

School of Government

PADM 512
WORK-BASED PROJECT
(24 Points)

Trimester Three / 2010

COURSE OUTLINE

Names and Contact Details

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Trimester Dates

Trimester Dates: Monday 15 November 2010 – Saturday 19 February 2011

Withdrawal Dates

Notice of withdrawal must be in writing / emailed to the Senior Programme Coordinator, School of Government, Victoria University of Wellington. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

See more information available via:

- **Withdrawal dates: Late withdrawals with Associate Dean (Students) permission (See Section 8: Withdrawals – from the Personal Courses of Study Statute)**
<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>
- **Withdrawal dates: Refunds:**
www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx

Class Times and Room Numbers; Course Content; Course Learning Objectives; Course Delivery; Expected Workload; Group Work; Readings; Materials and Equipment; Assessment Requirements; Class Attendance; Penalties, Deadlines and Failure to Meet Due Dates; Mandatory Course Requirements; Communication of Additional Information; Academic Integrity, Plagiarism, and the Use of Turnitin

Refer to the subject outline supplied by ANZSOG.

Other Information

For the following important information, follow the links provided:

- **Academic Integrity and Plagiarism**
www.victoria.ac.nz/home/study/plagiarism.aspx
- **General University Policies and Statutes**
www.victoria.ac.nz/home/about/policy
- **AVC (Academic) Website: information including Conduct, Academic Grievances, Students with Impairments, Student Support**
www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx
- **Faculty of Commerce and Administration Offices**
www.victoria.ac.nz/fca/studenthelp/
- **Manaaki Pihipihinga Programme**
www.victoria.ac.nz/st_services/mentoring/

WORK-BASED PROJECT 09

SUBJECT OUTLINE

OVERVIEW

Work-Based Project is the final, capstone core subject of the EMPA program. The unit bridges the worlds of classroom and practice by requiring students to undertake a major applied research project that analyses and then proposes solutions to a contemporary 'real-world' problem in public management and public policy. Working in cross-jurisdictional project teams, students choose a topic from a list of options proposed by government departments across the ANZSOG network.

Undertaking the WBP requires students to apply the knowledge and skills they have developed in subjects throughout the program, and to further develop their applied research skills. Teams will work through the process of defining the research problem underpinning their chosen topic, designing an appropriate and ethical research strategy, gathering and analysing data, formulating and evaluating options and making recommendations to address the problem. To support this process, each group will be assigned an academic supervisor to advise on issues of research design and process; an agency mentor to discuss the issues in more depth and facilitate access to key stakeholders and information as required; and have access to an e-learning site developed specifically for WBP participants.

Ultimately, WBP teams are self-managed and students are responsible for developing strategies to overcome the challenges of working cooperatively in teams spanning jurisdictions and work backgrounds. In the third piece of assessment for this subject, students complete an individual essay (worth 15%). In the essay, students critically reflect on lessons learned about the research process, project findings, and the team-management strategies adopted throughout the project, and how these can be applied to their own workplace.

Attachment B shows key outputs and deadlines for the Work-Based Project.

SUBJECT OBJECTIVES

The Work-Based Project requires participants to bring a complex task to a successful conclusion within the constraints imposed by working in a team that may span jurisdictions, disciplines and working backgrounds. This arrangement places students in a fairly accurate approximation of the real world – where the achievement of policy 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

¹ Pfaff, E and Huddleston, P (2003) "Does it Matter if I Hate Teamwork? What Impacts Student Attitudes Toward Teamwork", *Journal of Marketing Education*, 25.1: 37-45

knowledge from one task to another, greater social skills, and intrinsic motivation (Johnson, Johnson and Smith 1998)².

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. Improved skills in evidence-based analysis and decision making
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

SUBJECT ASSESSMENT

The WBP subject has three assessment items: a major report, an oral presentation, and an individual reflective essay.

Assessment item	Weighting	Length	Due Date (2010)
Team Research Report	60%	10,000 words	19 November
Individual Essay	15%	2,000 words	22 November
Group Oral Presentation	25%	15 minute presentation + 15 minute question time	2 & 3 December (2-day residential)

1. THE RESEARCH REPORT (60%)

The Work-Based Project culminates in a 10,000 word research report. Reports are assessed against the criteria below and in the marking sheet which will be available on the e-learning site. Particular attention should be given to the structure, clarity and cohesion of the report. It is important to ensure that consideration is given to the strategic significance of the research topic, and that recommendations address the research problem directly, and flow from the research findings. Teams are encouraged to make specific recommendations, including some

² Johnson, D., Johnson, R., and Smith, K. (1998) "Learning returns to college: What evidence is there it works?", *Change* 30, July/August.

discussion of timing, costs and strategic environment. Teams should avoid very general recommendations such as recommending that further research be conducted.

