



the Australia and New Zealand

School of Government

WORK-BASED PROJECT

SUBJECT OUTLINE 2007

OVERVIEW

As the last compulsory subject in the EMPA, the Work-Based Project represents a true capstone experience by providing students with the opportunity to apply skills and knowledge they have developed throughout their participation in the program. The major element of assessment, a major research report, will involve cross-jurisdictional project teams analysing and proposing solutions to substantive and contemporary issues in public management and public policy. Projects will test each team's ability to define a 'real-life' problem, design a strategy for the problem, gather data, formulate and evaluate options and make addressing recommendations. The intention is that the Work-Based Project will bridge the worlds of classroom and practice as participants manage the challenges of working cooperatively in teams spanning jurisdictions and work backgrounds to develop genuine and sustainable solutions to difficult and complex issues.

SUBJECT OBJECTIVES

The subject will enable participants:

1. To apply relevant theory and concepts to an actual problem confronting government in order to develop creative and sustainable solutions to this problem
2. To develop the skills to conduct a major piece of applied research from problem recognition and definition through to completion
3. To utilise appropriate strategies to respond to the challenges of working with others to complete the task and achieve an effective outcome

LEARNING OUTCOMES

At the conclusion of the subject each student should have:

1. The capacity to undertake primary research within a collaborative, team-based framework
2. Skills in evidence-based analysis
3. Enhanced strategic capability
4. A better understanding of the context of public policy and public management in Australia and New Zealand

5. Written and verbal communications skills to convey the significance of their research, its findings and recommendations.
6. Capacity to network across government and levels of government
7. Improved policy design skills
8. Demonstrated evaluation capabilities
9. An understanding of how to conduct research in accordance with ethical principles

FORMING TEAMS

The purpose of the Work-Based Project is to bring to a successful conclusion a complex task within the constraints imposed by working in a team that may span jurisdictions, disciplines and working backgrounds. The rationale for this arrangement is that it places students in a fairly accurate approximation of the real world – where the achievement of goals is frequently dependent upon the successful navigation of complex working relationships with others. Research consistently indicates that ability to collaborate creatively, write and manage tasks and projects is increasingly important in the business environment (Pfaff and Huddleston 2003)¹. The academic literature also reports that collaborative learning has the potential to increase individual achievement more than individual or competitive learning. This is so, it is argued, because collaborative learning requires persistence when facing adversity, willingness to perform difficult tasks, ability to translate knowledge from one task to another, greater social skills, and intrinsic motivation (Johnson, Johnson and Smith 1998)².

In the Work Based Project, teams will generally comprise five students drawn from the full range of participating jurisdictions. Students will be given the opportunity to indicate preferences and ANZSOG will endeavour to accommodate at least some of these preferences.

THE ROLE OF THE PROJECT TEAMS

It is intended that the Project Teams, once formed, will be **self-managing**. The key tasks of each team are to:

- indicate their preferences from the attached list of research projects nominated by agencies
- establish an effective working relationship with the agency sponsoring their research so that their research leads to the development of genuine and sustainable solutions to the issue under consideration
- negotiate a 'contract' relating to their working arrangements with the academic supervisor assigned to them by ANZSOG

¹ Pfaff E and Huddleston P (2003) 'Does it Matter if I Hate Teamwork? What Impacts Student Attitudes Toward Teamwork', in *Journal of Marketing Education*, 25(1) 37-45

² Johnson, DW, Johnson, RT, and Smith, KA (1998) 'Learning returns to college. What evidence is there it works?', in *Change*, (30) July/August

- conduct research in accordance with ANZSOG's ethical guidelines
- prepare a substantial report to accepted academic standards, and
- deliver a time-limited presentation upon their research and their recommendations

As teams will be multi-jurisdictional, it is anticipated that most if not all interaction between team members will be either by email or teleconference. (This does not rule out face to face meetings but these would need to be organised and funded by members of the team). Teams will need to establish a means of convening and communicating that best suits their composition and their respective commitments. Teams will also need to allocate functions, roles and responsibilities within the group and to agree upon a timeframe for meetings/communication, as well as significant milestones in the completion of their task.

Teams will be given broad guidelines to assist them in the development of their working arrangements with their academic supervisor.

