

School of Government

PADM 512
WORK-BASED PROJECT
(24 POINTS)

Trimester TWO 2008

COURSE OUTLINE

CONTACT DETAILS

Victoria University of Wellington

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Class Times and Location

To be advised by ANZSOG

Withdrawal Dates

Withdrawal notice must be in writing to School of Government, Victoria University of Wellington. Ceasing to attend or verbally advising a member of staff will not be accepted as notice of withdrawal.

Withdrawal with a refund by **18 July 2008**. Students giving notice of withdrawal after this date will remain liable for fees.

Withdrawal after **19 September 2008** requires Associate Dean approval (no refund). Please note you need to have not already failed the course, and have a valid reason for not withdrawing in time. Students are regarded as having failed the course unless the Associate Dean gives approval to withdraw.

Course Objectives, Course Content, Expected Workload, Group Work, Readings, Materials and Equipment, Assessment Requirements, Penalties, Mandatory Course Requirements, Communication of Additional Information

Refer to the attached Subject Outline as supplied by ANZSOG.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES, VICTORIA UNIVERSITY

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA005). This counter is the first point of contact for :

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the*

School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

WORK-BASED PROJECT 07

SUBJECT OUTLINE

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 the skills and knowledge they have developed through their participation in the program to a real-life issue within government. 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 identified by agencies in participating jurisdictions. 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 recommendations addressing the problem. 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 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 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.

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

The subject will enable participants:

1. To apply relevant theory and concepts to an actual problem confronting government in order to develop genuine 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

In the Work Based Project, teams will be cross-jurisdictional, comprising five or six students drawn from the participating jurisdictions. Students are given the opportunity to indicate preferences and ANZSOG will endeavour to accommodate at least some of these preferences.

THE ROLE OF THE PROJECT TEAMS

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
- 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

MANAGEMENT OF THE PROJECT TEAMS

The Project Teams in the Work Based Project will be self-managing. 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 and the agency sponsoring their research project.

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 07, student teams will 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 the 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 four topics in order of preference. Topics will be allocated on a 'first come, first served' basis. At least one member of the team should reside in the same jurisdiction as the nominating agency. This is essential in terms of developing a working relationship with the sponsoring agency.

Where all the topics nominated by a team have already been allocated, that team will be advised so that it can submit alternative preferences. Once teams have their topics 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? The term might be assumed to refer to aspects of medical or scientific research, such as research involving the use of human tissues. However, *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 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 21 March 2008. 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's 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

Teams are encouraged to make specific recommendations for consideration by the sponsoring agency, and to avoid recommendations of a non-committal nature such as recommending that further research be conducted.

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 alumnus, 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: Each report should include an index which lists chapters, sections, tables, figures etc. Given the size of the team report, project teams should submit their report in a bound form.

The individual essay should be typed in 12 point font, double or one and a half spaced on A4 paper with ample margins on both sides.

Acknowledgements: As a matter of courtesy each team should appropriately acknowledge the agency sponsoring the research project and agency personnel who have facilitated or contributed to the project. The report should also acknowledge the contribution of the academic supervisor.

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)	60%
Group Presentation (15 minutes)	25%
Individual essay (2,000 words)	15%

DUE DATES FOR ASSESSMENT

Friday 21 November 2008 - Submission of team-based report. Two copies are to be submitted to the Student Administrator, , ANZSOG, PO Box 4023, Parkville, Victoria, Australia, 3052.

Friday 21 November 2008 - Submission of individual essay. This should be submitted electronically to assignment@anzsog.edu.au

Thursday 27 November and Friday 28 November 2008 - 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:	17 December 2008
Individual essay:	30 January 2009
Research report:	30 January 2009

SUBJECT LEADER AND CONTACT DETAILS

The Subject Leader is Dr Deirdre O'Neill, Academic Director of the EMPA. She is located at the ANZSOG offices at Level 4, 161 Barry Street, Carlton, Victoria, 3053.