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 clarity and appropriateness of the research question;
- explanation and appropriateness of research methods used;
- explanation and analysis of key findings;
- explanation and analysis of the options considered, i.e. appreciation of the political, legal and stakeholder environment
- the recommended course of action i.e. 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 i.e. the extent to which it conforms to accepted academic standards

There is no standard template which teams must use, but reports must conform to normal scholarly standards. Each report should also include an index which lists chapters, sections, tables, figures etc. Teams are encouraged to use the *Style Manual* (2002) - a classic reference prepared for the Australian Government and now widely recognised as an authoritative aid for writers in government. It can be found here:

<http://www.australia.gov.au/publications/other-resources-for-locating-publications/style-manual>

Each team's report is subject to ANZSOG's Intellectual Property Policy which is at Attachment A.

When submitting the report, please note the following:

- Given the size of the team report, project teams should submit their report in a bound form. Two copies of the report need to be submitted to Linda Losanno, Student Coordinator, ANZSOG, PO Box 4023, Parkville VIC 3052 or delivered to the ANZSOG office at Level 4, 161 Barry St, Carlton during office hours.
- You are also required to submit an electronic version. This can be sent via email to l.losanno@anzsog.edu.au or submitted on an electronic storage device (e.g. CD, DVD or USB).
- A copy of the report should be provided to the Academic Supervisor and the Agency. A template letter for the agency and release document is available on the WBP 09 web pages for use. The agency is required to complete the document and return it to the nominated team member by the end of January to be forwarded to Linda Losanno.

2. GROUP ORAL PRESENTATION (25%)

Success at the senior levels of government requires the ability to make oral presentations that communicate recommendations clearly, concisely and persuasively. The second piece of assessment in this subject requires each WBP team to make a 30 minute presentation in relation to their research project and recommendations. Each session consists of a 15-minute formal presentation followed by 15 minutes of questions from the ANZSOG assessment panel and fellow students. All team members are expected to be present for the presentation and contribute to the content and/or delivery of the presentation. Group presentations are held during a 2-day residential session on Thursday 2nd and Friday 3rd of December 2010.

There is no set format for the WBP presentations. In the past, teams have used role plays and other devices to convey the key elements of their projects. It is important to emphasise that

WBP presentations should not just describe the research process itself but make a persuasive argument for implementing the recommended course of action. Teams should, therefore, think carefully about the structure and focus of their presentation, and which key points of facts and evidence to include in their presentation.

WBP group presentations are assessed by a two-person panel including of an academic and a practitioner, typically an ANZSOG alumnus. The presentation will be assessed in terms of content and presentation skills, and the following factors will be taken into account:

Quality of the content

The assessment criteria for written work, which emphasise the importance of quality of information and clarity of argument, apply also to oral presentations. Within the constraints imposed by the 15 minute time limit, the team is expected to develop a clear, coherent argument, relevant throughout to the topic of your presentation. Your argument should be supported by the use of appropriate evidence about:

- the significance of the issue being addressed
- your research methods and findings
- the aptness of your recommended course of action given your findings, possible options, and broader strategic considerations.

Presentation skills

You will be expected to engage and keep the attention of the assessment panel and of your fellow students by effective use of the spoken word, by non-verbal communication skills, and by your supporting materials. Important factors in this area of assessment include:

- the structure and coherence of the presentation
- effective contribution of all team members during the presentation
- the effective use of supporting materials including audio-visual aids and handout materials
- the quality of supporting materials including audio-visual aids and handout materials
- overall understanding and preparedness demonstrated by the group during questioning.

3. INDIVIDUAL ESSAY (15%)

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. The process of reflective learning is central to professional development and experiential learning. According to Boyd and Fales (1983)³:

Reflective learning is the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective. We suggest that this process is central to understanding the experiential learning process.

