concludes with a summary of the key issues examined by our EMPA Academic Advisory Council, which is concerned with the governance and quality assurance oversight of the program. Our Chair of the EMPA Academic Advisory Council, Professor John Phillimore concludes his term as Chair at the end of 2025. While we will thank John more thoroughly for his service in next year's report, I would like to take this opportunity to thank him for his work and leadership of the Advisory Council since its inception in 2020. John's experience in the academy and the public sector has ensured he is the ideal critical friend, very effectively supporting the strategic guidance of the work of the Advisory Council and continuously reminding us of the importance of the EMPA to our university and government partners.

Professor Christopher Walker
Academic Director, EMPA, The Australia and New Zealand School of Government (ANZSOG)

I am also pleased to report that the Monash Pathway continues to provide access to the EMPA for experienced senior executives who do not have an undergraduate degree. This program provides supplementary study skills support which has been invaluable in sustaining this valued cohort of students.

Finally, I would like to note that my time at ANZSOG concludes at the end of 2025, and so this report represents my last opportunity to thank all those who have contributed to the success of the EMPA, over 2024 as well as over the previous 7 years that I have been in the role of Academic Director. I want to extend my sincere thanks to all our contributing faculty, practitioners and ANZSOG student support and program delivery colleagues, who make the EMPA such a successful program. Our student subject evaluations remain extremely positive, noting the academic rigour of the subjects, the applied utility of the learning, the quality of teaching and the valuable support provided to students over the duration of their studies. These positive measures can only be achieved when those contributing to program design and delivery work collaboratively and with a commitment to the objectives of the program. I am especially grateful to my colleagues in the ANZSOG EMPA team who have consistently worked to identify ways in which we can improve the program and deliver on quality and an outstanding student experience. Special thanks to Avery Poole, David Coombs, Gabe Dzelilovic, Lisa Chanell and our plus one colleague from Aotearoa New Zealand, Sally Washington. I am also grateful for the positive and constructive guidance and advice provided by members of our Academic Advisory Council who assure the curriculum and academic standards of the program. The input from our scholars and university partners ensures the EMPA remains a world leading executive master's program in public administration. I am pleased to share with you the EMPA Annual Report 2025.

ACADEMIC ADVISORY COUNCIL CHAIR

**Professor
John Phillimore**
*Executive Director,
John Curtin Institute
of Public Policy,
Curtin University*

The second term of the EMPA Academic Advisory Council commenced in 2024, and this included a welcome expansion of membership to include representation from Flinders, Charles Darwin and Curtin Universities.

As with the previous year, artificial intelligence (AI) and its impact on teaching and learning was a prominent theme in the Council's discussions. As ANZSOG has committed to following the guidance of its university partners in its approach to AI in the EMPA, the advice from Council members on this matter represents critical input towards how ANSOG teaching engages with an increasingly digital landscape. In conjunction with AI, academic integrity remains a matter of interest to the Council and was discussed at length. Pleasingly, ANZSOG reported minimal, low-level instances in 2024, with a process for reporting violations agreed on and endorsed by Council.

Council members have continued the discussion of the EMPA Service Agreements, and I am hopeful that new agreements between ANZSOG and its university partners can be signed off in the near future. This will be a significant milestone. Service Agreements represent critical instruments that help to formalise the institutional relationships; codify the support we share for EMPA students; and ensure arrangements for the conferral of the award continue into the future.

The Council was pleased to discuss several crucial projects in the EMPA, for which preparations are underway. These include the First Nations Pre-Commencement Module, which will better prepare students to consider and engage with First Nations (Māori and Aboriginal and Torres Straite Islander) perspectives; the Curriculum Mapping Project, which will help ensure strong documentary alignment of the EMPA with the records of its university partners; and initial discussions on the design and scheduling of the next major EMPA Academic Program Review.

This report provides an opportunity to review the oversight work of the Council, key performance indicators for the EMPA, and program highlights. It is very pleasing to see this year's report examine in detail the experience, impact and contribution of Aotearoa New Zealand alumni, students and faculty. The evidence in this year's report points to the distinctive and unique bi-national character of ANZSOG and the EMPA. I trust the ANZSOG member governments, university partners and other important stakeholders find this report an informative account of the unique and highly valuable contribution the EMPA makes towards the professional development of public sector leaders across Australia and Aotearoa New Zealand.

Navigating the Visible and Unspoken: Reflections on the EMPA Program

When our EMPA cohort first met in Melbourne in March 2023, it felt like a returning of sorts. After years of pandemic impacts, there was a tangible energy in the room—a mix of nervous anticipation of academic study after a long break for some and gratitude for the chance to connect face-to-face. The stories of navigating COVID-19's challenges surfaced frequently and served as a reminder of how public servants are required to rise to meet the moment, balancing the weight of crisis with the ongoing expectations of the communities we serve.

When I began the program, I was focused on bettering my skills in developing the visible markers of achievement – policies, strategies, and measurable outcomes. These are the results that attract attention, the accomplishments that can be pointed to with pride. The program, though, invited me to look deeper, to see the intricate web of trust, relationships, and cultural norms that underpin how progress actually happens – or doesn't. Over the two years, this grew into a powerful realisation that lasting change often begins with the unspoken and unmeasured: a conversation that builds trust, a collaboration that redefines boundaries, or a moment of need and clarity that challenges old assumptions.

The EMPA stood out for its grounding in the real world. It wasn't just theory; it was a space for inquiry where practical application met deep reflection. There was a continual emphasis on place-based approaches that prompted consideration of the unique needs of each community and the context of an issue, while also challenging us to confront the limits of our systems. Some of these systems are deeply entrenched, their roots tangled in complexity where change rarely happens quickly or easily. As a public sector leader, this demands patience, persistence, and an eye to the long term, with a willingness to embrace progress in small, steady steps.

The program provided a structured yet challenging environment to explore these dimensions. Balancing full-time work, study, and life was no small feat. It was within this balancing act, though, that I learned the most about myself and the enduring worth of public service. The program brought together a community of peers from across Australia and Aotearoa New Zealand – each one a source of diverse knowledge and inspiration. Their dedication to their area of work, their willingness to share their struggles, and their collective wisdom enriched my understanding of the breadth and depth of working in public administration. They reminded me that service to the public is not a solitary pursuit but a shared endeavour, one that thrives on collaboration and a commitment to share learning from both successes and failures.

Across the modules, real issues were used to ground our learning and deeply consider our role in the system. We had the opportunity to explore concepts in hindsight – and for us that came with startling relevance in the release of the Robodebt Inquiry. We reflected in the moment as historical events happened – our cohort was in Wellington, having sessions in the Te Papa Tongarewa, a museum that examines and celebrates Aotearoa and Māori history, on the day of the protests over changes to the Treaty of Waitangi. As we looked out the window at the thousands who had gathered in peaceful opposition, we discussed the intersection of competing interests, the ongoing challenges of balancing and reconciling different perspectives and the importance of understanding, not just the moment but the long arc of history that contributed to it. We also considered with foresight the emerging issues confronting us – AI, intergenerational inequity, climate change and the growing lack of trust in institutions.

These viewpoints on past, present and future provided me with a powerful realisation of the impacts and complexities of public sector work and the need for leaders to navigate these tensions with care, ensuring that policies are equitable, inclusive and aligned with long term public value. The media and public discourse often focus on high-profile events, controversies or failures, rather than the steady day-to-day work of public servants who work in highly contested spaces. As I write this, the current cohort will be reflecting on the conflict in the Middle East, unclear global alliances and tariff uncertainty, electoral cycles and local disasters – and will be reminded that though these events are highly reported, the constant work of public services in responding to them is often unacknowledged but critical.

Suzi Woodrow-Read
Executive Director, Leadership and Capability
Queensland Public Sector Commission

The program equipped me with tools to navigate these challenges – frameworks for decision-making, strategies for stakeholder engagement, and approaches to systems thinking – while making it clear that these tools are not solutions in themselves. They are starting points, requiring persistence, adaptability and a willingness to engage in the messiness of real-world governance. A key takeaway from the EMPA was the importance of reflection – not just on the systems we work within but on my own role within them. I was able to critically examine how my decisions and behaviours influence both the evident outcomes of my work and the often unspoken dynamics that support them and lay a platform for future work. I came to see how trust is built or eroded through everyday actions, how collaboration can thrive or falter depending on how we engage with others, and how accepted and often unquestioned assumptions and cultural norms shape the effectiveness of even the most well-designed policies.

Leadership, as was reinforced by research and every conversation with my peers describing the diversity of work undertaken across jurisdictions, is not for the faint-hearted. Making tough decisions with incomplete information, navigating competing priorities, and managing the expectations of diverse stakeholders often means embracing the messy, incremental nature of progress. The EMPA sharpened my ability to face these challenges with clarity and resolve, to keep my eye on the complexity and richness of the system while caring for those within it.

I was, and continue to be, struck by the quiet power of public servants. Our work has a broad reach to support citizens through their toughest challenges and create pathways for ideas, resources, and opportunities to flow. While success is often measured by what we materially create, there is deep impact from what exists in the largely unseen – the steady, unyielding effort of those committed to making a difference. The program experience has left me with more than tools, frameworks and concepts; it has given me a mindset of curiosity and adaptability and has reminded me that the work of shaping the future is not always in grand gestures, but in the daily, deliberate actions that ripple outward. Alongside hundreds of other graduates over time, our role as public sector leaders is to continually, ethically and respectfully navigate the visible and unspoken dimensions of public service, with the hope of creating something enduring and meaningful for our communities.

02

Executive Summary

TEACHING IN PLACE

In section 3 of the report, we reflect on the highlights of the year, including the teaching of Government in a Market Economy in Cairns, Queensland, led by Professor Ross Guest (Griffith University). This represented 2024's iteration of the EMPA's 'teaching in place' initiative. Students engaged in various immersion activities that were designed in collaboration with the Queensland Public Service Commission and the Queensland Department of Trade, Employment and Training. These activities linked subject content with the unique context and challenges of the Far North Queensland region. Students met with a variety of significant regional public service leaders and experts, including staff from the Jabalbina Yalanji Aboriginal Corporation, with whom they discussed the development of First Nations business initiatives.

AOTEAROA NEW ZEALAND

A unique feature of the EMPA is its multi-jurisdictional approach, which allows students to learn from the perspectives and experiences of neighbouring public services, and to build networks with colleagues across both Australia and Aotearoa New Zealand. To celebrate this, the theme of this year's annual report is 'Aotearoa New Zealand'; spotlighting a key jurisdiction and the ways in which Aotearoa culture and people influence the EMPA. In Section 4 of the report, we hear about the annual conclusion to the EMPA calendar, the 'Wellington Week', in which the subjects Managing Public Sector Organisations and Work-Based Project are taught in Te Whanganui-a-Tara Wellington. We also learn about preparations undertaken for 2025's place-based teaching of the program's inaugural subject, Delivering Public Value, in Ōtautahi Christchurch. Finally, Section 4 concludes with a discussion of how Aotearoa First Nations perspectives are embedded in the EMPA, including through engagement of Māori scholars, practitioners and organisations in teaching across subjects.

KEY PEOPLE

Section 4 of the report continues the New Zealand theme with a collection of contributions from some of the program's closest friends in Aotearoa. We hear from Prof Todd Bridgman and Dr Ben Walker (Ngāti Raukawa) from Te Herenga Waka Victoria University of Wellington (VUW), who lead the subject Managing Public Sector Organisations. We also hear from Sally Washington, ANZSOG Practice Fellow and invaluable contributor to subject development and teaching in the EMPA, and Dr Amanda Wolf, Associate Dean (Teaching and Leaning) at VUW's School of Business and Government and VUW's EMPA Programme Leader from 2020 – 2024. Lastly, we hear from two New Zealand alumni of the program: Andrea McBeth (NZ Police) and Jayne Russell (Ministry of Social Development).

DATA SUMMARY

Enrolment numbers for the 2024 intake reached 85 students, 62% of whom are women. Students were sponsored by 56 departments and agencies, across all jurisdictions except for Tasmania. The average student age at the time of application was 43 and average number of year experience in the public service was 16 years. A total of 27% of applicants already held a master's degree or higher, and two of 85 students are of First Nations background. Student performance evaluation data shows an Average Weighted Mark (WAM) of 76.4% and 76.0% for first- and second-year students, respectively – an indication of the high calibre of the work completed by our students, and their commitment to studies. A particularly exciting note on the 2024 cohort data is that it includes the EMPA's largest Monash Pathway cohort, which is discussed in Section 3 of the report.

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Year in Review 2024

3.1 PROGRAM HIGHLIGHTS

Improved Access to the EMPA Program – the Monash Pathway Grows

The Monash Pathway was introduced in 2021 as a means of improving access for students without an undergraduate degree. The Pathway allows students to enrol in the degree at Monash University by first completing a Graduate Certificate of Public Policy, comprising their three Monash University electives plus the first core EMPA subject, Delivering Public Value (DPV). The Pathway also includes sessions on topics such as study skills and academic referencing, which set students up for success.

ANZSOG is particularly proud of this program, as it recognises the value of real-world experience, rewards commitment to public service, and helps remove barriers to education. It was therefore incredibly pleasing to see 2024 have the largest Monash Pathway cohort so far, with 10 students enrolled from a number of jurisdictions. We are excited for this program to continue to grow and foster talent in dedicated and experienced public servants.

Engagement with Government Partners; Cairns and GME

A significant recommendation of the 2021 EMPA Academic Review was to connect teaching and learning to places in Australia and Aotearoa New Zealand that are outside the major population hubs, which face unique public sector challenges. The idea was that these would include a jurisdictional showcase day – an opportunity for students to connect closely with local government on some of the issue that they are tackling. The first iteration of this 'teaching in place' initiative took place in 2023 in Darwin, Australia, as part of the subject Decision Making Under Uncertainty (DMUU). This was lauded by students for utilising high-level input from local experts and highlighting how core issues in public administration can be taught with deeper engagement with First Nations communities.

In 2024, the EMPA took students to Cairns, Australia, this time as part of the subject, Government in a Market Economy (GME). The subject was led by Professor Ross Guest of Griffith University and supported by Associate Professor Taha Chaiechi of James Cook University. The subject included immersion activities that connected the subject content with the challenges and opportunities that characterise governing and economic development in the region of Far North Queensland (FNQ). These activities were designed and organised in collaboration with the Queensland Public Service Commission and the Queensland Department of Trade, Employment and Training.

"Undertaking the EMPA is a great way to share cultures and learn about different perspectives"

Fa'aolofaiva Setefano Siu Magele, Director, NZ Department of Internal Affairs Te Tari Taiwhenua

The Cairns immersion activities provided students with a deeper understanding of local conditions and how the interaction between business and government is diversifying Far North Queensland's economic base, as well as the economic opportunities for First Nations in the region. The immersion commenced with a Welcome to Country from Errol Hunter, a proud Djabugay, Birri Gubba and Ewamian man and First Nations Guide, at the Tjapukai Aboriginal Cultural Park in Cairns. Students were then introduced to the changing demographics, economic profile, and social and business development priorities of the region by a panel of regional leaders, organised and facilitated by Grant Stidiford, Chair of the Far North Queensland Regional Leadership Network and Regional Director, Department of Employment, Small Business and Training.