SELECTING A TOPIC

The key task of each team is to prepare and submit a major report of approximately 10,000 words prepared to appropriate academic standards that addresses a significant issue confronting government today. In the WBP 06, student teams will have the opportunity to work on projects nominated by agencies in ANZSOG jurisdictions. Under this arrangement student teams will work collaboratively with agencies on specific topics and will be provided with access to key personnel and/or data held by an agency. In return the agency will receive a copy of the final report of the team including its key findings and recommendations. A list of the projects nominated by agencies is at Attachment A.

Once teams have been formed they will be invited to indicate their interest in research topics nominated by agencies by listing their preferences. Topics will be allocated on a 'first come, first served' basis. Once teams have their topic confirmed, they will be advised of the relevant contact officer in the agency whom they can then approach. Teams will also then be allocated their academic supervisor.

CONDUCTING ETHICAL RESEARCH

All research conducted as part of the Work Based Project must be in accordance with *The National Statement on Ethical Conduct in Research Involving Humans* issued by the Australian Government and endorsed by the Australian Vice Chancellors Committee. In the words of the *National Statement*:

It is now widely accepted that all kinds of research involving or impacting upon humans should conform to the highest standards of academic integrity and ethical practice (1999 p.2).

To ensure that research involving humans meets the highest standards, the *National Statement* requires that such research must be reviewed and approved by an appropriately constituted ethics committee before it can be undertaken. An ANZSOG Ethics Committee has been appointed for this purpose.

But what does the term 'research involving humans' mean and how does it apply to the Work Based Project? To many, the term might be assumed to refer to aspects of medical or scientific research, such as research involving the use of human tissues. But this is only one aspect of 'research involving humans'. The *National Statement* defines 'research involving humans' to include 'the use of and/or collection of personal, collective or cultural data from participants and their records, which may include their oral testimony' (p.6). Thus research involving opinions, questionnaires, surveys, observations and interviews - all research tools which might be adopted by project teams in the Work Based Project - would be subsumed within this definition. As such, project teams using these research tools will be required to submit an application for ethics clearance to ANZSOG's Ethics Committee. Further information regarding procedures for gaining ethical clearance is available on the ANZSOG website (under Governance), together with the application form to be submitted (if necessary). Academic supervisors appointed by ANZSOG to assist project teams will also play a key role in providing guidance and support to teams in matters relating to the ethical conduct of research.

SUPERVISION OF THE MAJOR PROJECT

An academic supervisor, drawn from one of ANZSOG's partner universities, will be allocated to each team once it has finalised its research topic. Supervisors will be appointed on the basis of capacity to assist teams and relevant supervisory experience. It is not expected that academic supervisors will necessarily be experts in the particular field of public policy or public management that a project team will be focusing upon

In general, the role of the academic supervisor will be to discuss and provide guidance upon the team's research methodology and the preparation of the report. The academic supervisor might have advice regarding, for example, means of accessing data or the design of a questionnaire. The academic supervisor might also agree to read and comment upon one or more drafts of the report. It is not, however, the role of the supervisor to project manage the team or to ensure that the team meets its deadlines. Such matters are the responsibility of the team itself, **not** the supervisor.

To clarify the respective roles of the team and the academic supervisor (and the expectations they have of each other), each team is required to agree upon a 'contract' with their academic supervisor. This 'contract' will need to set out the expectations of each party in relation to such matters as key deadlines, nature and timing of consultations, guidance on research methods and feedback and advice on written material. The 'contract' should be finalised by 23 March 2007. Guidelines will be provided for teams in this matter.

Another key role of the academic supervisor will be to guide and advise the project team in matters relating to the ethical conduct of their research. A particular responsibility of the academic supervisor will be to assist the project team in the preparation and submission of an application for ethical clearance to ANZSOG's Ethics Committee if required.

THE RESEARCH REPORT

The Work Based Project culminates in a 10,000 word research report. While there is no standard template which teams must use, reports must conform to normal scholarly standards. Teams are encouraged to use the *Style Manual* (2002) - a classic reference prepared for the Commonwealth Government and now widely recognised as an authoritative aid for writers in government. Each team's report is subject to ANZSOG intellectual property policy which is at Attachment B.