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ATTACHMENT A

Number	Agency	Short Title of Research Project
1	Australian Customs Service (CTH)	Impact of the export of the European Union regulatory framework
	<p>The European Union (EU) is increasingly "exporting" its standards, especially around community safety and environmental protection measures. Globalised manufacturers, for example, are shifting towards ensuring all their goods meet the toughest standards among their various exports markets, which for a wide variety of manufactured products is the EU.</p> <p>Governments are under pressure to adopt these emerging de facto international standards - this project will explore the potential impact on the Australian regulatory environment.</p>	
2	Australian Electoral Commission (CTH)	Research into the trends of overseas voting in Australian Federal Elections
	<p>This project could examine overseas voting in Australia and compare trends in overseas voting from previous elections including the 2007 Federal Election. The research should focus on the proportion of overseas voters who are under 35 (youth voters) and their voter participation rates relative to electors residing in Australia. It could then tie into voting trends among voters under 35, their enrolment, participation rates, and opportunities to engage this target group to enrol and vote.</p> <p>The project could explore how the voting participation and engagement of expatriate under 35 Australians could be increased by administrative, rather than legislative, means.</p>	
3	Australian Public Service Commission (CTH)	Succession in management in the Australian Public Service (APS)
	<p>The APS workforce reflects the larger trend across the nation: it is rapidly ageing. Superannuation incentives have encouraged early retirement or resignation when staff are aged in the mid-50s. Accordingly, there is a growing need for succession management throughout the APS. APS departments and agencies should be attempting to minimise the risk of knowledge loss and developing the next generation through succession management strategies linked to future workforce needs.</p>	

4	Australian Public Service Commission (CTH)	Developing performance management systems that reward collaborative whole of government work
	This project would look at how to develop performance management systems that better reward collaborative whole of government work. It responds to ongoing concerns that performance management systems put too great an emphasis on achieving agency outcomes and do not sufficiently reward collaborative work. The results of this project would inform ongoing better practice advice by the Commission on this issue.	
5	Australian Taxation Office (CTH)	How do competitive dynamics influence compliance attitudes and behaviors? What are the implications for public administration?
	Recent media has covered instances of cartel behavior, cash inducements by exporters, transfer pricing adjustments by the ATO, use of tax havens and competition between countries on the basis of low taxes and confidentiality. All of these are generally regarded as examples of non-compliance with statutory regimes impacting on competition for trade and investment or market position. They raise questions of fairness in an open economy like Australia.	
6	Bureau of Meteorology (CTH)	Measuring the social, economic and environmental impact of public good services.
	The Bureau of Meteorology is an Executive Agency with a mandate primarily involving the provision of public good services. These services may individually have a small impact, but when aggregated over the whole community and for long periods the net impact can be large. Assessing and measuring the impact of such services poses some unique challenges, particularly in terms of environmental values. There are a number of economic tools now available but these are mostly qualitative and lack the determinacy needed for decision making	
7	Department of Commerce (NSW)	Knowledge retention in Commerce
	Much of the institutional knowledge held by the public sector is vested in those who exit the sector, either permanently or temporarily. Commerce has an ageing workforce. Over half (57.7%) of the organisation's workforce is over 45 years and expected to retire over the next 2-10 years. The potential effect of retirement will be further aggravated by a tightening labour market and strong demand across the public sector for many skills that are in short supply.	