This strategic discussion helped set the scene for the immersion activities students participated in for the remainder of the day. Panellists included:

· Andrew Buckley, Assistant Director-General, Queensland Parks & Wildlife Service
· Nick Masasso, Director, Economic Development & Advocacy, Cairns Regional Council
· Sonja Johnson, CEO, Regional Development Australia Tropical North
· Patricia O'Neil, CEO, Cairns Chamber of Commerce
· Jacinta Reddan, CEO, Advance Cairns
· Suzi Woodrow-Read, Executive Director, Queensland Public Sector Commission (and 2024 EMPA Dean's Prize winner).

Speakers stressed the value of the Far North Queensland collaborative governance framework that has helped bring partners together. They noted the high level of collaboration and coordination that is required across sectors, levels of government and agencies to respond to the current and emerging challenges of Cairns and the FNQ region.

Students then visited the Cairns Aviation and Marine precincts. Representatives from the Queensland Department of Employment, Small Business and Training provided a valuable contextual overview of the Aviation precinct and its economic contributions to Cairns, including a visit to JET Aviation to learn about the growing employment opportunities in the Cairns Aviation sector. Collaboration between industry and government has delivered vitally important skilled workers to the region, and in the five years to 2022/23, local jobs in the Cairns Aviation industry grew by 9.9%. Students also visited Portsmith, for an insight into the Marine Precinct, home to another growing industry in Cairns driven by significant government investment in Defence. At the Great Barrier Reef International Marine College, students experienced the campus' high-tech training equipment.

At the Mossman Gorge Culture Centre, a second group of students were welcomed to Kuku Yalanji Country and experienced a smoking ceremony. They then joined a yarning circle with staff from the Jabalbina Yalanji Aboriginal Corporation, discussing the development of business initiatives including the Eastern Kuku Yalanji ranger program and other projects that Jabalbina are managing in the region. Angelina Sipi, a Kuku Yalanji woman and On-Country Tour Guide, spoke with the students about future long-term plans for the diversification of the financial base of the enterprise. Students also discussed local history, culture and the biodiversity of the rain forest including its social, cultural and economic value to the Kuku Yalanji people.

The immersion program provided students with an enriched understanding of how governments need to respond to the unique needs of communities, and practical insights to consider the complexities and diverse approaches governments may take to markets and economic development – both in the context of FNQ and in their own communities. These critical observations of contemporary challenges were then referenced in the subject teaching and form critical points of reflection to test and assess the value of models and frameworks for understanding public sector economics and markets in an applied context.

04

Aotearoa New Zealand

4.1 INTRODUCTION

A unique and defining feature of the EMPA is its bi-national nature. This section aims to highlight some of the key people and activities that contribute to the 'NZ' component of ANZSOG and the EMPA. This includes an overview of teaching undertaken in Aotearoa New Zealand, as well as noting some of the contribution of Aotearoa staff and agencies. We reflect on the impact and experiences of the program on our Aotearoa New Zealand students and alumni. As noted earlier in the forward, the way the EMPA connects program content with the experiences, challenges and innovations of the public service of Aotearoa New Zealand, contributes to its distinctive and world leading status.

4.2 WELLINGTON WEEK (MPSO AND WBP)

While subject locations and teaching modes evolve, to ensure a diverse and exciting program, one constant is the 'Wellington Week': a culmination of the year's activities in a joint, in-person delivery of Managing Public Sector Organisations (MPSO) and Work Based Project (WBP), in Wellington, Aotearoa New Zealand. This is an essential four days of the program, as it contributes to anchoring the EMPA in Aotearoa, engages heavily with Māori perspectives, and is a key opportunity for first and second-year students to interact with and learn from each other.

Day 1 of the 2024 Wellington Week commenced at The Museum of New Zealand Te Papa Tongarewa, with students participating in a Mihi Whakatau – an official Māori welcome, removing the tapu (restrictions) on manuhiri (visitors) to make them one with tangata whenua ('people of the land', the hosts). The ceremony included a whaikōrero (welcome) from both hosts and guests and a waiata (song). These proceedings were especially meaningful in the context of the Hīkoi mō te Tiriti (the March for the Treaty), which happened to fall on the same day. The Hīkoi's 35,000 participants gathered outside Te Papa before marching to Parliament to protest the Treaty Principles Bill, a piece of legislation that proposed reinterpretations of Aotearoa's founding treaty between the British Crown and Māori chiefs.

MPSO students then had a session with ANZSOG's Dr Avery Poole and EMPA alum Polly Martin, which provided an introduction to the Work Based Project. This year-long team research project serves as a capstone to their EMPA studies. Students discussed the importance of establishing strong working relationships within their teams and with their 'client' agencies, and some of the practical considerations for managing the project. Polly provided some invaluable tips and tricks in this regard.

While MPSO students were learning about navigating the forthcoming research project, their second-year peers spent the day with a group of Aotearoa Chief Executives and academics. These included Gaye Searancke, Chief Executive of Land Information New Zealand, and Peter Mersi, Commissioner of Inland Revenue, in a panel session on leading and navigating public sector change (facilitated by ANZSOG's Sally Washington). This was followed by a session with Prof. Rawinia Higgins (Tūhoe), Deputy Vice Chancellor of Te Herenga Waka Victoria University of Wellington, and Trevor Moeke, Director Te Ao Māori Strategy and Performance at New Zealand Treasury. Rawinia and Trevor discussed the revitalisation of te reo Māori (Māori language) and the challenges to Māori-Crown relations in a panel facilitated by the EMPA's Academic Director, Dr Christopher Walker.

Perhaps the most exciting day of the week is Day 2: Presentation Day. With first-year students observing, WBP teams presented the findings of their research projects – the culmination of more than a year of research design, data collection, analysis, and report writing. WBP peers and MPSO students provided an engaged audience, asking questions and providing feedback. Finally, MPSO and WBP students learned more about the projects during the WBP poster presentations, in which teams provided more information about their projects in often creative ways (such as providing temporary tattoos as part of a discussion about social cohesion, and engaging audiences in interactive games) to illustrate their research findings and recommendations.

Having completed their core subjects, the Work Based Project students then enjoyed their graduation ceremony. This commenced with a welcome from ANZSOG's Dean and CEO, Prof. Caron Beaton-Wells and an address from 2022 alum, Christy Law, who is Chief Advisor at Wellington City Council. The achievements of all students were recognised with the presentation of certificates, and awards were given to the [strongest student in each core subject](). The 2023 cohort's valedictorians were announced: Suzi Woodrow-Read and Justin McLean. The day finished with a celebratory dinner on the Wellington waterfront.

On Day 3, our first-year students continued their MPSO studies, exploring organisational culture, leadership and change with subject leaders Prof Todd Bridgman and Dr Ben Walker (Ngāti Raukawa), both senior scholars at Te Herenga Waka Victoria University of Wellington. MPSO included a session on managing remote and hybrid teams – a pertinent topic in our post-Covid world – led by Dr Rebecca Downes, also of Victoria University of Wellington. Finally, on Day 4, MPSO students presented their final group assignment of the year: a public sector-focused management question on the topic of either motivation or communication.

4.3 PLANNING FOR CHRISTCHURCH: TEACHING IN PLACE

As discussed in Section 3 of this report, the 'teaching in place' initiative is an important and exciting development that arose from the 2021 EMPA Academic Review and the 2025 EMPA program began with the gateway subject Delivering Public Value in Ōtautahi Christchurch, Aotearoa New Zealand. A significant portion of work in 2024 was dedicated to planning for this critical introduction to the EMPA.

A crucial element of the planning for the Ōtautahi Christchurch intensive subject was a scoping trip undertaken by Subject Leaders, Prof. Christopher Walker, Dr Avery Poole and Dr David Coombs. In November 2024, the DPV teaching team met with a number of New Zealand-based academics and practitioners who were engaged to be guest contributors in the program. These individuals – who are were mainly based in the Canterbury region, contributing to the place-based nature of the subject – had considerable input in the design of the program.

The team also met with several Māori scholars of the Ngāi Tahu iwi, including Associate Professor Sacha McMeeking (Ngāi Tahu, Ngāti Mutunga) and Dr John Reid, Senior Research Fellow, with whom they discussed ways of grounding DPV in the local area. The subject included immersive walking routes, substantive content relevant to the Canterbury region, and the formation of panels of local experts. Drawing on these consultations, and other activities undertaken during the scoping trip, the teaching team formulated two important Practice Themes for DPV: Public Sector Innovation and Collaborative Governance.

The immersive walking routes in central Ōtautahi Christchurch would become a fundamental element of the first day of teaching, designed to take students to places that give insight into how ideas of public value, innovation and collaborative governance might be observed. During the scoping trip, the team mapped out and visited the five routes, which included locations such as Tūranga (the Canterbury Public Library), Te Matatiki Toi Ora (the Christchurch Arts Centre), and several 'Gap-Filler' projects – initiatives to reclaim public land impacted by the 2010 and 2011 Christchurch Earthquakes.

The team also used the scoping trips to begin making connections with the Christchurch Justice and Emergency Services Precinct, a fascinating example of co-location of key agencies and cross-agency collaboration that epitomises DPV's Practice Themes. Another important visit was to the Te Pae Christchurch Convention Centre, DPV's teaching venue. Chris, Avery and David used the opportunity to inspect the teaching spaces, to ensure their suitability for whole-of-cohort teaching, smaller breakout activities, and multi-stream group presentations.

The DPV teaching team was provided with extensive support and creative input from Sally Washington, ANZSOG Practise Fellow, and Dr Lindsey Te Ata o Tū MacDonald from the University of Canterbury. Both had considerable input into the design of the DPV including engaging leading academics, senior executives, community activists and senior Aotearoa New Zealand political leaders as speakers in the teaching program. Their input was central to the design and success of DPV in 2025. This teaching in place experience will be reported in further detail in next year's Annual Report.

4.4 MĀORI ENGAGEMENT AND PERSPECTIVES

ANZSOG has a commitment to engage with promote deeper understanding of Māori and Aboriginal and Torres Strait Islander perspectives across our learning and teaching programs. The leadership exercised by public sector agencies in their engagement with Indigenous communities is critical in shaping the contemporary social and economic context across Australia and Aotearoa New Zealand. The ANZSOG Strategy 2030 articulates our goal of "Contributing to positive outcomes for and with First Nations and Māori people and communities". This organisational commitment is evident in the design and learning and teaching of the EMPA.

To help build student awareness, when teaching in Aotearoa New Zealand we engage with local Māori organisations, public sector leaders and academics, as well as examining aspects of contemporary Crown-Māori relations and key topics such as revitalisation of Te Reo Māori (Māori language). This is particularly important for our Australian students, who generally represent 85 to 90 percent of the student cohort. Through this exposure to New Zealand and Māori perspectives, they gain valuable insight into the unique perspectives and experiences of a different Indigenous-Crown relationship centred on treaty. We locate our teaching at Te Wharewaka o Pōneke, a Māori cultural education and conference centre based on the foreshore of Wellington. Out of respect for local customs and protocols we commence the teaching of our Wellington-based subjects, Work Based Project (WBP) and Managing Public Sector Organisations (MPSO), with formal Pōwhiris. This helps ground the teaching in place and both acknowledges and orients student awareness towards the culture and political presence of Māori. While in Wellington students are encouraged to visit the National Library to observe and learn about He Tohu, a permanent exhibition of constitutional documents that shape Aotearoa New Zealand, including Te Tiriti o Waitangi (the Treaty of Waitangi).

The historic and culturally significant Hīkoi mō te Tiriti was held during our teaching in Wellington in 2024. While our engagement with the event was limited, the vibrancy of the occasion and the thousands of protesters gathering directly outside our teaching venue heightened student awareness of the important role they play as leading public servants guiding the design and delivery of public policy and government services. On this day students were privileged to learn the detail and complexity of te reo language policy and its context within Crown Māori relations, at a presentation by Professor Rawinia Higgins, Deputy Vice Chancellor (Māori) at Te Herenga Waka Victoria University of Wellington, with discussant Mr Trevor Moeke, Poutiaki – Director Te Ao Māori at Te Tai Ōhanga New Zealand Treasury. The program's direct engagement with Māori scholars and leading practitioners helps build student engagement and awareness of these important social and public sector issues.

Engagement with Māori and First Nations perspectives was evident across the EMPA program in 2024. In the subject Managing Public Sector Organisations (MPSO), co-Subject Leader Dr Ben Walker (Ngāti Raukawa) brought Māori approaches to management, as well as his skills in Te Reo Māori, into the subject design and teaching. The subject Delivering Public Value drew on the expert contribution of University of Canterbury academic Dr Lindsey Te Ata o Tū MacDonald (Ngai Tahū), who delivered a session on Public Value, First Nations and the State. Also contributing to the program was Brandi Hudson (Ngāti Maniapoto, Ngāti Rarua & Ngāti Pikiao) who presented a Māori understanding of Value and Values. EMPA teaching prioritises First Nations perspectives and approaches to contemporary challenges faced by our students in their public service work.

4.5 KEY PEOPLE

One of the key strengths of the Executive Master of Public Administration is the teaching reputation, academic standing and practical knowledge of the program's Australian, New Zealand and international faculty. As well as being experts in their respective disciplines, they have wide experience in teaching future public sector leaders.

In this year's EMPA Annual Report, four Subject Leaders and contributors based in Aotearoa New Zealand share their experiences in the EMPA; the benefits of the EMPA program for participants; the value of place-based learning; and how their subject expertise fits into the broader design and learning experience of the EMPA. Our expert contributors from Aotearoa include;

- **A/Prof Amanda Wolf**, Associate Dean (Learning and Teaching) and Associate Professor (Teaching) in the School of Business and Government at Te Herenga Waka Victoria University of Wellington, and EMPA Work-Based Project Advisor
- **Prof Todd Bridgman**, Professor of Management Studies at Te Herenga Waka Victoria University of Wellington, Co-Subject Leader of the EMPA subject Managing Public Sector Organisations, and EMPA Work Based Project Advisor
- **Dr Ben Walker (Ngāti Raukawa)**, Senior Lecturer in Organisational Behaviour AT Te Herenga Waka Victoria University of Wellington and co-Subject Leader of the EMPA subject Managing Public Sector Organisations
- **Sally Washington**, ANZSOG Practice Fellow (Policy Capability and Public Management) and contributor to the EMPA subjects Delivering Public Value, Designing Public Policies and Programs, and Work Based Project.

DR AMANDA WOLF

Tell us about your involvement with the EMPA and what it's like to teach mid-career public servants?

My main role has been the Work Based Project, which I've been involved in for 15 years or so, but I've also taught into the EMPA subject Decision Making Under Uncertainty (DMUU).

I'm working with students who want to be there, who are motivated, who've managed to sort themselves out with all their other work-life issues to take on something where their ambition is not simply to chalk up another credential, but actually to gain something genuine from their learning. It's a real privilege to be able to interact with students like that. When you've been around for a long time, and I'm talking about a 30-year career now, you add them all up, it's hundreds of in-work policy and management professionals who've decided to gain more expertise in an academic setting.

How important are programs like the EMPA for the public service in New Zealand?

