



Anglia Ruskin  
University

# **The Job One: Understanding public services**

**Faculty: ALSS**

**Department: Humanities and Social Science**

**Module Code: AG130015D**

**Academic Year: 2007/2008**  
**Semester One and Two**

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## 1. Key Information

### Module/Unit title: The Job 1: Understanding Public Services

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## 2. Introduction to the Module

This module supports the development of an understanding of the nature of public service work in the broadest sense, including the social environment within which public services operate.

Students will also reflect on their current role or potential roles within the work sector.

Teaching will provide an understanding of how and why public services developed, the cultural and political ethos behind public services, the legal and ethical frameworks informing the sector, the demands placed on public services and their employees, and possible developments in the future. This understanding will be academically grounded through an introduction to the notion of “work, identity and society” and a number of philosophical understandings.

Teaching will reflect a crucial aim of this degree to take a critical stance on who decides and what constitutes an effective and efficient public service. This will be done by considering how modernisation agendas, equality, citizen focused delivery, resistance and formal and informal cultures impact on the delivery of public service and the public servant.

Students will also be provided with the opportunity to widen their perspective on how their current or potential role in delivering a high quality public service in a professional manner can be supported by academic learning.

At all times the delivery will consider and adjust to reflect the Continuing Professional Development schemes operating in public services.

## 3. Intended Learning Outcomes

On successful completion of this module you will be able to:

7. Learning Outcomes (threshold standards):	
	On successful completion of this module the student will be expected to be able to:
<b>Knowledge and understanding</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of public service as a whole, including types of employment, management, training, promotion, formal and informal cultures</li><li>2. Analyse the impact of political, economic, social and technological factors on the public services</li><li>3. Analyse external factors affecting the sector as a whole, including markets, consumers.</li><li>4. Reflect basic business practice as it operates at a practical level.</li></ol>
<b>Intellectual, practical, affective and transferable skills</b>	<ol style="list-style-type: none"><li>5. Recognise the impact of society on the individual</li><li>6. Recognise the impact of society on work</li></ol>

**4. Outline Delivery** – this programme is subject to change - each week there will be a reading

1	27 <sup>th</sup> September Introducing the social: rules, norms and values
2	4 <sup>th</sup> October How norms, values and rules structure our lives Complete and electronically submit one page Patchwork Essay 1 by 10-10-07
3	11 <sup>th</sup> October Maslow Complete and electronically submit Patchwork Essay 2 by 17-10-07
4	18 <sup>th</sup> October Policing: an introduction to the service
5	25 <sup>th</sup> October Policing visit: case study of individual needs Complete and electronically submit Patchwork Essay 3 by 28-10-07
6	1 <sup>st</sup> November Capital and Public Services
7	8 <sup>th</sup> November The case for fitting-in: public service cultures and identity Complete and electronically submit Patchwork Essay 4 by 10-11-07
8	15 <sup>th</sup> November The Fire and Rescue Service
9 oz	22 <sup>nd</sup> November Fire Service visit: a case study of individual needs Complete and electronically submit Patchwork Essay 5 by 28-11-07
10	29 <sup>th</sup> November Organising public services – Public Service Ethos - Customer as consumer - Leadership
11	6 <sup>th</sup> December Presentations
12	13 <sup>th</sup> December Assignment preparation Week ending 14 <sup>th</sup> December
13	31 <sup>st</sup> January Capital and Public Services Politics and public service - modernisation
14	7 <sup>th</sup> February Workplace values: Setting the standards introduction to CPD
15	14 <sup>th</sup> February Culture
16	21 <sup>st</sup> February Revenue and Customs
17	28 <sup>th</sup> February Resistance Modernisation Trade unionist hot seat
18	7 <sup>th</sup> March Racism - Are public services racist - What is institutional racism
19	14 <sup>th</sup> March Theories on society: Masculinity Break from 17 <sup>th</sup> March to 7 <sup>th</sup> April
20	10 <sup>th</sup> April Gender + Sexuality Theories
21	17 <sup>th</sup> April Prison Service
22	24 <sup>th</sup> April Ambulance Service
23	1 <sup>st</sup> May Military
24	Round up and assignment preparation

### Attendance Requirements:

Students are expected to attend all lectures, workshops and seminars. Failure to do so can result in failure of the module.

International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (student visa) are required to be in regular attendance at Anglia Ruskin. Failure to do so is considered to be a breach of the immigration regulations. From the academic year 2008/09 onwards, Anglia Ruskin is required to inform the Border and Immigration Agency (Home Office) of significant unauthorised absences by any student visa holders.