The research report will be assessed against the following criteria:

- communication of the significance and scope of the project
- communication of the research objective, including the research question
- explanation of research methods used
- explanation of key findings
- explanation of the options considered, ie appreciation of the political, legal and stakeholder environment
- recommended course of action ie the extent to which the report's recommendations will lead to genuine and sustainable solutions to difficult and complex issues, and
- the overall presentation of the report ie the extent to which it conforms to accepted academic standards

PRESENTATION

Each project team will make a formal 15 minute presentation on their project during the residential component of the subject and take questions from ANZSOG faculty, guests and fellow students in relation to their research project and their recommendations. Each team member is expected to be present for the presentation and to have contributed to the content and/or delivery of the presentation. Presentations will be assessed on both the quality and content of the presentation. Panels, comprising an academic and an ANZSOG alumni, will take the following factors into consideration when assessing the presentations:

- communication of the significance and scope of the project
- communication of the research question
- explanation of the research methods
- explanation of key findings
- explanation of options
- recommended course of action
- quality of responses to questions
- use of time allocated
- effective contribution by all team members

- quality of audio-visual aids
- quality of handout materials
- overall quality of the presentation.

There is no set format for the presentation. In the past, teams have used role plays, and other devices to convey the key elements of their projects.

INDIVIDUAL ESSAY

In addition to the team report and presentation, students will be required to submit an individual essay of no more than 2,000 words reflecting upon their experience in the Work Based Project. This essay should include the following:

- How the team pursued its task, including research methodology
- The student's role within the team – specific tasks and contributions
- How report findings and recommendations might be applied to the workplace
- Personal learning outcomes and how these might be applied in the workplace

READING

There is no textbook for this subject. Students will be expected to refer to a broad range of readings in the preparation of both the major report and the individual essay. Students may find some past readings from other EMPA subjects useful in terms of approaching the task of the major report. Teams would be expected to discuss literature relevant to their research topic with their academic supervisor.

In terms of approaching their research, students should consult one or both of the following:

Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams (1995) *The Craft of Research*, Chicago, University of Chicago Press

John Gill and Phil Johnson (2002) *Research Methods for Managers*, 3rd ed. London, Sage

GENERAL GUIDELINES FOR WRITTEN WORK

Both the team based report and the individual essay must be prepared and completed to appropriate scholarly standards. Most universities have web-based material providing guidelines for the presentation of written work and it is advised that these be consulted. In addition, students may wish to refer to the *Style Manual* (2002) - a classic reference prepared for the Commonwealth Government and now widely recognised as an authoritative aid for writers in government.

A summary of expectations in relation to written work follows:

Referencing: All materials used in the preparation of the report and the essay (including unpublished material and web-based documents) must be acknowledged and cited. If extracts are used these must be cited. Where ideas are used or relied

upon to advance argument, these too must be acknowledged. Students are free to choose the style of referencing they wish to employ although the Harvard or Scientific method preferred (eg. Hughes 2003) is preferred to footnotes or endnotes.

Plagiarism: Plagiarism (presenting the work or ideas of another person as your own) is unacceptable and a serious academic offence that may lead to disciplinary action. Please take great care to acknowledge the ideas and words of others in your work.

Presentation: All written material submitted for this subject should be typed in 12 point font, double or one and a half spaced on A4 paper with ample margins on both sides. Given the size of the team report, project teams should submit their report in a ring binder or some other form of binding.

Word limit: Word limits must be observed. Where word limits are exceeded, the words written in excess of the word limit will not be read. The word count does not include tables, footnotes or endnotes (if used), bibliography or appendices.

ASSESSMENT

The allocation of marks for the subject is as follows:

Team-based report (10,000 words)	50%
Group Presentation (15 minutes)	30%
Individual essay (2,000 words)	20%

DUE DATES FOR ASSESSMENT

Friday 23 November 2007 - Submission of team-based report. **Two copies** are to be submitted to Alyson Skinner, Student Coordinator, ANZSOG, PO Box 4023, Parkville, Victoria, Australia, 3052.

Friday 23 November 2007 - Submission of individual essay. This can be submitted electronically to assignment@anzsog.edu.au

Thursday 29 November and Friday 30 November 2007 - Residential, including team presentations.