When you have a small public service with enormous responsibilities and challenges, it's hugely important to look outwards. In Aotearoa New Zealand, and in many of the Australian contexts as well, the span of responsibility and influence over the lives of people and their wellbeing is enormous. So, there's an incredible need for people who are deeply embedded in their agencies' work but also have broad perspectives over a bigger span of what's going on. In the New Zealand public service, people move around, they have networks, they connect, and they are very switched on and thoughtful. But what programs like the EMPA add is that next step, that ability to actually recognise and own your strengths, to develop your networks even further, and to potentially fill some knowledge and capability gaps.

What are the advantages for EMPA students from Australia of coming to New Zealand? What can they learn?

The whole place-based approach - physically moving yourself from point A to point B - is valuable in and of itself. There are always unique features of place B, and there's no substitute really for being there and sensing what's in the air.

But when place-based learning really works is when you have an experience that is highly transferable. It doesn't matter where the cohort moves to so long as the learning isn't confined to that experience but is embedded in the person.

That said, I think New Zealand cases and New Zealand experiences are somewhat easier to get your heads around because the stories can be collapsed a bit. There's only so many relevant documents, so many experts who know the space. You can get that full picture quite quickly so that the span of what you can take in over a short period of time is enormous.

What value does the Work Based project give to EMPA students and how does it pull together the things that they've learned during the two years?

Learning is all about the development of the person. The products they produce along the way demonstrate elements of the learning, but the capture of the learning is within the person.

The Work Based Project subject brings together a group of people to focus on a research case nominated by a government agency. So, it is an applied and contemporary challenge, and they are very motivated to produce something that the client likes. However, the real value is in the process, and that experience of working together over eight months with four or five other people, bringing their skills and understanding to the shared task.

How can programs like the EMPA stay relevant into the future?

Well, the real elephant in the room is AI. I think the answer is doubling down on the human capabilities that are required for high-level public service. We will increasingly assume that our students can produce routine written materials with AI, and that the work of the human in the loop will change. It's about reconnecting individuals with what they offer and becoming much more adept at working with their evaluative judgment, with those kinds of cognitive activities that AI tools can't do.

I think we need to have much more focus on experiences in the classroom, and place-based learning, and giving students an opportunity to struggle through something that is authentic and human, with a deeper focus on the process they are going though and less focus on the products.

PROF TODD BRIDGMAN

What's it been like teaching into the EMPA and working with mid-career and senior public servants?

It's exciting! The mid-career students are in a different place. They are engaged, excited and open to learn and happy to share their experiences and it makes it easy and rewarding to teach them.

What have you learned about the public sector and public servants from teaching into the EMPA over the last couple of years?

I expected that those working in the public sector would have this notion of public service as a big driver for their jobs – and this has been confirmed. It's great to be teaching people who really care about the work they do. I try to create an environment in the classroom where people can be critical, but it's from a base-level commitment to the public sector and the notion of public service.

I have learned that you need a particular mindset to work in the public sector. In New Zealand, we've experienced, in the last decade, different governments with very different ideas, and I didn't really realise, until I had the chance to interact with the students, that just goes with the territory. You might not agree with the directions set by government, but it's your job to deliver their agenda to the best of your ability.

My observation is that students are committed to making change, but I just get the sense that they would like to be achieving more, and that it is really hard for them to make the kinds of change that they would like to be making, and I hope that the EMPA can help them do that.

What is the value of teaching in New Zealand and what do you feel that Australians can learn from understanding a bit more about how things operate in New Zealand?

When you travel you can reflect more meaningfully on home, because you experience things that are similar to what you've got at home, but also different. For example, when Australian students came to Wellington last year, it was the day of the hikoi (a Māori protest march on Parliament) and I know from teaching those students for the next three days it was a really amazing and thought-provoking experience for them.

I think the value is in encouraging the students to reflect on what do we do. What are the similarities and differences to back in Australia? What could the New Zealanders learn from us, and maybe what could we learn from them? We're much smaller in scale, and you'd hope it's easier to be innovative and try a few things differently here. For example, I think, we're a little bit further down the road in terms of the relationship with our Indigenous population.

Where does Managing Public Sector Organisations (MPSO) fit into the broader picture of the EMPA?

What's distinctive about it, is that it is totally focused on people issues and organisations. It's personality types, issues of motivation, communication, group dynamics, understanding, organisational culture, and a little bit about leadership and change from the perspective of people. I think the people that really enjoy the course are those that regard those people and relationship aspects as being central, not just to their experience of organisations, but the performance of those organisations.

We put a 'critical reflexive pedagogy' at the core of MPSO. It's the belief that we learn best not by being given a whole lot of information that we absorb, but by reflecting thoughtfully on our own practice as a teacher, manager or someone who is being managed.

But the important part is using that material as a tool to get them thinking about their own practice and the experiences that they've had, and then some kind of evaluation of what we're calling their 'personal theory of management'. By the end we hope that they're more consciously aware of their management style, and they get some value out of that awareness.

DR BEN WALKER (NGĀTI RAUKAWA)

How have you found the EMPA teaching experience so far?

What I like most is there's really no question about student motivation and interest. All of them come to our course with an awareness of how important it is to be across what it takes to manage organisations and to manage people effectively.

Having most of them being Australian is interesting because I feel like we get a window into what's happening in the Australian public sector context in relation to the issues that we're interested in.

What have you learned about the public sector and the life of public servants from your interactions with them?

For the EMPA students, and this is common across middle managers, there's a real sandwiching that happens. They have to negotiate issues coming to them from below, and also have to manage up to people above them who want certain things or have certain expectations. That means being pulled in different directions, often by interests or by perspectives that aren't always compatible with one another. That's a big thing a lot of our students are trying to navigate. Smart public servants know that it's a long game and what might be taboo today might be exactly what is needed in some future conjunction of political circumstances and world events.

What are the benefits of bringing First Nations and Māori perspectives into the teaching of the EMPA?

I was at a workshop last month about Indigenous management philosophies and perspectives. They had a breakout session where they put up different questions around the room and one of them was 'why should we incorporate Indigenous perspectives into what we teach in business schools?'

On my Post-It note I wrote the response: 'Why Not?'.

We've had the mainstream, broadly Western take on what it means to be a successful manager since forever, and there's just no harm in bringing in these different perspectives. They can offer you different ways of thinking about things and understanding what is valuable and important.

Indigenous perspectives are often described as being more humane and relational. The upside of that is you can get to know people better. You relate to them as whole human beings who are embedded in their genealogy and their communities. As opposed to the sort of more impersonal Western default, interacting with people in terms of their roles.

How do you bring your own Māori heritage into the teaching?

I have this module, *Management and Indigeneity*, where I share with the students the story of my own family, and the evolution of its relationship with our Māori side, down through the generations. It basically tracks the evolution of New Zealand's relationship with its Māori identity. We have pre-colonisation, where it's just normal, then colonisation happens and there's all this stigma and assimilation, and then a sort of reawakening, rediscovery, and now I feel like going down through to the next generation, we're starting to get back to a place of normalisation. I tell a really complex national history at the level of my own life and family.

What's the value to students of using MPSO as a space for self-reflection, to look within themselves and examine what they do as a leader or manager?

Most of our students are not in their first management role. That's great because experience goes hand in hand with expertise of having developed insight, knowledge, skills and abilities and being able to effectively deal with different situations.

But it can also mean you develop habits and routines or familiar, comfortable ways of thinking and doing that might not be serving you as well as they used to, because the type of people you're managing has changed or the broader environment has changed.

So reasonably regular self-reflection is helpful for checking in on the habits and the routines and the assumptions that you're developing through your practice.

Management isn't easy. It's something that, if you want to be good at it and to be effective, takes dedicated effort, practice, and learning. Making that effort to be a good manager is incredibly important, not just for your own career, but because at the end of the day management is dealing with people and creating better work experiences for them. It benefits their wellbeing, it benefits the wellbeing of their partners and families, and ripples across society more broadly.

SALLY WASHINGTON

How do you enjoy teaching into the EMPA and bringing your international and New Zealand experience around policy?

I love having the opportunity to test my ideas with EMPA students who are living and breathing policy challenges every day. As a practitioner who has worked with a number of jurisdictions, with a toe in academia, I focus on developing practical frameworks and tools that students can pick up and use in their daily work. The work needs to be interesting and useful. It's always reassuring when things like my policy infrastructure framing and 5D policy model resonate with students. Following my recent session in the subject Delivering Public Value in Christchurch on the political administrative interface, I was delighted when one student said, "I've already sent the 'policy pre-nup' [framework for building relationships with ministers] to my Secretary". That's where I see the beauty of ANZSOG bridging theory and practice. Having both academics and practitioners as faculty gives students access to practice-based theory and theory-based practice.

What can Australian students learn from spending time in Aotearoa New Zealand, and thinking about New Zealand issues, as happened during the teaching of Delivering Public Value in Christchurch this year?

Any time spent in another jurisdiction gives you the opportunity to hold a mirror up to your own practice and reflect on 'how we do things around here'. I see that Australian students are hungry to learn about points of difference and where they might pick up new ways of working. Responsiveness to Māori and bringing 'Te Ao Māori' (ways of being and doing) into the way public servants operate – not just in terms of cultural capability and workforce diversity and inclusion, but policy frameworks and concepts of collective decision making and collaborative leadership – provide some of the most profound 'ah ha' moments for Australian students. Our Christchurch EMPA delivery had this in abundance with the generous contributions of Māori scholars and local Ngai Tahu iwi leaders.

Spending time in place means that the lessons are not just theoretical – students have the opportunity to see and feel a place by engaging with local leaders and seeing where and how they work. The two themes of the EMPA delivery in Christchurch – Innovation and Collaborative (Māori) Governance - were perfectly situated for the subject Delivering Public Value. Students got to see local innovations – such as the temporary Cardboard Cathedral – and to hear from leaders involved in innovative responses to crises like the Canterbury Earthquakes. Walking tours around the city, hosted by people who have lived and worked in Christchurch, including EMPA alumni, allowed students access to places like the new Justice and Emergency Services Precinct as well emotionally moving locations like the memorial wall to those who lost their lives in the earthquakes. By walking around the city, the students could how visible the leadership of local iwi Ngai Tahu have been in the rebuild of the city.

Our 'political nous' panel included the Chief Executive of DPMC (Andrew Kibblewhite) and the Prime Minister's Chief of Staff (Wayne Eagleson) at the time of the earthquakes as well as a Cabinet minister and then Mayor of Christchurch (Hon Lianne Dalziel). They were incredibly open and frank about what happened, how and why decisions were taken at the time. These practical and insightful panel sessions were gold for students thinking about how they navigate the political administrative interface, especially during times of crisis.

How can programs like the EMPA remain relevant in the future?

Like other ANZSOG offerings, the EMPA needs to keep abreast of new thinking and new practice in public governance. I see how new material and new contributors are brought into the EMPA every year – there is none of the 'rinse and repeat' that I've seen in some public service training offerings. Working with my ANZSOG colleagues leading the design and delivery of the EMPA over the past four years I've been involved, I see the enormous work that goes into the program to keep it fresh, relevant, challenging and engaging.

4.6 REFLECTIONS FROM ALUMNI

ANZSOG's alumni are a highly valued community who we continue to involve in the EMPA after the completion of their studies. Their experience and depth of knowledge are often utilised in the planning and delivery of the program, and their feedback is essential for its continual improvement. Below, we hear from two recent Aotearoa New Zealand-based graduates of the program, Jayne Russell and Andrea McBeth.

Jayne Russell

General Manager, Transformation Integrated Delivery

Te Manatū Whakahiato Ora Ministry of Social Development

My agency, the Ministry of Social Development (MSD), is all about helping to build successful individuals, and in turn, building strong, healthy families and communities. We are involved in income support and superannuation services, social policy advice to government, student allowances and loans and social housing assistance. We work closely with other government agencies, non-government organisations, advisory and industry groups, and communities and iwi. Together we aim to make a positive and lasting difference in the lives of New Zealanders.

While a student of the program, I could see that my practical knowledge and experience was getting strengthened thread by thread. It gave language and names to concepts I had experienced or learnt on the job but didn't have the theory to always connect to. It made me more reflective when problem solving or pondering responses to big issues – considering what I had learnt, I suddenly had a broader toolset to draw upon and think about. I still take out my books and reflect on some of the concepts and frameworks we were taught.

When you work with others who have completed the program, it gives you an interesting and connected point of reference to have discussions around, and I often find myself reflecting on subjects with colleagues who I undertook them with. I think that the EMPA makes you a better public servant, and when you have lots of people who have done it across your workplace, you have better public servants working together.

As the EMPA continuously revises and updates its content, it's critical that it remain representative of the New Zealand context. Our systems of government are different to those in Australia, so enriching the facets of the program that are anchored in Aotearoa is essential, not just to its New Zealand cohort, but to our Aussie peers too. Within the EMPA cohort there is also a huge amount of experience. That wealth of knowledge can be tapped into and is invaluable both to other students of the program and the staff that lead it.

If you've ever had a curiosity about academic study but have been unsure about how it could work, then I think the EMPA is a great program. I didn't have an undergraduate degree when I commenced in the EMPA, but I have had a long history in the operational arm of MSD, which allowed me to succeed. Your years of practice can help you with study and it's amazing how you can apply your real-world experience. I found that I always had a reference point to the theory; something had always played out in the workplace to which I could apply a model or framework.

I threw myself in the deep end, never having been to university, written an academic paper, or referenced anything. I hadn't studied for years. But if you have a curious mind and want to get better at solving some of the most difficult challenges you face in your work, then get involved!

Andrea McBeth

Area Commander, Hamilton City, Waikato Police District

Nga Pirihimana O Aotearoa New Zealand Police

My agency, New Zealand Police, like many similar organisations around the world, delivers services to ensure the people of Aotearoa and its visitors feel safe and are safe. Our vision is for New Zealand to be the safest place in the world to live, work and play, which is underpinned by our goals of providing timely and responsive service, improving public safety, and strengthening trust and confidence from the community.

When I reflect on how my participation in the EMPA, and that of others in my agency, has influenced our work and our leadership, several critical features come to mind. First, the EMPA learning environment enabled the development of broader critical thinking skills. In our day-to-day work environment, which is largely demand driven, it is difficult to find time to develop ideas that facilitate change. We get very caught up in the reactive part of our jobs, which is an area of comfort for us, having progressed our careers through this style of operational policing. However, this is not where true crime reduction and strategic leadership skills are developed. From day one, the EMPA environment enabled critical thinking through accessing online resources and engaging in a learning environment alongside other senior leaders. The EMPA provided us with exposure to other public sector organisations; through sharing our experiences, we were able to understand concepts more deeply through applying learning to context. We often get told in police that "you can't arrest your way out of a problem", but most of our early careers were spent doing just that. The EMPA helped me to consider different approaches to addressing crime – with consideration for policy, regulation, procedural nudges, public value and the authorising environment.

I also gained from my EMPA studies tools and processes that enable strategic thinking, such as logic modelling, SWOT, PESTLE, regulatory pyramids, and stakeholder mapping. I now turn to these tools and frameworks much more often when developing ideas and solutions. They're simple and resonate well with staff.