In this essay, students are required to reflect on their experience in the WBP in relation to the research process, the research findings, and team management. Typically, this essay should include sections covering 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 student's own agency
- Personal learning outcomes and how these might be applied in the student's own workplace

³ Boyd E.M. & Fales, A.W. 1983, "Reflective learning: key to learning from experience", Journal of Humanistic Psychology Vol 23: 99-117

Remember that a reflective essay requires analysis, and it is not enough to describe or summarise the processes or your findings. In completing this essay, students need to analyse the implications of your lessons on the research process, project findings, and the team-management strategies adopted throughout the project, and how these can be applied to their own workplace. Students who are unfamiliar with the concept of reflective learning should refer to one of the many references on the topic including:

- Schon, D. (1987) *Educating the Reflective Practitioner*, San Francisco: Jossey Bass.
- Moon, J (2007) "Using reflective learning to improve the impact of short courses and workshops", *Journal of Continuing Education in the Health Professions* 24.1: 4-11.

READING

There is no single textbook for this subject. In terms of approaching their research, students should consult at least two of the following text books on research design and methodology. In addition, a selection of readings that provide advice on different stages in the research process will be provided electronically. Students should make sure they understand the research process and the requirements of each different stage in this process – including problem definition – through undertaking a literature review, choosing tools of data collection and analysis and building recommendations from research findings.

- ❖ O'Leary, Z. (2009) *The Essential Guide to Doing Your Research Project*, London: Sage.
- ❖ O'Leary, Z. (2004) *Researching Real World Problems*, Sage, London: Sage.
- ❖ Booth, W., Colomb, G. and Williams, J. (2003) *The Craft of Research*, 2nd edn, Chicago: University of Chicago Press.
- ❖ Gill, J. & Johnson, P. (2002) *Research Methods for Managers*, 3rd edn, London: Sage.

In addition, students are 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 are expected to discuss literature relevant to their research topic with their academic supervisor.

E-RESOURCE SUPPORT

This subject is supported by our online e-learning site. You will be able to access the site through your cohort's page on the main ANZSOG website. Here we have provided month-by-month research support to assist you with your project. These include videos for each research methods topic, presented by Dr Zina O'Leary. We have provided the corresponding audio files in case the video files are too large to access or will not play on your computer. You will also have access to a private team forum where you can communicate with each other and post documents in a secure environment.

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 list of research projects nominated by agencies which will be circulated early in 2010
- 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
- deliver a time-limited presentation on 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 09, 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. It should be emphasised, however, that this is *not* a consultancy, and student teams should work with their academic supervisor to ensure academic independence.

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 very useful 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 allocated their academic supervisor and then be advised of the relevant contact officer in the agency, whom they can then approach.

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 design and 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 19 March 2010. 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.

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), as mentioned above.

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 (e.g. 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. Reports submitted over the set word length **will** be penalised. The word count does not include footnotes, appendices or supplementary material but the body of the text has to stand on its own merits. Supplementary material may be disregarded by the assessor.

Refer to your academic supervisor for more advice.

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 2010
Individual essay:	28 January 2011
Research report:	28 January 2011

SUBJECT LEADER AND CONTACT DETAILS

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ATTACHMENT A

ANZSOG Intellectual Property Policy

This Intellectual Property Policy sets out the principles governing the ownership and use of Intellectual Property Rights created by students undertaking courses at ANZSOG.

What are Intellectual Property Rights?

Intellectual property rights in Australia fall into 5 categories:

- **Copyright**, which in Australia arises under the *Copyright Act 1968* (Cth) and which covers so-called 'works' (literary, dramatic, musical and artistic works) and 'other subject matter' (sound recordings, cinematograph films, broadcasts and published editions of works);
- **Patents** registered under the *Patents Act 1990* (Cth);
- **Designs** registered under the *Designs Act 2003* (Cth) and its predecessor;
- **Trade marks**, whether registered under the *Trade Marks Act 1995* (Cth) or protectible as a result of rights acquired through use; and
- **'Other'** categories arising under legislation, such as rights under the *Circuit Layouts Act 1989* (Cth) and the *Plant Breeder's Rights Act 1994* (Cth).

The category of intellectual property rights that is most likely to be relevant to material produced by students at ANZSOG is copyright. Copyright subsists in works and other subject matter that are original (in the sense that they have not been copied from elsewhere) and have been 'reduced to material form'. That is, the work or other subject matter has been recorded in some format (including electronically) that is relatively permanent and from which the work or other subject matter can be reproduced. No other formal requirements, such as registration, are required in order for copyright to arise in Australia.