Attachment C shows key deadlines for the Work Based Project.

ADVICE TO STUDENTS RE ASSESSMENT OUTCOMES

ANZSOG will endeavour to meet the following timeframe in terms of advising students of assessment outcomes:

Group presentation:	21 December 2007
Individual essay:	29 January 2008
Research report:	29 January 2008

SUBJECT LEADER AND CONTACT DETAILS

The Subject Leader is Dr Deirdre O'Neill, Academic Director of the EMPA. She is

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AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
Australian Public Service Commission CLTH	Community/ citizen engagement	<p>Community/citizen engagement is a topic of broad interest for the APS and has also been prominent in the UK public sector. Nevertheless the concepts of community and/or citizen engagement are not well-defined. In addition to exploring the meaning of community/ citizen engagement, other aspects of this topic that might benefit from research include:</p> <p>How we involve citizens more effectively in the design of policies, to ensure better implementation and service delivery</p> <p>What practical examples of community/citizen engagement currently exist and what are the lessons learnt from these examples</p> <p>Managing the expectations of citizens and community</p>
Premier's Department NSW	Improved regional responsiveness in service delivery	<p>Enhanced client service is sought by Government. In NSW agencies with regional service delivery mechanisms cooperate through the Regional Coordination management Groups, supported by Premier's Dept Regional Coordinators, to provide multi-agency responses to challenges facing regional and local communities and to develop innovative solutions to local issues.</p> <p>How can agencies operating centrally or with limited specific regional operations better link regionally for the range of agency responsibilities?</p> <p>Similarly, how can Government ensure that flexibility and adaptability be incorporated into regional service delivery to respond to local and regional needs, and how can feedback and enhanced decision-making be achieved for those agencies with limited regional presence and discretionary authority?</p>
Department of Premier and Cabinet VIC	Defining the role of customer in the design and delivery of ICT enabled services.	<p>ICT enabled service delivery typically creates an environment which is more immediate, accessible and information rich to the end user. The use of ICT enabled service delivery can add to efficiency and productivity. This leads to the question as to at what point do you involve the customer in the design of the service delivery? Furthermore who indeed is the customer?</p> <p>The customer of the ICT enabled process may be internal, yet the end user of the ICT enabled service is more likely to include one or more of the following; Citizens, Business, Communities. Each of these customer groups has different needs and requirements from the services that</p>

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
		<p>are delivered to it. The primary beneficiary of the ICT enabled service may be a beneficiary of the service outcome rather than the party that actually engages in procuring the service. For example pedestrians are beneficiaries of a driver licensing system that allows drivers to keep their licenses and road rules current. However, does this customer group matter when a simple transactional system is made available for the processing of licence renewal?</p> <p>In designing and delivering an ICT enabled service, how does the public sector capture customer requirements? How do you balance operational, strategic and financial objectives with those of the customer?</p>
State Services Commission NZ	Governance Models	<p>The terms of reference for this study are to identify and evaluate governance models for different choices of organisational form for the provision of government-wide ICT shared services. In New Zealand, government-wide ICT shared services are currently managed within the State Services Commission. Although the actual operation of many of these services is outsourced to technology companies, the governance needs reflect the collective ownership of, and investment in, the shared assets and services, which is not easily accommodated within the Chief Executive – Minister accountability regime. The assessed governance models need to reflect an agency perspective on the strategy and direction of the shared services, including decisions on business models, pricing and funding policies, as well as championing collective leadership and commitment to use of shared services.</p>
Leadership Development Centre NZ	The effects of different agency cultures on the outcomes of off-site courses and development.	<p>Many agencies, particularly at the senior level, approach development as a matter of "courses, preferably offshore". But they often do not use a systematic or supportive approach to application back on the job, resulting in low payback on investment (and the research clearly supports the need for supportive back-on-job environments). Integrated learning is done more at junior levels. The outcome would be insights into the different results achieved in supportive and unsupportive environments, and into the nature of support mechanisms which work.</p>
Department of Child Safety, QLD	The Child Safety Research	<p>The Department of Child Safety has recently developed the <i>Child Safety Research Strategy 2006-2009</i> to support and enhance links between research,</p>