Finally, the EMPA gave me the confidence to have a go at approaching problems from a different angle, such as working with different community groups and partner agencies; and developing skills in political astuteness. I have the confidence to employ methods and approaches that I would not have considered earlier on in my career. I reach far wider into the community to collectively respond to community issues, and this is proving to be beneficial on a number of levels.

I see an impact of the EMPA on New Zealand Police, beyond just myself. Everyone I know who has completed the program credits it for strengthening their strategic thinking and broadening their understanding of public sector leadership. Within police, I am a huge supporter of our staff completing the ANZSOG EMPA, particularly operational/sworn staff who have the motivation and passion for policing but perhaps have never invested in a formal qualification or education to enhance their critical thinking or problem-solving skills.

Our organisation is like many police forces in Australia, with most of our future leaders starting off as police recruits. We equip them for a wide range of operational matters, but this does not necessarily provide them with the skills of a strategic leader that is now required of our senior managers. This is where the EMPA adds organisational value and becomes a worthwhile investment to policing. The EMPA is a valuable and impactful program that I would love to see benefit from a greater representation of fellow Kiwis in its student body and alumni.

05

Student Cohort and Success Data

5.1 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 2020 to 2024.
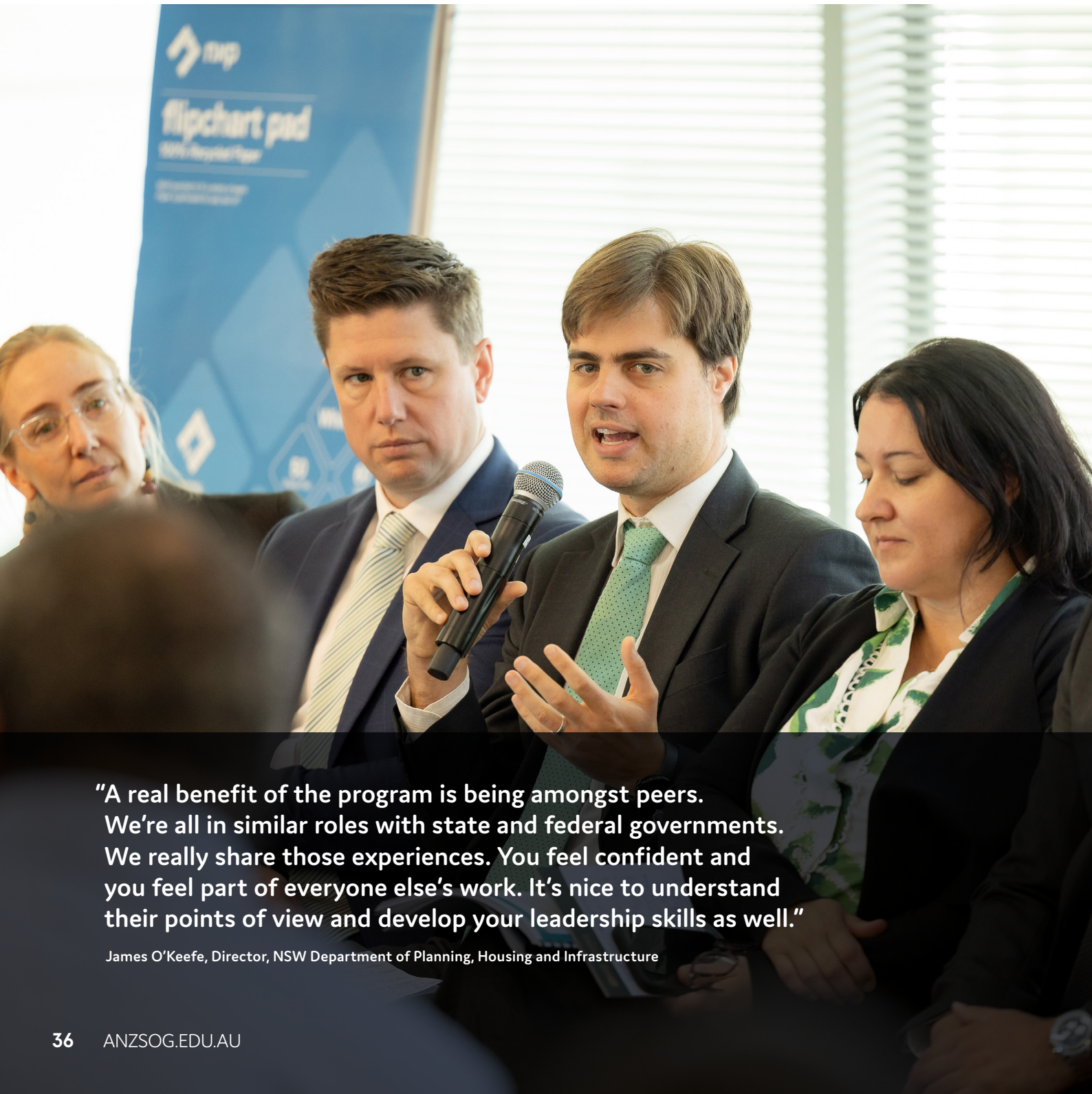
"A real benefit of the program is being amongst peers. We're all in similar roles with state and federal governments. We really share those experiences. You feel confident and you feel part of everyone else's work. It's nice to understand their points of view and develop your leadership skills as well."

James O'Keefe, Director, NSW Department of Planning, Housing and Infrastructure

Age Profile

	EMPA INTAKE YEAR/COHORT				
	2020	2021	2022	2023	2024
Age Range					
29 and Under	1	1		3	
30–35	15	14	12	10	14
36–40	24	24	23	23	13
41–45	23	26	23	30	23
46–50	22	21	24	21	23
51–55	7	11	15	11	9
56–60	1	1	2	2	3
61+			2		
Unknown	1	4	1	1	
Average Student Age	42	43	44	43	43
Total	**94**	**102**	**102**	**101**	**85**

Gender Profile

	EMPA INTAKE YEAR/COHORT									
	2020	%	2021	%	2022	%	2023	%	2024	%
Gender Profile										
Female	55	59%	72	71%	60	59%	63	62%	53	62%
Male	39	41%	30	29%	42	41%	37	37%	32	38%
Prefer not to say							1	1%		
Total	**94**		**102**		**102**		**101**		**85**	

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				
	2020	2021	2022	2023	2024
Years in Public Sector					
Yrs 0–5	4	16	14	10	8
Yrs 6–10	16	22	21	17	16
Yrs 11–15	33	18	25	23	15
Yrs 16–20	16	19	19	22	14
Yrs 21–25	12	15	11	16	18
Yrs 26–30	7	3	5	6	7
Yrs 31+	1	3	2	1	3
Yrs Unknown	5	6	5	6	4
Average Yrs	15.5	14.0	14.0	15.3	16.1
Total	**94**	**102**	**102**	**101**	**85**

The above table indicates that for the 2024 cohort approximately 74% of student have between 6 and 25 years' experience in the public sector, with an average across the cohort of 15 years' experience.

Primary Degree

The following data provides a summary of the highest education qualification on entry to the EMPA for each cohort year, 2020 – 2024. On average, 48% of enrolled students already hold postgraduate qualifications on entry into the program. This, combined with significant length of senior executive work experience, makes the EMPA cohort a unique, demanding and high achieving group of students.

	EMPA INTAKE YEAR/COHORT				
	2020	**2021**	**2022**	**2023**	**2024**
Highest Education Qualification					
Doctoral Degree	5		2	1	3
Master's degree	19	25	30	29	20
Graduate Diploma	10	16	14	15	8
Graduate Certificate	3	7	11	10	5
Bachelor (Honours)	14	15	8	7	7
Bachelor	34	30	26	30	30
Diploma	2	4	7	4	6
Certificate	4	3	3	2	1
Senior Secondary Certificate of Education	3	1		2	4
Other/Not available		1	1	1	1
Total	**94**	**102**	**102**	**101**	**85**

Identified cohorts – Aboriginal and Torres Strait Islander students

	EMPA INTAKE YEAR/COHORT			
	2021	**2022**	**2023**	**2024**
Gender				
Female	2	3	2	2
Male	2	1	4	0
Total	**4**	**4**	**6**	**2**

	EMPA INTAKE YEAR/COHORT			
	2021	**2022**	**2023**	**2024**
Jurisdiction				
ACT				
NSW	1	1	2	
QLD		1		
VIC	2	1	2	
SA	1			
WA				
NT			1	1
CTH		1	1	1
New Zealand				
Total	**4**	**4**	**6**	**2**

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, Pacifika 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.

	EMPA INTAKE YEAR/COHORT			
	2021	**2022**	**2023**	**2024**
Indigenous Identifier				
Aboriginal	4	4	5	2
Torres Strait Islander			1	
Māori	3	2	1	
Pacifika		1	2	
Other				
Prefer not to say				4
Non-Indigenous	95	95	92	79
Total	**102**	**102**	**101**	**85**

5.2 STUDENT SUCCESS PROFILE

Mark Range and WAM

EMPA 1st & 2nd year mark range and WAM. The following data is inclusive only of successful subject completions.

	DELIVERY YEAR									
	2020 range	2020 WAM	2021 range	2021 WAM	2022 range	2022 WAM	2023 range	2023 WAM	2024 range	2024 WAM
Subject Year										
Year 1	56 – 89	80.7	53 – 100	80.6	55 – 98	80.9	57 – 90	76.0	59 – 90	76.4
Year 2	50 – 90	75.6	55 – 100	76.1	57 – 96	77.4	54 – 95	80.5	60 – 92	76.0

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 2020 to 2024.

	DELIVERY YEAR									
	2020 Pass	2020 Fail	2021 Pass	2021 Fail	2022 Pass	2022 Fail	2023 Pass	2023 Fail	2024 Pass	2024 Fail
EMPA Core Subjects										
DPV (1)	92		95		102	1	90		88	
GME (1)	61		83		90		71		59	
DPPP (1)	76		92	1	88		75		81	
DMUU (1)	66	1	95	1	100		79	3	75	1
MPSO (1)	72		101	1	94	2	78	2	79	
GBR (2)	103	1	57		70		78	2	76	1
PFM (2)	65		50		59		68		48	
LPSC (2)	95		78		85	1	97		81	
WBP (2)	110		74		94	1	102	1	83	

5.3 MONASH PATHWAY PROFILE

The following data gives a breakdown of key demographic indicators of the Monash Pathway students.

Age Profile

	MONASH PATHWAY COHORT			
	2021	**2022**	**2023**	**2024**
Age Range				
29 and Under			1	
30–35				1
36–40		3	1	
41–45			3	5
46–50	Not available	1	2	4
51–55		1		
56–60				
61+				
Unknown				
Average Student Age				
Total	**9**	**5**	**7**	**10**

Gender Profile

	MONASH PATHWAY COHORT							
	2021	**%**	**2022**	**%**	**2023**	**%**	**2024**	**%**
Gender								
Female	9	100	1	20	5	71	7	70
Male	0	0	4	80	2	29	3	30
Prefer not to say								
Total	**9**		**5**		**7**		**10**	

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*.

	MONASH PATHWAY COHORT			
	2021	2022	2023	2024
Years in Public Sector				
Yrs 0–5				
Yrs 6–10	1	2	1	1
Yrs 11–15	2	1		1
Yrs 16–20	2	1	3	3
Yrs 21–25	2	1	1	2
Yrs 26–30			2	1
Yrs 31+	2			
Yrs Unknown				2
Average Yrs				
Total	**9**	**5**	**7**	**10**

Primary Degree

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

	MONASH PATHWAY COHORT			
	2021	2022	2023	2024
Highest Education Qualification				
Doctoral Degree				
Master's Degree				
Graduate Diploma	1		1	
Graduate Certificate	1			2
Bachelor (Honours)				
Bachelor				
Diploma	4	3	3	3
Certificate	3	2	1	1
Senior secondary certificate of education			1	4
Other/Not available			1	
Total	**9**	**5**	**7**	**10**

Identified Cohorts – Aboriginal and Torres Strait Islander

	MONASH PATHWAY COHORT			
	2021	2022	2023	2024
Gender				
Female	1 (SA)			1 (CTH)
Male		1 (CTH)		
Total	**1**	**1**	**0**	**1**

	MONASH PATHWAY COHORT			
	2021	2022	2023	2024
Indigenous Identifier				
Aboriginal	1	1		1
Torres Strait Islander				
Māori				
Pacifika				
Other				
Non-Indigenous				6
Prefer not to say				3
Total	**1**	**1**	**0**	**10**

06

EMPA Subjects; Applied Impact

6.1 EVALUATION AND IMPACT

Each subject in the EMPA is subject to a robust process of student evaluation and feedback. The evaluation reports assess student experience, the contemporary relevance of the subject material, measures of student engagement and feedback on the applied relevance of the subject. Subject evaluation reports are available to university partners through the secure EMPA online portal. The below information is also shared with the EMPA teaching staff and presented to students at their initial EMPA program orientation. The scores provide some guidance and indication of several important elements of program performance and are valued by sponsoring agencies, teaching staff and students.

Q. 'How would you rate your overall experience of the subject?'

5 = Excellent; 4 = Good; 3 = Average; 2 = Poor; 1 = Very poor

	2022 MEAN RESPONSE	2023 MEAN RESPONSE	2024 MEAN RESPONSE
Subject			
DPV	4.4	4.7	4.6
GME	4.1	4.2	4.6
DPPP	4.4	4.4	4.0
DMUU	4.3	4.4	4.4
MPSO	4.5	4.7	4.2
LPSC	4.4	4.7	4.8
GBR	4.5	4.2	4.3
PFM	4.4	3.7	3.7
WBP	4.6	4.1	4.3
Average	**4.4**	**4.3**	**4.3**

A consistent question asked each year concerns the extent to which students found the material covered in their subject relevant and applicable in their working environment. This is a helpful and important indicator of the applied impact of the learning and teaching experience. The table below presents an overview of subject scores against this criterion.

Q. 'The insights and learnings from the subject are transferable to my workplace and can be applied to my organisational context'

5 = Strongly agree; 4 = Agree; 3 = Neither agree nor disagree; 2 = Disagree; 1 = Strongly disagree

	2022 MEAN RESPONSE	2023 MEAN RESPONSE	2024 MEAN RESPONSE
Subject			
DPV	4.5	4.5	4.6
GME	4.2	4.3	4.2
DPPP	4.4	4.4	4.2
DMUU	4.5	4.5	4.4
MPSO	4.4	4.8	4.3
LPSC	4.7	4.7	4.8
GBR	4.4	4.3	4.5
PFM	4.6	4.0	3.6
WBP	4.5	4.2	4.4
Average	**4.5**	**4.4**	**4.3**

A crucial aspect of the EMPA is each cohort's makeup of senior public servants from across all jurisdictions in Australia and Aotearoa New Zealand. Importantly, it gives students the opportunity to learn how challenges are overcome in different contexts, provides alternate perspectives, and affords students opportunities to build their networks. The below question and results table are a helpful indicator for ANZSOG's performance in facilitating connectivity between its students.