The Copyright Act provides copyright owners with the exclusive right to do, or authorise others to do, certain acts in relation to the copyright. These include, in the case of a literary work such as a report or seminar paper, the rights to reproduce, publish and adapt the work and the right to communicate the work to the public.

In addition, authors of copyright works are granted what are called 'moral rights'. They are:

- the right of attribution of authorship (the right to be identified as author);
- the right not to have authorship of a work falsely attributed; and
- the right of integrity of authorship of a work (the author's right to object to derogatory treatment of his or her work which prejudicially affects his or her honour or reputation).

Moral rights are not property and cannot be transferred. They always remain with the author. Copyright (other than moral rights), registered patents, registered designs and registered trademarks are personal property. This means that they can be owned in the same way as any other item of property and the ownership can be transferred ('assigned') from one owner to the next. Ownership can also be divided so that different rights in the same material are owned by different people. Intellectual property rights can also be licensed. In that case ownership is not transferred but the owner grants another person the right to exploit one or more intellectual property rights.

What is ANZSOG's policy?

Executive Master of Public Administration

- Intellectual property rights in material created by a student in the course of his or her studies for the Executive Masters of Public Administration (**EMPA Material**) are owned by the student.

- A student who publishes any EMPA Material must make sure that each publication includes the following statement, placed reasonably prominently in the publication:
'This [article/report/insert other as applicable] [was written/uses material developed] during the course of the author's studies for the Executive Masters of Public Administration offered by The Australia and New Zealand School of Government.'

Work-Based Projects

- All intellectual property rights in material created by a student in the course of a work-based project (**WBP Material**) are owned by ANZSOG and are assigned to ANZSOG by the student, with effect on and from the date or dates on which the intellectual property rights are created.
- The student consents to ANZSOG and any other future owner or licensee of the copyright in the Project Materials doing or not doing anything that would infringe any of the student's moral rights in the WBP Material.
- [Nevertheless, ANZSOG will use reasonable endeavours not to infringe the student's moral rights.]
- ANZSOG grants to the student a non-exclusive, perpetual, world wide, royalty free licence to publish all or part of the WBP Material provided that the student must for each publication:
 - obtain the written consent of the agency to which the WBP relates (**Agency**) and make sure that any conditions imposed by the Agency are observed in each case (ANZSOG has a pro forma letter that should be used for this purpose); and
 - provide ANZSOG with a copy of the Agency's consent, signed by an authorised representative of the Agency; and
 - make sure that it includes (in addition to any statement required by the Agency) the following statement (amended as indicated), placed reasonably prominently in the publication:
'This [article/report/insert other as applicable] [was written/uses material developed] during the course of the author's/authors' studies for the Executive Masters of Public Administration offered by The Australia and New Zealand School of Government.'

General

When a student signs his or her enrolment form for the EMPA, the student promises:

- to comply with this ANZSOG Intellectual Property Policy;
- to do all things, including completing and signing documents, reasonably requested by ANZSOG during or after the student's enrolment at ANZSOG to give effect to this ANZSOG Intellectual Property Policy,
- that all work created by the student in connection with his or her studies at ANZSOG will be the student's original work; and
- that there is no reason why the student cannot comply with this Intellectual Property Policy.

Any enquiries concerning this ANZSOG Intellectual Property Policy should be directed to Jen Butler, Program Manager.

ATTACHMENT B

WORK-BASED PROJECT 2009: TIMELINE

December 09	Teams formed by ANZSOG - Students notified
December 09	Subject Outline available
January 2010	Agency topics circulated to students with Team Preference Form Team Preference Form returned to ANZSOG
Early February 2010	Topics allocated to teams
February 2010	Presentation about WBP during the week of GBR Student teams meet
end Feb/early March 2010	Academic supervisors allocated to teams
19 March 2010	Contract agreed between academic supervisor and team
14 May 2010	Teams submit ethics application through their academic supervisor to Secretary, ANZSOG HREC
late May 2010	ANZSOG HREC meets. Academic supervisor and team advised of outcome
13 August 2010	Teams submit first formal progress report to academic supervisor
15 October 2010	Teams submit second formal progress report to academic supervisor
19 November 2010	Two copies of research report submitted and an electronic version. Advice provided by team where research material will be securely stored for five years
22 November 2010	Individual essay submitted
2-3 December 2010	Attendance at residential. Presentations by teams.
end of January 2011	Teams provide ANZSOG with agency advice on full or partial clearance of the report.