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
	Strategy 2006-2009	<p>policy and practice. One of the priority research questions relevant to both service provision and organisational capacity of the department is:</p> <p>What are the critical success factors for effective coordination of departmental services in response to the safety needs of children, and for improving the long-term outcomes for these children?</p>
Department of Sustainability and Environment VIC	Review of Crown land rental policy	<p>Victorian Government policy for the lease of Crown land currently prescribes that lessees pay a market rental unless the tenant is considered to be a 'community use' group in which case the rental is discounted to \$104 per annum. However, some community groups undertake commercial activities for essential fundraising purposes. A review of the existing policy would need to consider:</p> <p>What is the acceptable definition of community use of public land?</p> <p>What policy options might be considered to achieve equitable and appropriate public policy outcomes?</p> <p>What legislative changes will be required?</p> <p>Are there other jurisdictional approaches and benchmarks that may be useful for comparison?</p>
Ministry for Economic Development NZ	Dairy industry restructuring in New Zealand	<p>There is potentially a wide range of research topics associated with the dairy industry restructuring in New Zealand. It lends itself to an analysis under the public value framework:</p> <ul style="list-style-type: none"> ·How we came to define the substantive policy issues – what were the drivers, how we assessed the economic risks, what were the key parameters of the analytical framework and how did these evolve over time? etc ·The capability issues that we had to address – how did we bring together the team? How did we manage the government process, Ministers and officials roles ·How did we manage the strong public and external stakeholders interest at different stages of the process? How did we deal with stakeholder gaming? What influence did it have? Communication strategies etc

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
Department of Justice, VIC	Privacy in a technological age	<p>New technologies offer Governments the value of enhancing security and of sharing information to tackle deeper issues that extend beyond the traditional structures of Government. Beyond Government information, new technologies are seeing citizens leave vast amount of data in everyday transactions, e.g. ATMs: credit cards; loyalty programs and ticketing. Other uses of technology include data mining, stored biometrics and surveillance technologies. Whilst Privacy laws compel government agencies to protect the privacy of personal information, how must Governments and privacy regulators adapt to protect rights to privacy in the face of new technologies and modes of managing personal affairs?</p>

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
Attorney-General's Department CLTH	Development of performance measurement	<p>There are 65 Family Relationship Centres being established over three years. The first 15 commenced services in July 2006. The next 25 will commence in July 2007, with a further 25 opening their doors in July 2008. They are the centrepiece of the Australian Government's family law reforms.</p> <p>The Centres will have their performance reviewed annually against key performance indicators. The Centres that perform highly will be able to receive up to 10% additional funding as a performance incentive. Those that perform poorly will have to agree to a performance improvement plan and could lose their funding if it does not improve. Therefore the review of the Centres' performance will need to be robust and based on evidence. That is where a possible project comes in. We need to develop a sound performance measurement program in order to rate the Centres and make decisions about their future, including performance incentive payments. It will need to be finalised by December 2007 as the first review has to be completed in the first quarter of 2008. So far there have been key performance indicators developed but measuring performance against them will mean weighting data about each Centre to take into account the size of the Centre and demographics of its catchment. We need to compare performance of Centres with quite different catchments (eg comparing the performance of a Centre in a regional area with a relatively low population but long distances to cover through outreach services compared with a metropolitan Centre with a large culturally and linguistically diverse population). The size of the Centres themselves also needs to be taken into account so that those with the most funding that can take higher client numbers don't automatically appear to be performing better than a Centre with less funding.</p>
Department of Treasury and Finance VIC	Determining the factors that impact on delays in infrastructure and/or service program delivery.	There seems to be a clear bias in both C'wlth and State programs towards underestimating implementation timeframes and policy issues arising from implementation. There is evidence from overseas, notably the UK, that this problem is hardly unique to Australia.