Q. 'The subject provided meaningful opportunities for me to connect with and learn from my fellow students'

5 = Strongly agree; 4 = Agree; 3 = Neither agree nor disagree; 2 = Disagree; 1 = Strongly disagree

	2022 MEAN RESPONSE	2023 MEAN RESPONSE	2024 MEAN RESPONSE
Subject			
DPV	4.2	4.6	4.6
GME	4.2	4.3	4.6
DPPP	4.4	4.4	4.1
DMUU	4.3	4.7	4.7
MPSO	4.7	4.7	4.5
LPSC	NA	4.6	4.8
GBR	4.1	4.2	4.7
PFM	4.7	3.9	3.9
WBP	4.7	4.4	4.7
Average	**4.4**	**4.4**	**4.5**

ANZSOG recognises the importance to students and government agencies of teaching that incorporates both academic theory and applied practice. In both, ANZSOG strives to draw from relevant, contemporary knowledge and sources. The below question and results table are a helpful indicator for ANZSOG's performance in its use of up-to-date theory and practice.

Q. 'The subject provided a good mix of academic content and topical materials and resources

5 = Strongly agree; 4 = Agree; 3 = Neither agree nor disagree; 2 = Disagree; 1 = Strongly disagree

	2022 MEAN RESPONSE	2023 MEAN RESPONSE	2024 MEAN RESPONSE
Subject			
DPV	4.4	4.4	4.5
GME	4.1	4.4	4.5
DPPP	4.4	4.4	4.1
DMUU	4.2	4.3	4.5
MPSO	4.3	4.7	4.2
LPSC	4.6	4.7	4.7
GBR	4.4	3.9	4.3
PFM	4.5	4.0	3.8
WBP	4.4	4.0	4.3
Average	**4.4**	**4.3**	**4.3**

6.2 2024 PROGRAM CONTRIBUTORS

A defining feature of the EMPA learning and teaching practice is the deep engagement subject content has with senior and experienced practitioners, external experts including leading scholars and researchers, and senior community and political leaders. The contribution from external leaders is highly valued and helps enrich the teaching, adds diversity to the learning experience and strengthens the connection of subject content to both theory and practice. In a number of subjects, the contribution of external scholars allows ANZSOG partner universities to showcase the research and expertise of their faculty. The following provides a list of external contributors to each of the EMPA subjects delivered in 2024.

SUBJECT	CONTRIBUTOR NAME	TOPIC
DPV	Maria Katsonis	Navigating in Challenging Times
	Sherri Bruinhout	Challenge Group Expert Advice
	Stan Winford	Challenge Group Expert Advice
	Ashleigh Bouvet	Challenge Group Expert Advice
	Matt O'Connor	Challenge Group Expert Advice
	Robbie Beale	Challenge Group Expert Advice
	Prof Janine O'Flynn	Value and Strategy
	Jacqui Allen	Value in Practice
	Rachel Tindall	Value in Practice
	Jacinta Blanch	Value in Practice
	Prof Catherine Durose	Co-production and Urban Governance
	A/Prof Diana Perche	Place, Community and Value
	Jason O'Neil	Place, Community and Value
	Brandi Hudson	Values and Value

SUBJECT	CONTRIBUTOR NAME	TOPIC
DPV (continued)	Dr Lindsey Te Ata o Tū MacDonald (Ngāi Tahu)	First Nations, the State and Public Value
		Political Astuteness and First Nations Priorities
		Challenge Group Presentations
	Ken Smith	Political Astuteness
	Prof Jill Hennessy	Political Astuteness
	Mark Madden	Political Astuteness
	Dr Marion Frere	Challenge Group Presentations
	Eliot Palmer	Challenge Group Presentations
	Sharon Nelson-Kelly	Challenge Group Presentations
	Dr Julia Richardson	Challenge Group Presentations
	Amanda Allen-Toland	Challenge Group Presentations
GME	A/Prof Taha Chaiechi	Cost-Benefit Analysis in the Public Sector
DMUU	Dr Zina O'Leary	Linking DMUU and WBP
	A/Prof Brigid Wanrooy	Working with Intermediaries and How to Leverage Them
	Prof Chris Walker	Three Lenses of Evidence
	Deborah Di Natale	Constructing Compelling Evidence in Practice
	Ophelia Cowell	Constructing Compelling Evidence in Practice
DPPP	Emily Humphries	Complexity and Policy Problems
	Prof Anna Brown	Digitisation, Design and Policy
	Prof Liam Smith	Policy Nudges
	Danielle Elston	Policy Failure: The Case of Robodebt
	Dr Jeremiah Brown	Administrative Burden
	Sally Washington	Policy Advice: A Model for Understanding Practice
MPSO	Sir Ashley Bloomfield	Communication
	Dr Zina O'Leary	Preparing for WBP
	Dr Rebecca Downes	Managing Remote and Hybrid Teams
LPSC	Kate Houghton	Leadership Encounter
	Dr Bridie O'Donnell	Leadership Encounter

SUBJECT	CONTRIBUTOR NAME	TOPIC
GBR	Eliot Palmer	Nurdle Case Study
	Dr Grant Pink	Designing Regulatory Approaches
		Applied Regulatory Design
	Prof. Veronica Taylor	Regulatory Actors and Spaces
		Constraints on Regulators
		Measuring Regulatory Value and Burden
	Tricia Stroud	First Nations Regulation and Governance
	Prof Miranda Forsyth	Applying Restorative Justice
	Dr Walter Johnson	Regulatory Disruption
		Governing Spaces Where Rules are Intermediate
	Prof Adam Fine	Regulation as Behavioural Change
	Simon Corden	Case Study on Regulating Vapes
	Art Cotterell	Governing Spaces Where Rules are Intermediate
PFM	Prof Carol Adams	New Public Management: Opportunities and Challenges
		PFM and NPM - Working with Challenges and Opportunities
	Andrew Greaves	Analysing Fiscal Sustainability Using Trend Analysis and Ratios
	Mike Goodman	Evaluating Fiscal Sustainability of Complex Programs and Initiatives
WBP	Dr Avery Poole	Ethics and Beyond
		WBP Presentations
		Project Advisor
	Gaye Searancke	Leading and Navigating Public Sector Change
	Peter Mersi	Leading and Navigating Public Sector Change
	Sally Washington	Leading and Navigating Public Sector Change
		WBP Presentations
	Prof Rawinia Higgins (Tūhoe)	Māori-Crown relations: Responsiveness and Responsibility
	Manaia King	WBP Presentations
	A/Prof Amanda Wolf	WBP Presentations
		Project Advisor
	Sharon Nelson Kelly	WBP Presentations
	Prof. Allan McConnell	Project Advisor
	A/Prof Diana Perche	Project Advisor
	Dr Emma Tennent	Project Advisor
	Prof Michael Macaulay	Project Advisor

SUBJECT	CONTRIBUTOR NAME	TOPIC
WBP *(continued)*	Dr Lindsey Te Ata o Tū MacDonald (Ngāi Tahu)	Project Advisor
	Dr Jo Cribb	Project Advisor
	Prof Karl Lofgren	Project Advisor
	Prof Todd Bridgman	Project Advisor
	A/Prof. Paul Fawcett	Project Advisor
	Dr Jo Baulderstone	Project Advisor
	Dr David Coombs	Project Advisor
	Prof Arie Freiberg	Project Advisor
	Prof Helen Dickinson	Project Advisor

07

Advisory Council 2024 Activity Summary

During 2024, the EMPA Academic Advisory Council (EAAC) met twice: On 1 May and 7 November. The following provides a summary of key items discussed.

· Welcoming ANZSOG's new Dean and CEO, Prof Caron Beaton-Wells
· The role of the Council in supporting university partners and ensuring EMPA program compliance, quality assurance and continuous improvement
· The impact of AI, especially in regard to academic integrity
· The ongoing drafting and implementation of EMPA service agreements between ANZSOG and university partners
· The approval process for minor and major variations to EMPA subjects, across university partners, and alignment of terminology used by ANZSOG and universities
· The objectives and schedule of the EMPA Curriculum Mapping project
· The background and next steps of development of the EMPA First Nations Pre-Commencement Module
· Updates on preparations for the next EMPA Academic Review, including a call for recommendations for Chair and panel members from the Council
· Instances of academic integrity violations in the EMPA in the previous year
· EMPA 2024 subject deliveries, including the value of stretch destinations and delivery in collaboration with government agencies
· An update on the EMPA annual report and it's theme of impact
· A welcome and introduction from ANZSOG's new Senior Aboriginal and Torres Strait Islander Advisor Jarrod West
· The lack of applications from NZ for the 2025 cohort
· An update on the FN Pre-Commencement Module, including which two First Nations organisations have been engaged to produce content for the module.
· An introduction to A/Prof Cassandra Star, and an update on the planned work for the Curriculum Mapping project
· Continued discussion of how updates to EMPA subjects could be managed in collaboration with partner universities. This included what constitutes a 'minor' change, timeframes, and whether any approvals could be delegated to the EAAC
· The role and impact of the Curriculum Mapping project was also discussed within the context of this matter
· Continued discussion of academic integrity, with the proposed process for reporting matters endorsed by the Council
· An update on the EMPA Review, including the selection of Prof Jenny Lewis as Chair, with work to kick off in June (subsequently deferred to 2026).

"The relationships you establish during the program are really deep. They're really rich. And they're absolutely something that I'll continue after my EMPA. That's been a real legacy of the program that will continue to live with me"

Suzi Woodrow-Read, Class of 2023, Executive Director, QLD Department of Natural Resources and Mines, Manufacturing, and Regional and Rural Development

Appendices

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. A unique and defining feature of the EMPA is the explicit emphasis on the connection and relationship with First Nations perspectives, knowledge and experiences and how this is an important characteristic of public administration and public sector leadership across Australia and Aotearoa New Zealand.

ANZSOG is governed by current 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 return to their professional roles. This allows the immediate testing and application of new ideas and concepts into their applied environment.
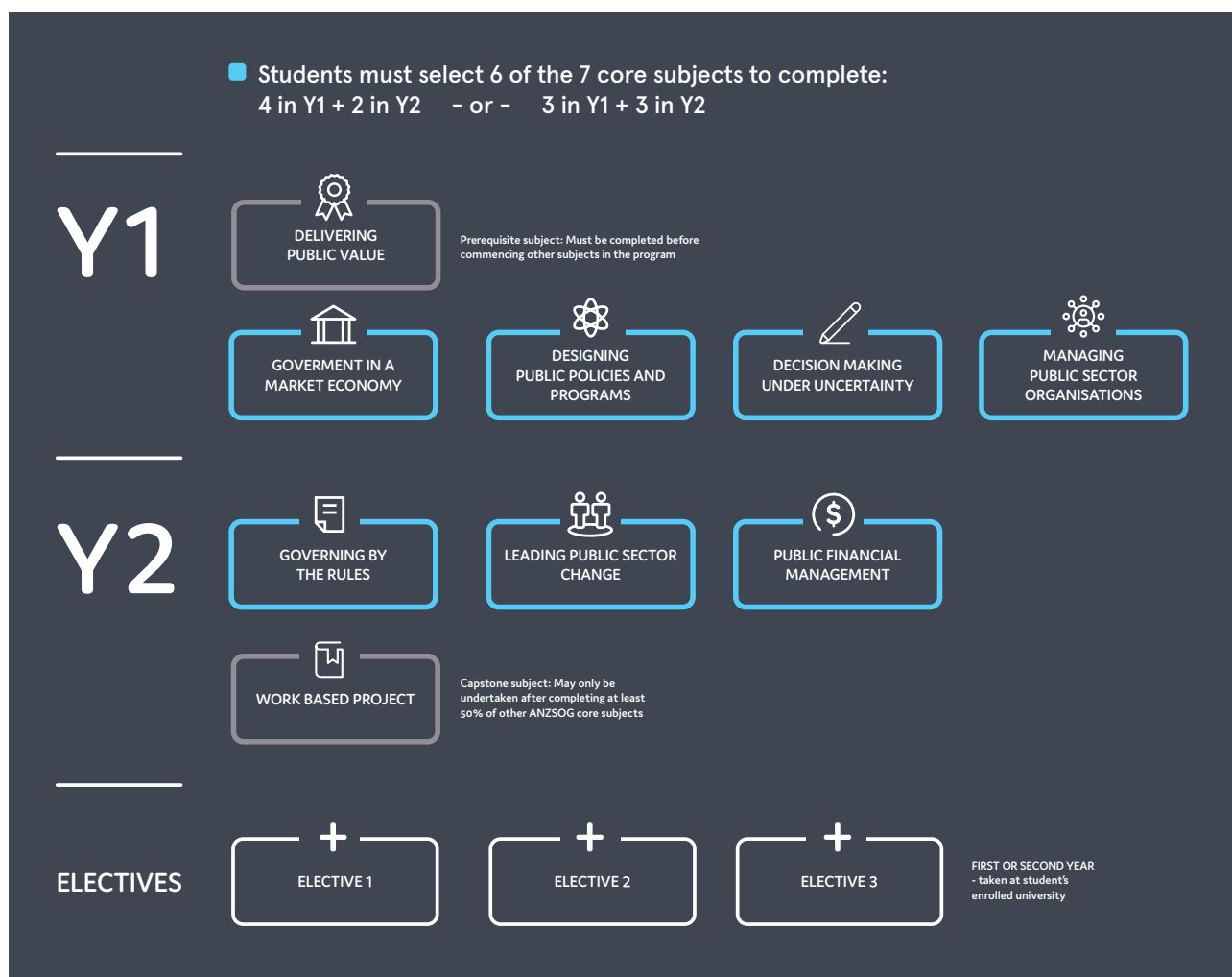
The approach to learning and teaching draws on the student's experience within the public sector and linking this to conceptual and analytical frames that help guide the analysis of applied public policy and leadership problems. Learning is interactive, student-led and ANZSOG's broader network of international 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 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 these 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. The EMPA program plan is illustrated in the diagram following the table below.

ANZSOG CORE SUBJECT	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	GBR	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

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

The blend of academic rigour and working directly on cases with public sector practitioners is a unique feature of the EMPA. This provides the knowledge and skills required by contemporary leaders who need to navigate complex issues, organisational systems and (often) deliver services within a constrained 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, share experiences and explore innovative 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.

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 Learning Management System (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 describes 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	Yes			Yes		Yes	Yes	Yes		Yes	Yes	Yes	Yes
Report	Yes	Yes	Yes	Yes	Yes		Yes			Yes	Yes		Yes
Presentations	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes
Self-reflections	Yes		Yes			Yes	Yes	Yes	Yes		Yes		Yes
Knowledge checks				Yes	Yes					Yes			

APPENDIX 2 –
Quality Assurance and Continuous Improvement

CONTINUOUS IMPROVEMENT

ANZSOG maintains a continuous quality assurance process for all of the core units of study of the EMPA. Subject Leaders play a key role in the quality assurance process and the Academic Director of the EMPA provides comprehensive oversight across all core units. ANZSOG Subject Leaders are full time or affiliated senior academic staff of leading Australian and international universities and bring with them an exceptionally high standard of rigour and practice that reflects the expectations and quality processes of their own academic institutions.

Each academic is responsible for the design, development, delivery and assessment of their EMPA units of study. Academic staff are supported by ANZSOG administrative staff and education designers and education technologists during the design and development process of their units of study. Educational design experts support staff in the selection and design of learning technologies and pedagogical methods, such as the use of discussion boards, quizzes, animations and the development of learning videos and other support resources. Educational technologists also ensure the ANZSOG learning platform and materials are accessible and advice is provided to academic staff on how to prepare and present accessible slides to accompany their lectures. This includes, for example reviewing lecture slides to ensure accessibility for vision impaired students.