8	Department of Communities (QLD)	How can government establish and maintain Indigenous cultural affirmation as a foundation for policy development, implementation and evaluation across all agencies?
	<p>What are the social, economic and political outcomes of Indigenous cultural affirmation? What is the value of symbolic initiatives such as a treaty or Constitutional preamble? What mechanisms can effect and maintain a whole-of-government policy shift that identifies and results in the social and economic outcomes of cultural affirmation, and values these beyond those initiatives that are merely symbolic?</p>	
9	Department of Corrections (NZ)	Evaluation of the new Department structure
	E.g. How people, groups, services react to matrix management/shared service structure. What are the difficulties staff have in adjusting to new roles, boundaries - shifting to providing a service to operational arms, rather than "directing".	
10	Department of Education, Science and Training (CTH)	An examination of the organisational strategies and staff and leadership skills necessary to support innovative policy thinking and program design in public service organisations.
	<p>Innovative policy thinking and program design skills in public service organisations increase productivity and improve the quality of advice. They also ensure staff utilise their creative capabilities in developing innovative policy and program design solutions.</p> <p>This project will examine the innovation practices in public service organisations as follows:</p> <ul style="list-style-type: none"> (a) Organisational level strategies for fostering innovative policy thinking and program design (b) Specific leadership skills that foster innovative policy thinking and program design (c) Specific staff skills, knowledge and values that foster innovative policy thinking and program design. <p>The outputs from this project will assist public service organisations identify strategies to support enhanced innovation, leading to improved organisational performance and to develop the leadership and staff capabilities necessary to support innovative policy thinking and program design.</p>	
11	Department of Employment and Workplace Relations (CTH)	Providing integrated services to people suffering episodic illness
	Currently DEWR provides employment services to people suffering from mental illnesses, including those characterised by bouts of incapacity that limit the person's ability to maintain employment. People in this group may benefit from	

	the regular activity that employment brings but are hindered by the episodic nature of their illnesses. The project would explore how these people can best be assisted to meet their personal employment aspirations and/or meet their legislated participation requirements and receive the treatment and personal support they require to minimise the effect of their illness.	
12	Department of the House of Representatives (CTH)	Implementing new models of parliamentary administration - lessons to be learned
	In recent years a number of Parliaments have established departments of parliamentary services to provide building, security, IT, corporate support and other services previously provided by Chamber departments. The Chamber departments would then focus on procedural and committee support. While these parliamentary service departments seem to meet theoretical requirements of efficient and rational governance, there are factors which assist and constrain implementation including relationships with key clients (members of parliament) and understanding of their requirements. The study would explore lessons to be learned in implementation.	
13	Department of Justice (VIC)	Understanding and addressing the links between perceptions of crime and actual crime
	Although crime rates have fallen over the past five years, perceptions of crime have remained steadfastly high. This fear of crime has important implications for the Government's goal of building safe and confident communities. This project would further examine the nature of the link between actual crime rates and community perceptions and fear of crime to deepen our understanding of the issue. In addition, the project will recommend specific initiatives that can be implemented to address this issue and build confidence within the community.	
14	Department of Local Government, Sport and Recreation (QLD)	Spatial Specific Purpose Payments (SPPs) and Place-Based Public Policy in Australia's Federation
	Governments could further explore Specific Purpose Payments (SPPs) based on Commonwealth, State and local regional plans, linking specific funding to a needs basis approach, place-based and/or spatial funding arrangements. Well designed and implemented place-based policy-making will help governments meet the key challenges and opportunities currently converging in urban spaces. Better place-based policy-making, properly designed and implemented, will help governments meet the key challenges and opportunities currently converging in urban spaces. A focus on urban and community policy frameworks with a	

