



## **The ministerial brief - a tool for coastal zone management education**

### **Author**

Lemckert, Charles, Kamalarasa, Sanmugarasa, Stewart, Rodney

### **Published**

2006

### **Journal Title**

World Transactions on Engineering and Technology Education

### **Rights statement**

© 2006 UNESCO International Centre for Engineering Education (UICEE). The attached file is reproduced here in accordance with the copyright policy of the publisher. Use hypertext link to access the journal's webpage.

### **Downloaded from**

<http://hdl.handle.net/10072/14426>

### **Link to published version**

[http://www.wiete.com.au/journals/WTE&TE/Pages/TOC\\_V5N1.html](http://www.wiete.com.au/journals/WTE&TE/Pages/TOC_V5N1.html)

### **Griffith Research Online**

<https://research-repository.griffith.edu.au>

## **The ministerial brief – a tool for coastal zone management education**

**Charles J. Lemckert, Kamal Sanmugarasa & Rodney A. Stewart**

Griffith University  
Gold Coast, Australia

**ABSTRACT:** Engineers not only deal with the general community and other professionals within their own disciplines, but they may also be required to engage with politicians who have extremely limited time to either read documents or participate in lengthy discussions. Therefore, politicians must be communicated with in a precise and informative manner. This is often achieved through the use of short ministerial briefs (typically < 2 page document addressing key points) followed by a short discussion. Students in the Bachelor of Engineering in Coastal Engineering degree at Griffith University, Gold Coast, Australia, were introduced to the concept of, and taught how to design and present for assessment, a ministerial brief. Following this, they had a meeting with the *designated* Minister where their task performance and knowledge of coastal zone management was evaluated through direct questions. This educational process was found to be a valuable learning, teaching and examination process in an area that students had not experienced before. This project highlighted the necessity to adopt education techniques that expose students to scenarios that mimic those faced by practitioners.