The unit outline, volume of learning and the design and structure of assessment tasks is subject to the review and approval of the EMPA Academic Director. During this review process each assessment task is examined with regard to the assessment of unit learning outcomes. Matters such as volume of learning, compliance with the ANZSOG Assessment Policy and consideration for the extent to which assessment design may minimise the potential for plagiarism are also reviewed and feedback provided to Subject Leaders. Finalisation of subject design and unit outlines is subject to signoff and approval of the EMPA Academic Director.

ANZSOG Education staff are present throughout the teaching of all EMPA core units. This is to both support the teacher and students should operational problems or queries arise and also to ensure that during subject debrief meetings additional feedback is provided on critical subject delivery issues that may impact on the quality of the student experience and the learning environment.

At the conclusion of subject delivery an immediate debrief meeting is held with the Subject Leader, ANZSOG Education staff and the EMPA Academic Director where important matters impacting on subject quality, teacher performance and student engagement are discussed, and where necessary any immediate action decided.

Further steps in the continuous quality assurance process include the posting of all core unit outlines to our partner university online portal where they can be viewed by all ANZSOG partner universities at any time. All members of the EMPA Academic Advisory Council have access to the partner university online portal and may raise issues of quality concern through the Council.

ANZSOG is also committed to a robust process of external peer review. The EMPA program and each of the core units of study are subject to a formal Academic Program Review on a five yearly cycle. The most recent Academic Program Review was conducted in 2021, and the report can be accessed via the partner university online portal or through the ANZSOG website. Independent peer reviews are also undertaken of one EMPA subject each year, and the subject Decision Making Under Uncertainty (DMUU) was peer reviewed by UNSW A/Prof Diana Perche during 2024. This report (see Appendix 6) noted the quality, impact and contemporary standing of the subject content, teaching format and student engagement. The report also identified areas for further innovation (the use of online asynchronous teaching) as well ways of strengthening student engagement and learning. The recommendations of this report have been considered for implementation in DMUU and across other subjects within the EMPA program, where appropriate.

ACADEMIC INTEGRITY, THE PREVENTION AND DETECTION OF PLAGIARISM AND GUIDANCE ON THE USE OF AI.

ANZSOG maintains a continuous and significant focus on academic integrity throughout the design and delivery of the core units of the EMPA. As noted in above, academic integrity is continuously monitored in subject design, assessment design, subject delivery and during the marking and review of student work.

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. In addition, the use and misuse of AI is discussed with students and an ANZSOG Guidance Note on AI is provided. This AI Guidance Note was developed with reference to the AI policies and advice provided to students by our university partners. Students are encouraged to review the Guidance Note and to familiarise themselves with the AI advice and policies of their enrolling university. 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, the AI Guidance Note and about their obligations for reporting breaches to the EMPA Academic Director.

Two weeks before the commencement of each core unit a 90-minute online orientation session is held with students, the Subject Leader, the EMPA Academic Director and ANZSOG Education staff. At the subject orientation students are introduced to the subject focus, assessment framework, issues of academic integrity and the emerging challenges and university policies on the use of AI in research and assessment work. Students are encouraged to familiarise themselves with the study support and academic integrity resources of their enrolling university before commencing the unit of study. The application and use of text-matching software is also discussed at the subject orientation session.

All core subjects of the EMPA delivered by ANZSOG require all student work to be submitted through text- matching software (Turnitin). Turnitin is integrated with the ANZSOG LMS (Canvas) for all assignment submission for all EMPA core subjects. When assessing student work academic staff have simultaneous access to the similarity report and the student work. This allows academic staff to review and assess work with the capacity to check for levels of similarity and sources from which similarity detection may have occurred. Academic staff are required to review all student work with concern and alertness for matters of academic integrity.

Where concerns of plagiarism arise, academic staff liaise directly with the EMPA Academic Director and the approach to student academic integrity follows the guidance of the ANZSOG Academic Integrity Policy. 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 at the direction of the student's enrolling university). 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.

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 2024 academic year.

SUBJECT	ALLEGATIONS AND FINDINGS
Delivering Public Value (DPV)	**No. of allegations:** 1 **No. of confirmed instances:** 1 **Severity:** minor **Student's conferring University:** The University of Sydney **Student's conferring University contacted?** No **Contact details of university representative (name & email):** N/A **Action taken:** The issue was poor referencing and overuse of direct quotes. The student's work was marked and reviewed by each of the subject convenors and constructive and educative comments were provided. This included encouragement to connect with their university study skills and support services to assist with the development of their academic skills. A meeting was held with the student to explain the key principles of academic integrity and discuss study skills and support resources available from their university. The response to this case of academic integrity was an educative approach and the matter was closed.
Government in a Market Economy (GME)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA
Designing Public Policies and Programs (DPPP)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA
Decision Making Under Uncertainty (DMUU)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA
Managing Public Sector Organisations (MPSO)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA

SUBJECT	ALLEGATIONS AND FINDINGS
Governing by the Rules (GBR)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA
Leading Public Sector Change (LPSC)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA
Public Financial Management (PFM)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA
Work Based Project (WBP)	**No. of allegations:** 0 **No. of confirmed instances:** 0 **Severity:** NA **Conferring University contacted:** NA **Contact details of university representative:** NA **Action taken:** NA

STUDENT FEEDBACK AND SUBJECT EVALUATION REPORTS

ANZSOG values student feedback and it is used as a major source of information to guide improvements in the design and delivery of units of study. At the completion of unit teaching students are asked to complete a comprehensive evaluation of the unit of study. This allows students to comment on teacher quality, subject content, guest presenters and the topic/session. These reports are provided to the Subject Leader once unit marking has been completed. The subject leader is then required to review and assess the student evaluation results. The student evaluation results are also reviewed by the EMPA Academic Director and all other staff in attendance at the Subject Examination and Debrief meeting. The student feedback results are then discussed at the Subject Examination and Debrief meeting. The Subject Leader is expected to account for their response to student feedback and other sources of feedback (ANZSOG staff, guest speakers, EMPA Academic Director) in their Subject Quality Improvement Plan (student evaluation reports are provided in advance of the debrief meeting to ensure incorporation of feedback analysis in the subject improvement plan).

SUBJECT EXAMINATION AND DEBRIEF MEETING

Once the Subject Leader has completed the marking of all student assessment a Subject Examination and Debrief meeting is held. In attendance at this meeting is the Subject Leader, the EMPA Academic Director, ANZSOG Education staff and the Deputy Director for Education Programs. During this meeting student results are presented and discussed. Any student performance concerns are identified and discussed (this includes Special Considerations) and the spread and scale of results for each assessment task is critiqued. During this discussion consideration is given to the process of assessment moderation and the extent that each assessment measured student attainment of the subject learning outcomes. This includes discussion of assessment design, rigour of the assessment task and the reliability and accuracy of the assessment rubric. Any student performance and results issues that require follow up are identified and once all matters are resolved the Subject Leader and the Academic Director of the EMPA sign off on the student results for the unit of study. Where appropriate, student results are then released (excluding ANU students) via the online learning management system (LMS) and results are then subsequently forwarded to the conferring university. For students enrolled through ANU, results are released once ANZSOG receives advice from the ANU, Crawford School, Examiners Committee that results have been approved for release.

Following the examination and sign-off of student results the subject debrief commences. Discussion follows the key headings specified in the Subject Quality Improvement Plan (SQIP) (past improvement plans can be accessed on the partner university online portal). The Subject Leader is required to complete a SQIP that provides an overview of subject performance and comments on key quality assurance matters, such as student experience, assessment, plagiarism and academic integrity. All matters of plagiarism and concerns for academic integrity are discussed, and any confirmed instances are to be recorded for reporting to the student's conferring university and for inclusion in a deidentified report to the EMPA Academic Advisory Council and also included in this report. The SQIP includes recommendations for improvement that should be considered for action in the design and delivery of the subsequent iteration of the unit of study. This includes any specific action that responds to student feedback and suggestions. All ANZSOG Subject Leaders are required to submit a SQIP and final payment for contract staff is dependent on the submission and approval of the plan by the EMPA Academic Director.

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 2023 (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 Dean & CEO. Committee membership is based on the recommended composition set out in the National Statement: at least eight members comprising a chairperson with suitable experience; at least 2 people with a community or consumer perspective and no paid affiliation with ANZSOG; a person with experience in the professional care or treatment of people; a person who performs a pastoral care role in a community; a qualified lawyer; and at least two people with current research experience.

The current membership of the HREC includes an independent chair who is an academic at one of ANZSOG's partner universities; three senior public servants in various jurisdictions within Australia; two senior public servants in Aotearoa New Zealand; 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 includes:

· Instructions for HREC applications
· A HREC application form
· A participant Explanatory Statement
· A consent form for interviewees
· A consent form for focus groups

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

APPENDIX 3 –
2024 Subject Descriptions and Learning Outcomes

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

Delivering Public Value (DPV – Year 1)

In DPV, our focus is on how to navigate in a changing world whilst creating value in pursuit of public purpose. Key themes 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.

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. 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? This subject is concerned with how you as a senior public sector practitioner might respond and address these questions.

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)

In the public sector and beyond, management is more than just a job title. It's a philosophy that's shaped by each person's unique experiences of being managed, seeing others manage, as well as things like management education and professional development. These personal theories of management are incredibly powerful and have a profound impact on how we lead our teams and organisations.

To truly become great managers, we need to both critically reflect on and regularly take steps to expand our personal theories of management. The Managing Public Sector Organisations subject guides you to do both.

As a first step, critical reflection involves becoming aware of both our own and others' perspectives and assumptions about management and challenging these to develop new insights. Essential questions you'll tackle in this respect include:

· What do I consider to be good management, both generally and in the public sector context?
· What's led me to think of management in these ways?
· What's missing from, underdeveloped in, or in need of an update in my personal theory of management?

As a second step towards expanding your personal theory of management, you'll learn about foundational management theories and their surprising intellectual histories, as well as the latest research on important topics such as motivation, group dynamics and organisational culture, and inclusion and indigeneity in the workplace. The course also includes expert panels featuring academics and practitioners, providing a range of perspectives to help you expand your personal theory of management. Ultimately, the Managing Public Sector Organisations subject gives you a chance to think critically and creatively about management. By reflecting on your assumptions, hearing others' perspectives, and exploring cutting-edge research, the subject will help you become better managers of public sector organisations.

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

1. demonstrate deeper awareness of your personal theory of management, including an understanding of how your theory has developed over time

2. reflect critically on foundational management theories and assess their relevance to management practice in the public sector

3. integrate the latest research on contemporary management topics, including areas of scholarly consensus, debate, and uncertainty, as well as insights from expert scholars and practitioners, into your personal theory of management

4. develop new strategies and approaches to managing people (and your organisation) based on your improved personal theory of management.

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 problem

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 policymaking in contemporary government, including fiscal rules to guide government spending and borrowing, multi-year expenditure frameworks that capture the longer-term impacts of current policy decisions, and performance-based budgeting to inform the level and relative priority of funding allocations.

PFM practices permeate the information and systems that govern the everyday decision making of public sector leaders and managers, and all of them operate at the messy intersection between bureaucratic processes and evidence, and political imperatives and risk. In this course, you will get to grips with these outlined practical realities above. You will be equipped with key conceptual and practical knowledge to integrate financial and non-financial performance in the public sector, and learn how to apply it to shape the narrative about use of public financial resources and inform public financial management decision-making. Public financial management (PFM) is an 'applied' discipline that covers the design and implementation of policies for the use of public financial resources. Conventionally associated with public finance and budgeting—taxing and spending by governments—PFM is concerned with improving the quality of government spending decisions, the efficiency of public sector operations, and the strategic (or longer-term sustainability and transparency) of fiscal policy. It is an important component of good governance in public management.

This subject 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?

This decade is proving to be one of the most challenging recent memory for the public sectors of Australia and New Zealand. From environmental disasters, new geo-political tensions, 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.

2024 Faculty Profiles

Professor 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 SUBJECTS: Delivering Public Value, Designing Public Policies and 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 Academic Director of the Executive Masters of Public Administration (EMPA) of the Australia and Aotearoa New Zealand School of Government (ANZSOG).
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 subjects Delivering Public Value and Designing 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 Avery Poole

The Australia and New Zealand School of Government (ANZSOG)
PhD, University of British Columbia
MA, University of British Columbia
Grad Dip, Institute of Chartered Accountants in Australia
BComm, The University of Melbourne
BA (Hons), The University of Melbourne

EMPA SUBJECTS: Delivering Public Value

ACADEMIC EXPERTISE AND INTERESTS:

· Postgraduate and executive education
· Regional cooperation and governance, particularly in SE Asia
· Human rights institutions
· Comparative regionalism

Dr Avery Poole is Deputy Director, Academic & Research Engagement at ANZSOG and an Affiliate in the School of Politics and International Relations at Monash University. Her research explores topics relating to public sector education and regional cooperation in the Indo-Pacific region. She has extensive postgraduate teaching experience in the areas of international governance, international politics, human rights and Southeast Asian regionalism. Prior to her academic career, she worked for KPMG in Audit and Corporate Recovery.

Avery's latest publication is Democracy, Rights and Rhetoric in Southeast Asia (Palgrave, 2019). She is a co-editor (with Dr Sara Bice and Professor Helen Sullivan) of Public Policy in the 'Asian Century': Concepts, Cases and Futures (Palgrave, 2018). Avery completed her PhD and MA at The University of British Columbia in Canada, and her BA(Hons) and BComm at The University of Melbourne. Prior to her academic career, she worked for KPMG in Audit and Corporate Recovery.

Dr David Coombs

The Australia and New Zealand School of Government (ANZSOG)
University of Sydney
PhD, University of New South Wales

EMPA subject: Delivering Public Value

ACADEMIC EXPERTISE AND INTERESTS:

· Indigenous politics and policy
· Health and education systems
· Australian politics
· Welfare to work and social policy

Dr David Coombs is Senior Advisor, Academic Quality and Strategy at ANZSOG. He also teaches in UNSW's public policy and education courses. David is part of the University of Sydney research team on the Culturally Nourishing Schooling project, a collaboration that looks to improve the learning experiences of Aboriginal and Torres Strait Islander school students. Before coming to academia, David worked as a Spanish interpreter.

A/Prof. Rob Manwaring

Flinders University
PhD,
MSc,
BA (Hons)

ACADEMIC EXPERTISE AND INTERESTS:

· Government and international relations
· Australian, British, and European government and politics
· Comparative politics

Rob Manwaring is an Associate Professor in the College of Business, Law and Government at Flinders University. Rob's research interests are mostly in the area of political parties, and centre-left politics. In 2021, his book 'The Politics of Social Democracy' was published with Routledge, which examined the changing ideological and policy profile of the mainstream centre-left parties.

Rob is an active media commentator on political issues, including both Australian national and state politics, and also British and European politics. Rob has significant media and public engagement which includes the ABC, BBC, CNN, and articles in the Washington Post, New York Times, The Australian Financial Review and the Guardian. Rob is also a regular contributor to The Conversation.