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
Department of Families and Children's Services and Indigenous Affairs CLTH	Improving access to mainstream services for Indigenous	How do you break down cross-agency and cross jurisdictional boundaries to deliver support and assistance in timely, seamless way?
Ministry for Social Development NZ	Building and sustaining innovation	How can innovation be engendered and sustained in a public management context using the Ministry of Social Development as a case study?
Department of Primary Industries NSW	Agency Accountability - Performance Reporting	<p>Performance reporting by government agencies aims to enhance accountability and promote a performance culture, although importantly, performance reporting it is not the only avenue by which accountability pressures are brought to bear on agencies. Nevertheless, in most instances, agencies have discretion in their development of performance indicators, and as such, often err in favour of safe measures, such as activities rather than outcomes, and their investments in identifying new and more appropriate measures is often minimal. To help facilitate improvement by agencies in their performance reporting, arguably, an increased level of debate in Australia about the topic would be useful.</p> <p>A short project could include (i) a review of literature defining best practice approaches to the development of agency performance measures both in Australia and overseas, as well as (ii) a case study of the performance measures used by several similar Australian agencies across jurisdictions to draw out inconsistencies and commonalities, and to provide a basis for commenting on the Australian situation and possible future directions. A more complex add-on to the project would be (iii) consideration of agency incentive structures that help to explain the likely level of commitment in Australia to best-practice performance monitoring.</p>
Australian Taxation Office CLTH	How is compliance behaviour influenced by relationship management strategies?	The Tax Office has recently introduced a client relationship management strategy with our top corporate taxpayers which includes visits to taxpayers by senior Tax Office executives and frank discussions about our view of their compliance from a risk perspective. We understand the United Kingdom revenue authority has introduced a similar initiative. The research would focus on developing a

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
		methodology for measuring the impact of such a strategy; assess the impact of our current strategy using that methodology; analyse the reasons for any variation in impact across the target audience; and make recommendations on how the strategy might be improved.
Internal Revenue Department and SSC NZ	Sharing of information on citizens by government agencies	The level of demand from individual government agencies for information held by other agencies and the technological ability to share information on a large scale has moved ahead of the public sector's thinking on whether sharing information is in the public interest.
Centrelink CLTH	Develop a model for measuring the contribution that initiatives to prevent incorrect payments to customers make to the integrity of outlays.	This model will provide the government with an equivalent level of confidence to the current measurement of compliance and fraud savings. The absence of such a model is at least a perceived barrier to the adoption of preventative measures in preference to detective and recovery compliance programs
Department of Transport and Regional Services CLTH	Commonwealth and state coordinated responses to emergency and security events	These events should include and focus upon the current threats of pandemics such as the avian bird flu. The project needs to cover broad theory of emergency and response events and deal with Commonwealth and states sovereignty and constitutional issues, and systems of government.
Department of Communities QLD	Strategies to reduce Indigenous over representation in Youth Justice	
Department of Community Services NSW	Centre for Community Welfare Training	Assessing demand and supply of community welfare training and assessing cost-effectiveness of CCWT compared with DoCS's NGO Training Unit.
Disability Services Queensland (Department	Analysing the networking and engagement	These areas have either undergone or expect to experience rapid growth as a result of mining booms. A comparative research project could be undertaken to highlight the successes and gaps regarding networking and engagement in identifying and responding effectively

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
of Communities) QLD	around human services in regional planning for growth, using comparative data from Bowen Basin and Surat and the East Kimberly and Pilbara in Western Australia	to human services issues related to rapid population growth. These issues may include: <ul style="list-style-type: none"> • Affordable housing • Access to crisis care services • Access to well-located community services • Community capacity building services and resources • Community engagement services and resources • The impact of fly/drive in – fly/drive out arrangements on families and communities
Productivity Commission CLTH	Rethinking Regulation	One recent focus for the Australian Government has been the response to <i>Rethinking Regulation</i> , the Report of the Taskforce on Reducing Regulatory Burdens on Business. The final section of this report dealt with the underlying causes of over-regulation, including ways of ensuring good performance by regulators. In particular, recommendations were made in relation to performance reporting, appeal and review mechanisms, and communication and interaction with business. The Government's response was that regulators should adopt a number of these recommendations. There is a need for more research to identify better practice to assist regulators to implement the Report's recommendations. Such research would contribute to an understanding of the significance to the community of governance arrangements in regulatory bodies and the efficacy of existing arrangements.
Ministry of Fisheries NZ	Regulation of aquaculture	New Zealand aquaculture offers development potential but is administered within a regulatory framework that requires a range of perspectives to be weighed up before sites can be approved. The project could investigate how aquaculture is viewed within regional communities and then explore conditions and parameters of more collaborative governance in the development of new Aquaculture Management Areas, where commercial, recreational and government interests are major players.