	<p>growing importance on place sensitive approaches can capture the advantages of geographical proximity for innovation in a knowledge-driven economy, and can also help break the cycle of disadvantage in troubled neighborhoods. Four key elements of a place-based framework would include:</p> <ul style="list-style-type: none"> (a) Tapping into local knowledge; (b) Balancing a mix of economic and social policies which combine place-based programs; (c) Governing through collaboration at all levels of government and at community level; and (d) Recognising and enhancing the important role of subsidiary and municipal governments. <p>Regional funding models to support regional collaborative partnership delivering service delivery priorities. Intergovernmental and SPP funding arrangements that support new and emergent regional scale collaborative initiatives and responsibilities in priority services delivery areas. Governments need to discuss potential regional funding models and how such models might be developed under current Australian governance and institutional arrangements.</p>	
15	Department of Planning and Community Development (VIC)	State-local government planning and service delivery: integrating land use planning with services and infrastructure for increased livability
	<p>The project should examine how State and local government departments can work together more effectively – both across and between the two levels of government – to better integrate urban community planning and improve the alignment of service and infrastructure investment so that the livability of local areas and the well-being of residents will be increased.</p> <p>The scope of the project could include identifying the current situation, highlighting strengths and weaknesses, and suggesting improvements based on other Australian and/or international experience and literature.</p>	
16	Department of Primary Industries (NSW)	Primary Industries Innovation Policy: Some Insights for Government
	<p>Australian Governments have a strong interest in encouraging innovative primary industries as a ‘driver’ of economic growth. Research and development is one element of ‘innovation policy’ that has been the subject of ongoing debate both in Australia and overseas.</p> <p>Key issues are(1) identifying what governments can do to maximize private sector R&D investment (with emphasis on new initiatives); (2) what the focus (outcomes) of government versus private sector R&D should be; and whether government involvement in R&D should be strictly administered along public/industry benefit lines.</p>	

	The project could involve (1) undertaking a brief study of primary industries R&D policy in Australia and identifying key issues; and (2) interviewing key industry leaders and government stakeholders to obtain their views on best practice primary industries R&D policy.	
17	Department of Treasury (CTH)	The role and effectiveness of operational taskforces in the development of public policy in the APS.
	In the 1980s taskforces, rather than traditional interdepartmental committees, began to be used to bring together agencies and people in a flexible and focused way. Taskforces are now an established way of tackling high-priority whole of government tasks.	
18	Disability Services Queensland (QLD)	Relationships between government, non-Government organisations, civil society and business in the provision of support and services for people with a disability.
	<ol style="list-style-type: none"> 1. High levels of unmet demand and under-met demand for disability services create tensions within the contemporary socio-political environment. To effectively service the disability community, governments need to work productively with the disability sector (non-government organizations) and community at large (civil institutions, business and industry) to find solutions in a resource stretched environment. 2. In addition, other social/civic issues to investigate in this research might include: <ul style="list-style-type: none"> • The development of ‘civic engagement’ towards citizens with a disability, their families and carers; and • Effective inclusion policies (for people with disabilities) in education and transition to employment opportunities (trends in employment, income, poverty rate of working age people with a disability). 	
19	Environment and Climate Change (NSW)	Implementing the precautionary principle in a deregulatory environment
	<p>The precautionary principle is a response to uncertainty in the face of risks to health and the environment. It was endorsed as a principle for sustainable development in the Rio Declaration (1992), and has since been applied to areas as diverse as climate change, biodiversity and chemicals.</p> <p>There is considerable international debate about the evolution and application of the precautionary principle, for example when should action be triggered, does its incorporation into legislative and policy instruments translate into an obligation to act; where should the burden of proof lie etc. Currently in Australia there is a significant focus on</p>	