Prior to academia, Rob's background is in public policy, and he worked for the UK's Commission for Racial Equality as a senior policy adviser, and also for the South Australian Council of Social Services.

Rob is an active member of the Australian Political Studies Association (APSA). Rob is one of the convenors of the APSA 'Political Organisations and Parties' group, along with the British PSA's Labour Movements Group.

Rob is also currently one of the editors of the Australian Journal of Political Science.

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.

Dr Zina O'Leary

University of New South Wales
PhD, 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.

Prof. Kate Henne

Australian National University
PhD, University of California at Irvine
GradCert, University of California at Irvine
MS, California State University
MA, University of California at Irvine

EMPA subject: Governing by the Rules

ACADEMIC EXPERTISE AND INTERESTS:

· Crime and deviance
· Regulation and governance
· Law and society
· Health and wellbeing
· Science and technology

Kathryn (Kate) Henne is a Professor at the Australian National University (ANU). She also holds honorary professorial appointments at Arizona State University (USA) and University of Waterloo (Canada). Her research examines how innovations in science and technology contribute to changes in health, public safety and social welfare regulation. She has designed and contributed to graduate programmes and executive education in regulation and governance in Australia, Europe and North America.

Since 2020, Kate has served as the Director of the ANU School of Regulation and Global Governance (RegNet). She is also a member of the executive leading the ANU Humanising Machine Intelligence Grand Challenge project and a board member of the Agrifood Innovation Institute. Previously, she held a Canada Research Chair at the University of Waterloo, where she was also a Fellow of the Balsillie School of International Affairs.

A/Prof Brad Potter

University of Melbourne
PhD, Deakin University
BA (Hons), Deakin University

EMPA subject: Public Financial Management

ACADEMIC EXPERTISE AND INTERESTS:

· Financial reporting and its disclosure and regulation
· Accounting for public sector and not-for-profit entities
· Water and carbon accounting

Brad is an Associate Professor at the University of Melbourne and head of the Department of Accounting. Brad has extensive teaching experience spanning almost 30 years, designing and delivering accounting coursework to undergraduate and post graduate students at all levels as well as Executive Education courses in all aspects of accounting to diverse clients including Petronas (Malaysia), Australia Post, Victorian State Government, Coca Cola Amatil, City of Yarra and Coles Myer.

In research, he collaborates widely with key organisations and individuals in accounting and business, including CPA Australia, CA ANZ, key NGOs, accounting standard setters and government regulators. Much of his research focusses on the measurement and reporting approaches used by entities to communicate diverse information relating to performance, position and social and environmental impact and the relevance of that information for stakeholders. This work is disseminated widely through presentations and publications to practitioner and academic audiences.

Prof Todd Bridgman

Te Herenga Waka Victoria University of Wellington
PhD, University of Cambridge
MCom, University of Auckland
BCom/BA, University of Auckland
Certificate in Journalism, Auckland University of Technology

ACADEMIC EXPERTISE AND INTERESTS:

· Organisation and management theory
· Management education and history
· Critical management studies
· History of ideas

Todd Bridgman is Professor of Management Studies and Head of the School of Management at Victoria University of Wellington/Te Herenga Waka. Todd completed his PhD in organisation studies at the University of Cambridge. His research and teaching is focused on investigating the origins of foundational theories of management. These ideas about how best to motivate and lead people, organise work, develop culture, and transform organisations originate from famous theorists such as Abraham Maslow, Adam Smith, Max Weber, Frederick Taylor and Kurt Lewin. They are taught in universities, in workplace leadership development programmes, and reflected in popular books written for managers. While influential, these ideas often bare little resemblance to what their originators wrote.

Todd's research explores how these myths of management contribute to organisational dysfunction and damage. He believes that understanding how and why these misrepresentations happen creates space for alternative ways of learning about management, and of practising management, to take hold. Todd's recent books include 'A Very Short, Fairly Interesting and Reasonably Cheap Book About Management Theory' (SAGE) and The Past, Present and Future of Sustainable Management (Palgrave), both with Stephen Cummings.

Todd incorporates a critically reflexive and historical approach into his teaching at undergraduate, postgraduate and post-experience levels. He has taught longstanding and highly regarded courses Organisational Behaviour (undergraduate) and Leading Change (Executive MBA) at Victoria University of Wellington since 2006. For the past 15 years Todd has worked with the Senior Staff College of New Zealand Defence Force to develop their leadership and management capability running an annual week-long management programme, part of a Master of Strategic Studies, that involves site visits to Wellington's public, private and not-for-profit organisations.

Before becoming an academic Todd trained and worked as a journalist and he continues to pursue this interest through case writing and teaching. He has contributed six cases to the John L Alford Case Library, including Revealing the 'real Julia': Authenticity and gender in Australian political leadership; Leading Culture Change at New Zealand Police; and A Question of Style: The Leadership of Christine Rankin.

> "What's been really surprising is looking at problems in a different way, and that's added a new dimension to my skillset"

Fa'aolofaiva Setefano Siu Magele, Director, NZ Department of Internal Affairs Te Tari Taiwhenua

Dr Ben Walker (Ngāti Raukawa)

Te Herenga Waka Victoria University of Wellington
PhD, University of New South Wales
MCA, Te Herenga Waka Victoria University of Wellington
BCA (Hons), Te Herenga Waka Victoria University of Wellington

ACADEMIC EXPERTISE AND INTERESTS:

· Industrial and organisational psychology
· Strategy, management, and organisational behaviour
· Experts and expertise
· Culture, motivation, and feedback

Dr Ben Walker (Ngāti Raukawa) is a Senior Lecturer in Organisational Behaviour at Te Herenga Waka Victoria University of Wellington (New Zealand). His research and teaching focus on the "people side" of management, and the ways that work affects (and is affected) by people's beliefs, identities, and emotions.
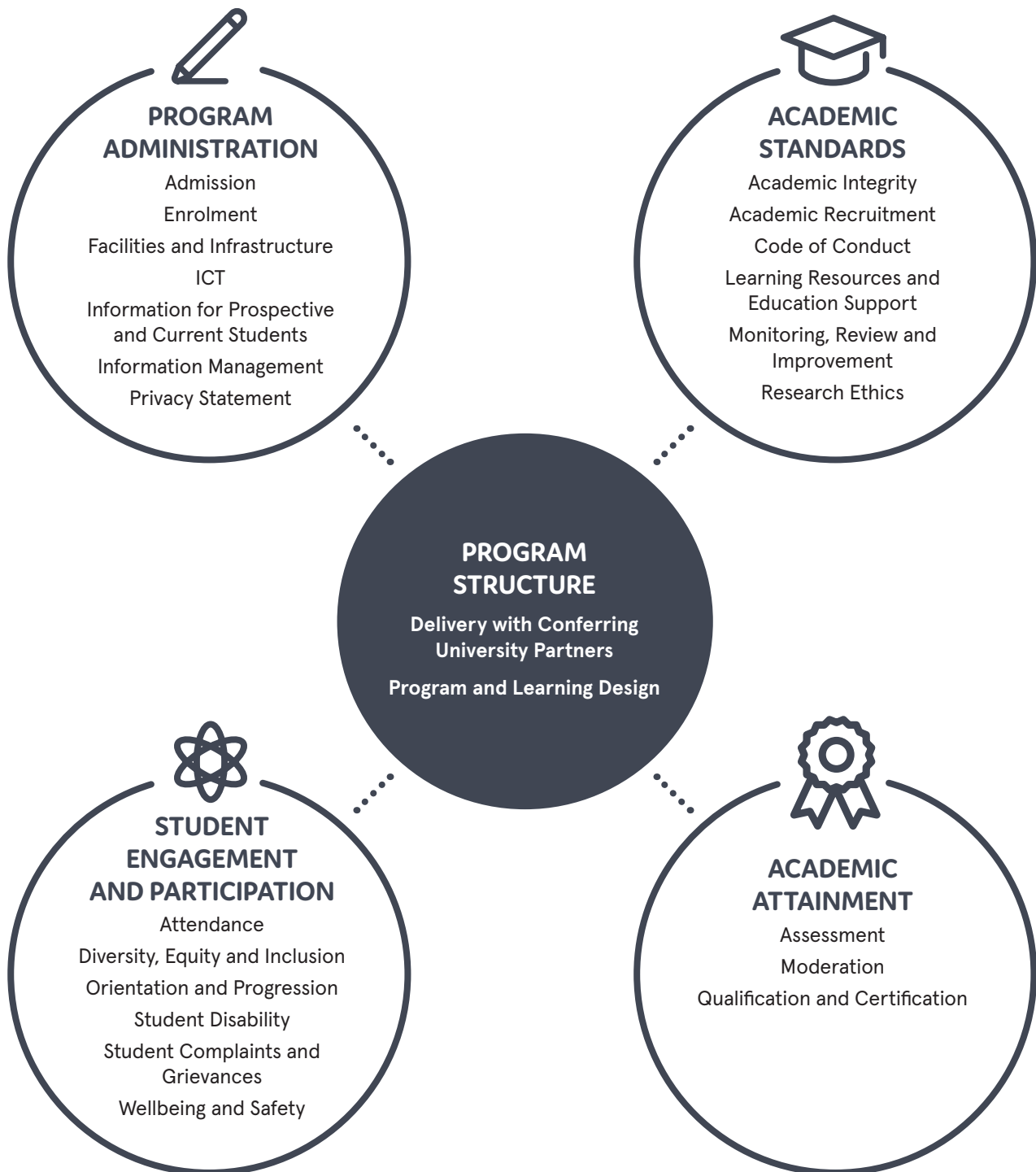
As a researcher, Ben's primary interest is uncovering under-researched and overlooked psychological "quirks" that nevertheless have a big impact in the workplace. Examples from his past and ongoing research include performance-based identities (where people feel defined by how well they perform at work), lay theories of expertise (people's often hidden assumptions about the meaning and nature of expertise), and the "dark side" of high performance (the ways that negative psychological factors such as anxiety, neuroticism, anger can facilitate workplace success). Ben uses a range of methods in his research, including interviews, experiments, surveys, and analyses of social media data, and is also passionate about "meta-research": reviewing or revealing trends and patterns in existing academic literatures. His research has been published in premier scholarly journals including Academy of Management Annals, Human Relations, and the Journal of International Business Studies. He has also contributed expert opinions to media outlets including The Conversation, Stuff, and the New Zealand Management magazine.

As a teacher, Ben has taught on undergraduate and postgraduate courses at UNSW Business School and The University of Sydney Business School. Since 2019, he has coordinated the Introduction to Management course at Victoria University of Wellington, where each year he introduces roughly a thousand students to the study of work, management, and organisations. In 2021, Ben was awarded a Victoria University of Wellington Early Career Teaching Excellence Award, and in 2019, an Outstanding Lecturer Award by the Victoria University of Wellington Students' Association.
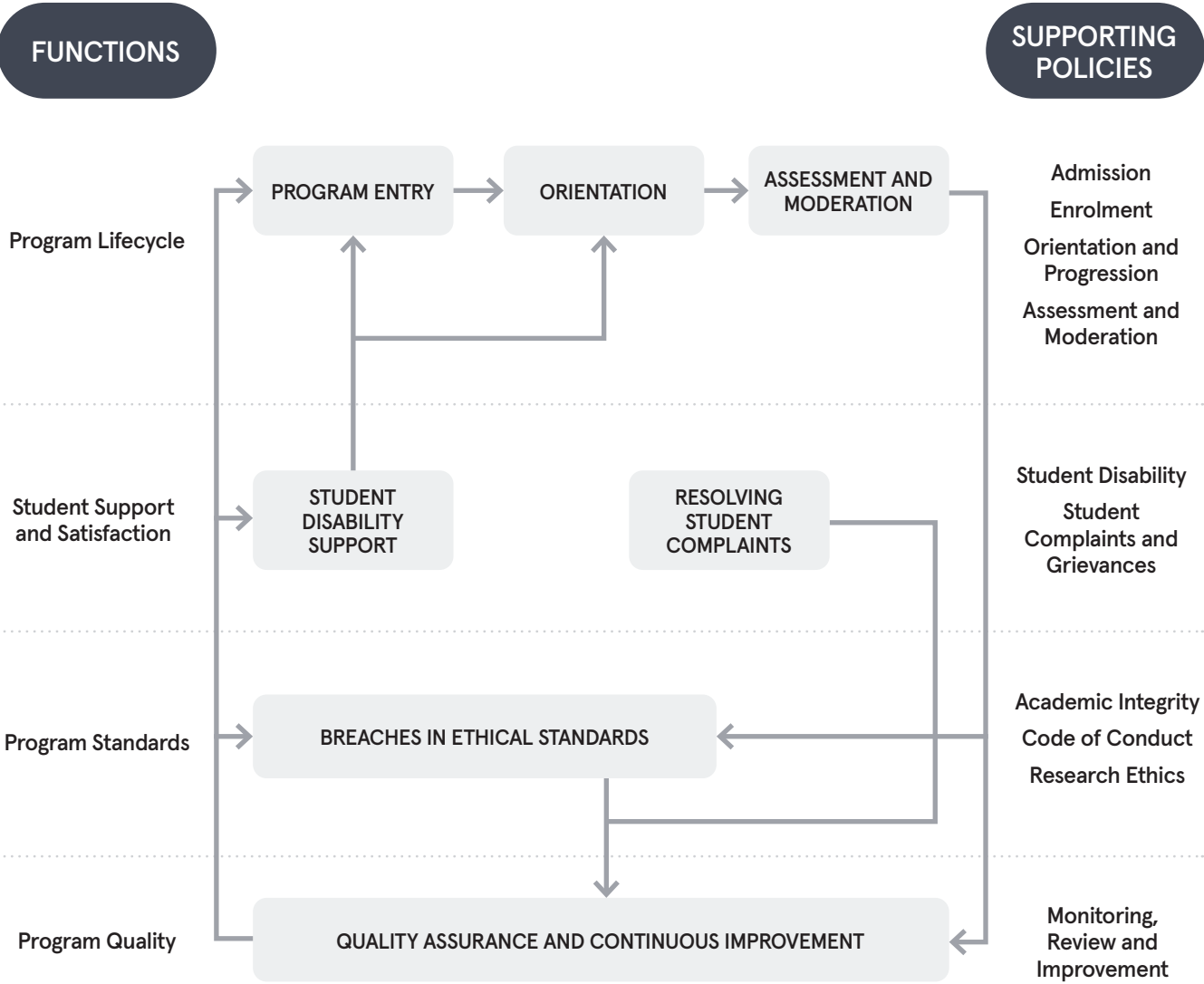
Outside of academia, Ben is a dad, golfer, gardener, and musician.