AGENCY	TOPIC	BACKGROUND / RESEARCH QUESTIONS
Department of Environment and Conservation NSW	Improving enjoyment of parks and reserves	<p>The NSW State Plan identifies increasing the number of people who visit National Parks as a key environmental objective. It is an ongoing challenge to balance increased public enjoyment with the protection of high value conservation areas these parks were created to secure. It is also essential to retain strong community connection with the parks so that a constituency of support remains in place to assure their long-term protection.</p> <p>Key questions: Provide a review of international best practice case studies in tourism and conservation management; identify the critical success factors for combining high visitor numbers with good conservation outcomes; identify strategies and operating models for improving awareness, access, enjoyment and return on National Park assets; identify potential synergies between the objectives and activities of DEC and Tourism NSW.</p>
Legal Aid Commission NSW	Models to determine priorities for legal policies.	<p>This project would:</p> <ul style="list-style-type: none"> provide the Commission with an objective/evidence based model for determining priorities for expenditure of limited legal aid funds be consistent with a number of Commission reviews (internal & external) about complex issues of understanding and measuring unmet legal need amongst socially and economically disadvantaged members of the community provide more information about additional priority target groups (ie the elderly, the homeless) allow the Commission to have more focussed/transparent dialogue with its stakeholders be consistent with the NSW State Plan (ie foster effective partnerships, hearing the community, delivering better services, increased 'customer' satisfaction, more opportunity and support for the most vulnerable) assist planning purposes for other agencies like Community Legal Centres, Aboriginal Legal Services, LawAccess increase safeguard and prevent the occasional 'knee jerk' policy reaction

ATTACHMENT B

Intellectual Property Policy

(adopted by the Board of ANZOSG on 9 Dec 2004)

1.1 For the purposes of this policy “Intellectual Property” means the copyright in any literary work (excluding computer programs), artistic work or musical work, as those terms are defined in the Copyright Act (1968) Cth.

1.2 Intellectual Property in the research report or reports that are created or developed in a Work-Based Project vests in the ownership of the student researchers in the Project Team for each Work-Based Project, subject to the obligations and licence rights granted by the student researchers as set out in clause 1.4.

1.3 The student researchers own Intellectual Property vested in them pursuant to clause 1.2 as tenants in common in equal shares.

1.4 Intellectual Property rights set out in clause 1.2 are subject to:

(a) the requirement that the academic supervisor or supervisors of a Work-Based Project are appropriately acknowledged in any publication of a report; and

(b) ANZSOG and each university member of ANZSOG at which a student researcher for that research report is enrolled in the ANZSOG EMPA are severally granted an irrevocable, world-wide, non-assignable royalty-free licence to use and to exploit the Intellectual Property for their respective research, teaching and scholastic purposes.

1.5 In exercising licence rights ANZSOG and each university member of ANZSOG must recognise the moral rights of the student researcher authors, including the right of attribution and integrity of authorship.

1.6 All parties must execute all documents, and do all acts that may be necessary or desirable to give full effect to the provisions of this policy.

ATTACHMENT C

21 Dec 06	Subject Outline and Team Preference circulated to students
23 Jan 06	Team Preference Form returned to ANZSOG
8 Feb 07	Teams formed by ANZSOG. Students notified.
15 Feb 07	Presentation about WBP at GBR. Student teams meet to discuss topics
23 Feb 07	Teams advise ANZSOG of preferences for research topics
9 Mar 07	ANZSOG advises teams of projects
23 Mar 07	ANZSOG allocates academic supervisors
13 April 07	Contract agreed between academic supervisor and team
13 April 07	Confirm research question with supervisor/sponsoring agency
16 May 07	Deadline for submission of application form to ANZSOG Human Research Ethics Committee
15 Aug 07	Teams submit first formal progress report to academic supervisor
17 Oct 07	Teams submit second formal progress report to academic supervisor
23 Nov 07	Team-based report submitted (hard copy)
23 Nov 07	Individual essay submitted (via email)
29/30 Nov 07	Attendance at residential. Presentations by teams

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