	reduced red tape and streamlining/simplification of requirements for industry. If regulatory action is being considered, the case must be based on the use of analytical methodologies such as quantitative risk assessment and cost benefit analysis. These tools rely heavily on data which is often unavailable, particularly in relation to environmental and health impacts, which can be difficult to establish conclusively given that effects may not be apparent for a long time after exposure. In this context, how can the precautionary principle and approach best be incorporated into government actions to ensure timely and effective responses to issues of environmental and health concern?	
20	Environmental Protection Agency (QLD)	Covenants in the residential development industry
	Residential developers are currently placing covenants on dwellings that restrict the implementation of some sustainable elements e.g. provisions that do not allow solar hot water heaters to face the road. The project will: <ul style="list-style-type: none"> • Identify the status of covenants in land title and common law; • Investigate the legal and non-legal issues associated with sustainability covenants as currently applied; and • Identify how sustainability can be incorporated into new urban development design, construction and operation. 	
21	Ministry of Social Development (NZ)	Turning youth gangs around
	Youth gangs, organised around violent offending, intimidation, theft and drugs are increasingly the social organisation of choice for poor young men, and a growing number of young women. Kids, many pre-teen, are already “patched” members of these organisations. This research project will investigate why there is a growth in youth gangs and consider what central government, local government and the voluntary sector can do to turn the behavior of gang members around.	
22	Ministry of Social Development (NZ)	Million dollar families
	A relatively small percentage of the most vulnerable families in our communities are in receipt of multiple government interventions, benefits and support arrangements. But do these multiple and costly interventions really make a difference; what is it that turns a vulnerable family into a safe and successful family? This research project will examine different jurisdictions’ approaches to working with the most vulnerable in their communities to understand how government can be more effective in helping strengthen families.	

23	Planning and Community Development (VIC)	Family Violence - A Case Study in Joined Up Government
	Commencing in 2005 through A Fairer Victoria, the Victorian Government developed and is implementing a strategy of coordinating the planning and provision of family violence services – which involves numerous agencies including police, human services, education, the then Department of Victorian Communities, and NGOs. The governance arrangements and strategy implementation would be the focus of research and located in the context of the ‘joined up government’ debates.	
24	Productivity Commission (CTH)	Identifying better practice by regulators - performance reporting, appeal and review mechanisms, and communication and interaction with business
	<p>A recent policy focus for the Australian Government has been reducing the regulatory burden on business. The Government’s response to Rethinking Regulation, the Report of the Taskforce on Reducing Regulatory Burdens on Business, outlines the major policy initiatives in this area.</p> <p>The final section of that report dealt with the underlying cases 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.</p> <p>However, more research to identify better practice in these areas may assist regulators in implementing the recommendations, and contribute to an understanding of the significance to the community of governance arrangements in regulatory bodies and the efficacy of existing arrangements.</p>	
25	Road Traffic Authority (NSW)	Fiscal Management of Roads for the 21 st Century
	Governments are struggling to fund the development of vital infrastructure including roads. The road use demand is growing more quickly than ability to provide new supply. The way people pay for roads is currently based on early 20 th century methodologies using a mix State and Federal grants from fuel taxes and registration fees and direct charging using tolls. These generally have very poor linkages between road use and charging. After studying these issues, develop some concepts which could be used to create a new fiscal management regime. Consider technology in your solution.	

26	Victoria Police (VIC)	Implications of the drought on the delivery of policing services
	<p>What are the implications of drought on the delivery of policing services?</p> <p>Are there different implications of the drought in rural and metropolitan communities?</p> <p>What does the role of police in the context of drought-stricken communities tell us about the expectations and perceptions that the community has of police?</p> <p>This needs to be considered in the context of changing environmental, health, social and economic factors.</p>	

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

WORK BASED PROJECT 2007: TIMELINE

Nov/Dec 07	Team Preference Form circulated to students Team Preference Form returned to ANZSOG
Dec 07	Subject Outline and agency topics circulated to students
Dec 07	Teams formed by ANZSOG - Students notified.
19 December 06	Last date for teams to advise topic preferences
end Jan 08	Topics allocated to teams
Feb 08	Presentation about WBP at GBR Student teams meet
end Feb 08	Academic supervisors allocated to teams
March 08	Contract agreed between academic supervisor and team
16 May 08	Teams submit ethics application to ANZSOG HREC (if required)
late May 08	ANZSOG HREC meets
15 August 08	Teams submit first formal progress report to academic supervisor
17 October 08	Teams submit second formal progress report to academic supervisor
21 November 08	Research report submitted
21 November 08	Individual essay submitted
27/28 November 08	Attendance at residential. Presentations by teams.