EMPA Policy and Procedures Maps

EMPA POLICY MAP

PROGRAM ADMINISTRATION

Admission

Enrolment

Facilities and Infrastructure

ICT

Information for Prospective and Current Students

Information Management

Privacy Statement

ACADEMIC STANDARDS

Academic Integrity

Academic Recruitment

Code of Conduct

Learning Resources and Education Support

Monitoring, Review and Improvement

Research Ethics

PROGRAM STRUCTURE

Delivery with Conferring University Partners

Program and Learning Design

STUDENT ENGAGEMENT AND PARTICIPATION

Attendance

Diversity, Equity and Inclusion

Orientation and Progression

Student Disability

Student Complaints and Grievances

Wellbeing and Safety

ACADEMIC ATTAINMENT

Assessment

Moderation

Qualification and Certification

EMPA PROCEDURES MAP

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

External Peer Review Report on EMPA Subject Decision Making Under Uncertainty (DMUU)

Subject: Decision-Making Under Uncertainty

Reviewer: Associate Professor Diana Perche, University of NSW (Sydney)

OVERVIEW

Thank you for inviting me to provide a peer review of this core EMPA subject, *Decision-Making Under Uncertainty* (DMUU), delivered in July-August 2024 and convened by Professor Kimberley Isett. Overall, the subject is exceptionally well designed and delivered, and presents an original perspective on the use of evidence-based policy, with its focus on uncertainty in public decision- making. Students are provided with a range of useful tools, concepts and skills that can be immediately applied in their professional roles.

The following comments are based on my:

· observation of the majority of the online module

· attendance at the three days of face-to-face delivery, and

· examination of the online learning materials on Canvas, including assessments.

The final day's schedule was substantially modified due to the convenor's illness, and my feedback takes this unexpected disruption into account.

Based on your observations of subject delivery and review of learning materials, please comment on the following elements of the subject:

Connection between course materials and topics (curriculum) and contemporary issues and scholarly debates in public policy and administration

This subject is aimed at relatively senior public servants with substantial decision-making experience and authority, drawn from a range of agencies across all jurisdictions of Australia and New Zealand. The subject is designed to develop students' skills in using evidence or data to support policy, at an advanced level.

The following learning outcomes are provided:

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 making**

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**

The curriculum is divided into four modules:

- **Decision making models and uncertainties**
- **Data and methods**
- **Evidence and where it comes from**
- **Decision making in context**

The subject structure is helpfully laid out visually, using a map/diagram regularly presented to the students, and the logical articulation between the different modules is clearly explained.

The subject is framed around 'uncertainty', however the learning outcomes are predominantly focused on evidence-based policy (EBP), and its links to decision-making. There is relatively little coverage of the contemporary EBP scholarly debate around evidence and its utilisation. The students only directly encounter this in one reading (Head), though there are many other EBP authors whose work would be directly useful here, including Australian and New Zealand authors (eg Paul Cairney, Joshua Newman, Sarah Maddison, etc). Several students commented positively in the evaluation survey on the usefulness of the Head reading (three lenses), and they may appreciate some additional readings on the politics of evidence. It may also be useful to examine some real-world examples of evidence utilisation in Australia and New Zealand. The lecture linking evidence to policy theory provided a good link back to the students' previous study, but remained fairly abstract.

The subject provides students with a brief outline of research methodologies (specifically quantitative and qualitative). The purpose-designed 'quick guide' reading on methods was very helpful and clearly appreciated by the students. There is very little mention of epistemology or ontology, and an awareness of these could help students to understand why some users are more receptive to specific types of evidence.

There is less obvious focus on Learning Outcome 3, and I note that students were slightly less confident in the evaluation survey about their achievement of this LO, compared to the others. It may be a matter of highlighting to students when this is being covered, more explicitly, so that they recognise the skills they are building.

Most importantly, given the rapid changes in recent years with the rise of 'big data', digitisation, data analytics, there should be room for some discussion of this, and further, some consideration of the role of artificial intelligence and automated decision-making (along with its biases, weaknesses, and ethical flaws). This would ensure the subject remains current and meets the students' needs in an evolving work environment.

There was little First Nations content or perspectives in this subject, and this is reflected in the neutral response by students in the evaluation survey to the relevant question. This is not a necessary component of all subjects in the degree program, of course, but it may be helpful to introduce some discussion of Indigenous ways of knowing, or issues around deficit models and framing of evidence. Some useful Australian Indigenous authors in this area would be Maggie Walters, and from a practitioner perspective, some writings by former Indigenous Commissioner with the Productivity Commission Romlie Mokak .

Design and structure of assessment

Assessment in this subject consisted of 3 tasks: group case study, individual report and reflection.

The variety of assessment types is good, and allowed students to demonstrate acquisition of a number of skills (collaboration and groupwork, presentation skills, analysis, reflection) that were directly linked to applying the tools and concepts covered in the subject. Students clearly appreciated their ability to apply their learning to their own work experience in Assessment 2: as one commented in the evaluation survey, "The practicality of Assessment 2 in revisiting a decision that I had previously made was a fantastic way to embed the learnings from the subject and will do a lot for how I make decisions and review data in future".

The workload required to complete the assessments appeared to be well matched to the expectations of the students. Students were given a generous amount of time in class to work on the group presentation (and this could perhaps be slightly reduced).

The marking rubrics are available to students at the start of the teaching term, and they are explicit about the standards against which the work will be assessed. Feedback on the group presentations was somewhat inconsistently presented across the different markers, despite the use of a template and rubric, and the inter-rater reliability is potentially an issue here. The feedback on Assessment 2 and Assessment 3 is valuable and detailed, using both the rubric and ample comments on the students' work.

It was evident during the online and in-person modules that a number of students struggled to understand what was expected of the first and second assessments, and only came to understand this relatively late in the face-to-face teaching. This was also reflected in comments in the student evaluation survey. It would be helpful to spend more time explaining this on Day 1, perhaps using some exemplars of Assessment 2 from previous students to guide the students.

The concentration of assessment due dates at the end of the teaching period allows the students a maximum time to complete the work, but provides no opportunity for early feedback. This may help to identify students who are not as comfortable with the content before it is too late.

Effectiveness and appropriateness of teaching methods (pedagogy)

The subject matter was appropriately pitched for a professional postgraduate cohort, and the subject as a whole was designed to prompt deep reflection drawing on the students' own public sector roles and work experience. It was also productive to link the subject content to their prior learning in other EMPA subjects, and to look ahead to the work-based project.

The convenor's expertise in the area was clearly evident, and Kim was able to share relevant examples from her own policy and research experience to illustrate key concepts and tools. She was very well-prepared and authoritative in her delivery, and each of the sessions was carefully designed.

Kim's communication style was accessible, engaging and easy to follow, if perhaps slightly slow- paced at times (particularly in the online module). The PowerPoint slides used during lectures were well-organised, consistently presented, and enhanced student understanding. It was helpful to provide the slides for students to review later on Canvas.

For a number of the sessions, the link between the set readings or videos and the lectures was not always explained, and this was noted by some students in the evaluation survey. It may be helpful to more explicitly link these, or to spend some time in the sessions reviewing or discussing the video and reading materials. This could possibly form the basis of some small group work that allows students to work with students not in their assessment group.

While the third day's content delivery was impacted by the convenor's illness, it's notable that many students commented in the evaluation on the desirability of more time spent on logic models. This particular session could possibly be brought forward in the schedule to allow students to discuss and test logic models in class, before using them in their written assessment tasks.

Students expressed confidence in the student evaluation survey about their achievement of all of the learning outcomes, with a very small number indicating disagreement for Learning Outcomes 3-6. It is clear from reviewing the assessments that the students had achieved the learning outcomes, and were able to apply many of the tools and concepts very effectively. One exception is the distinction between the different types of uncertainty (state/effect/response), which was not always effectively applied by students in Assessments 1 and 2. It may have been useful to provide a focused small group activity on this on Day 2, to recap the Day 1 learning and provide timely feedback, before advancing through the other materials.

The student evaluation survey shows very high levels of overall student satisfaction with the content, delivery and learning experience, and appreciation of the teaching methods. They responded very positively to the tools which could be instantly applied to their own work context, naming many of these as highlights of the subject. Some students commented on feeling 'confused' about the links between the modules, or not understanding the purpose of the assessment tasks, but their overall feedback on the learning experience was certainly positive.

Evidence and nature of student engagement and participation

It was clear that the students were highly engaged in the subject matter overall, and eager to participate in discussion relating the materials to their own professional experience, when given the opportunity. The convenor was very approachable, invited questions at regular intervals during the sessions, and encouraged feedback. The support provided by other ANZSOG staff during the in-person sessions also contributed to the warm and friendly atmosphere.

Most of the in-person delivery was in the large group (plenary) format, allowing for some questions from the students, but limited genuine discussion and participation. This was at least in part because of the 'ballroom-style' venue which required students to be spread out at large tables, in relatively sombre lighting, unable to hear each other, and reliant on microphones being passed around. A different style of venue (such as a university lecture theatre) may have engendered much more lively whole-group discussion. Students were not always engaged in the large group sessions – some were using laptops, and distracted by emails etc – and many did not speak at all during the three days of plenary sessions. (This was a very different level of engagement and participation compared with the Delivering Public Value subject for a similar cohort that I observed in action earlier in the year.)

The large group was frequently allowed time to break into the small groups around their tables for discussion based on the group assessment task, and the convenor used this time effectively to check in with the groups and allow time for questions in the small groups. It was obvious that the students appreciated the opportunities to engage with Kim one-on-one during her 'walk-arounds' – however, given the apparent level of confusion about the assessment, some groups may have been going astray without this being picked up. Students were not given opportunities to mix up their groups and talk with other participants during the three days, apart from during breaks, and they may have enjoyed the chance to expand their learning community.

The level of participation in the Day 1 online session (via Zoom) was conspicuously limited, and students did not appear to be as actively engaged in the subject matter or the opportunities for questions or discussion. Several students noted their preference for in-person delivery in the evaluation survey, and found the online session too long given the amount of material covered. The session linking DMUU to the WBP subject in particular seemed to take too long given the material covered, and this could potentially be delivered as a shorter 'taster' for the WBP at the end of the DMUU in-person modules? It may be useful to rethink the delivery format of the Day 1 online module altogether, providing early asynchronous access to some preparatory online activities but delivering all modules in person in a single block.

Organisation, presentation and effectiveness of the online learning materials for generating student learning and engagement (Canvas site)

The Canvas site was clearly and logically presented and included a diverse range of resources to cover the content. The consistency of style and layout of each module was helpful for navigating through the materials, though the need to scroll down through extensive material to be able to move to the next page can be frustrating. The 'Files' tab was not helpful, as noted in the student evaluation. The use of the welcome video and biography helps to build a connection for the students.

The discussion forum facility on Canvas has been used for only one learning activity, but could possibly have been used more extensively between the first online module and the in-person classes to help students to orient themselves, reflect on their own relevant work experiences, and better prepare for the sessions. A discussion forum on the assessment tasks may also have helped to allay confusion early in the subject.

It was noted in the student evaluation survey that Module 2 pre-readings were uploaded fairly late. It would no doubt be helpful for many busy students to be able to read ahead at convenient times in the weeks before the intensive face-to-face modules, and even easier if all the readings are provided in one place.

The combination of videos and readings caters to different student preferences, and this is certainly worthwhile. The research methods resource, written especially for the subject, was particularly helpful. Some of the videos were fairly long and a more targeted thumbnail/ timestamp or viewer guide might help students to find the relevant parts.

The limited volume of reading, especially academic sources, was clearly appreciated by the students, however some students may like to take advantage of a further set of recommended or additional readings to pursue some aspects in more detail or depth. Some of the required readings might be considered 'classics' but are not directly applicable to the students' work environments, and it may be better to present journal articles explaining applied examples or case studies instead. There is generally very little Australian/New Zealand content in the readings and videos, and given the specific geographic audience in this program, more local authors and examples would be appealing.

Alignment with expected quality of master's-level executive education program in public administration

DMUU is clearly aligned with the standards expected of master's level executive education, delivering learning outcomes at an advanced level, and content that is immediately relevant to the students' professional lives. The strong level of overall satisfaction in the student evaluation also points to the quality of the delivery and learning experience.

The subject is positioned within the discipline of public administration, but draws on a range of interdisciplinary material, especially from policy studies, organisational studies and management. The learning materials are diverse and engaging, though (as noted above) offer relatively few academic readings, and students may benefit from a longer list of recommended or suggested additional reading for some topics, to further contextualise the decision-making tools that are being introduced.

The subject draws on a very good range of guest presenters, notably practitioners who are able to provide a bridge between theory and practice. These speakers are generally highly valued by the students, though the APO presentation on intermediaries received some negative feedback with respect to content and relevance. The topic of intermediaries is valuable, but an alternative guest presenter may be worth considering. The presentations by Deborah Di Natale and Ophelia Cowell were especially worthwhile and it was obvious that the students were highly engaged during their session. As noted above, the venue layout may have discouraged some active discussion and questions from the students in some guest sessions. There were some missed opportunities to explicitly link the guest presentations to the subject content and learning outcomes for the students.

Alignment between curriculum content, assessment design, and learning outcomes (overall subject cohesiveness)

The DMUU curriculum has been well designed, delivering both breadth and depth in the knowledge and skills covered. The assessment design is rigorous, and all assessment tasks are explicitly linked to the content and learning outcomes.

The learning outcomes (listed above) are a little repetitive and could be reduced in number. They could be reviewed with regard to assurance of learning, as LOs 4 and 5 are not currently expressed as outcomes which can be observed (or readily assessed). Consider, for example:

4. *Apply knowledge of evidence types and evidence-handling methods to a decision-making process*

5. *Identify the evidence needed to make a good decision / Articulate the choices and reasoning in a decision-making process*

All three assessment tasks appear to be aligned with all six learning outcomes, and it would not normally be necessary to assess each learning outcome multiple times. Students may benefit from being able to focus on mastery of fewer LOs in each piece of work.

Each of the four modules is built upon learning in the previous module, and students are reminded of this with each new session. Each module has its own explicit learning outcomes, and provides a careful combination of theory and practical tools. Kim makes an effort to show the threads linking these together (using images such as the lego bricks), and this works very well.

The ordering of the modules could be reconsidered, with Module 3 (What is evidence?) logically covered before Module 2 (Data capture and methods). Some students commented in the evaluation on the length of Module 1 and Module 4 relative to the quantity of content covered, and this could potentially be adjusted.

Recommendations or suggestions for improvement:

This is a terrific subject within the EMPA! It is clear that the students learn to apply a range of theories, tools and concepts to their own real-world decision-making practice, and genuinely enjoy the learning experience with Kim.

The following suggestions may help to guide revisions in preparation for the next delivery:

1. **Structure**: Consider alternative ways of delivering the Day 1 online module content – could the session be shortened, delivered asynchronously, or combined with the in- person block of teaching?

2. **Assessment**: Allocate more time to explaining purpose and expectations of all assessment tasks at the start of the course (perhaps in a pre-recorded video that can be re-watched), and consider providing worked examples. Consider introducing an early (formative) assessment task so that students can receive feedback on how they are progressing.

3. **Learning materials/Resources**: Consider updating some of the readings and videos, to ensure relevance, and providing more 'additional readings' to support some topics.

4. **Pedagogy**: Introduce some small group activities based on linking lecture content and pre- readings, to allow students to mix with others outside their work group; provide more opportunities for facilitated discussion in smaller groups not tied to the assessment.

5. **Learning environment**: If possible, ensure the venue is fit for purpose as a teaching space, with adequate lighting, acoustics, and room for students to engage freely in whole-group and small-group discussion.

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