### 5. Assessment

	% contribution to module mark or P/F	Learning Outcomes
<b>Assessment Method 1 (Standard)</b>	<b>% contribution to module mark or P/F</b>	<b>Learning Outcomes</b>
Group Presentation	P/F	1 & 5
Patchwork Report/Assignment 2,000 words	40%	1 - 6
Patchwork Report/Assignment 2,000 words	60%	1 - 6

### 6. Assessment Criteria and Marking Standards

#### Anglia Ruskin University's generic assessment criteria and generic marking standards

**Assessment criteria** inform the assessment process by providing academic staff with a link between academic standards as set at the level of the award (these are defined in Section 2 of the Academic Regulations) and academic standards at module level. Assessment criteria are written in a language that is both generic and general, reflecting the generic learning outcomes of Anglia Ruskin awards which in turn reflect the Framework for Higher Education Qualifications (FHEQ) (QAA, 2001).

Assessment criteria are not to be confused with marking schemes.

**Assessment criteria** identify student achievement of generic learning outcomes in the broadest possible terms by correlating three key variables - level of learning, marking standards, and student achievement - in a taxonomy of statements about assessment.

- **level** is as identified in the FHEQ and Anglia Ruskin's Academic Regulations, ranging from Level 0 (Access), through Levels 1-3 (Undergraduate) to Level 4 (Postgraduate). Levels are expressed as *rows* in the following table.
- **marking standards** are identified by means of a percentage scale covering six mark bands: 70%+, 60%-69%, 50%-59%, 40%-49%, 30%-39% and 1%-29%. Marking standards are expressed as *columns* in the following table.
- **student achievement** consists of a set of descriptors located at each point of intersection of level (row) and marking standards (column). These descriptors are used by markers to distinguish between grades of student achievement.

A **marking scheme** is used at module level to inform the first marking and internal and external moderation of each item of assessment. Marking schemes identify the knowledge

and skills which students must demonstrate to achieve the learning outcomes of the module, and are used to calculate the total mark to be awarded for an individual item of assessment. Anglia Ruskin University's generic assessment criteria are intended to advise the writing of marking schemes, ensuring that they are broadly comparable across Anglia Ruskin University.

A module marking scheme customises Anglia Ruskin University's generic assessment criteria to fit a specific item of assessment for a module, identifying the basis on which marks are awarded. A marking scheme may range from the fairly general to the highly specific. In relatively open-ended assessments (eg where students are asked to select one of a range of essay questions) a Module Leader would not necessarily expect to provide a detailed marking scheme specifying a 'model answer' to each specific essay question, but rather to provide a general marking scheme which identifies the characteristics of a good essay and can be applied to any of the essay questions set. The same would apply to many aspects of practice, performance or studio work. In contrast, less open-ended assessment tasks such as translation would require both a 'model translation' of the passage and a detailed marking scheme adapted to the specifics of the passage translated.

To facilitate consistency first markers constantly refer to the marking scheme when marking student work. They pass the marking scheme on to the internal moderator/second marker and eventually to the External Examiner with student scripts. This enables all parties to understand the basis on which marks are awarded and lends a fundamental transparency to the assessment process. It should always be clear to the internal moderator and External Examiner how marks have been determined.

**ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS**

**LEVEL 1**

Generic Learning Outcomes  (Academic Regulations, Regulation 2.26-2.41.2)	Assessment criteria by level  Characteristics of student achievement per mark band →	Marking standards (by mark band)					
		70%+	60-69%	50-59%	40-49%	30-39%	1-29%
		<i>Achieves module outcome/s related to this GLO at this Level of Study</i>	<i>Achieves module outcome/s related to this GLO at this Level of Study</i>	<i>Achieves module outcome/s related to this GLO at this Level of Study</i>	<i>Achieves a marginal pass in the module outcome/s related to this GLO at this Level of Study</i>	<i>Fails marginally to achieve module outcome/s related to this GLO. MDF may permit compensation</i>	<i>Fails to achieve module outcome/s related to this GLO and is <b>not</b> eligible for compensation</i>
<b>Knowledge, Understanding and Intellectual Skills</b>	Level 1 (Certificate) introduces students to HE. Students are expected to demonstrate relevant skills and competencies; to be articulate in expressing ideas orally; and to be coherent and structured in terms of written or other media. Forms of expression at this level may be descriptive or imitative, but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills. Students are expected to develop an awareness of strengths and weaknesses in their skill sets	Excellent information base, exploring and analysing the discipline, its theory and ethical issues with considerable originality. Very good academic/ intellectual skills	Good information base; explores and analyses the discipline, its theory and ethical issues with some originality. Good academic/ intellectual skills	Satisfactory information base that begins to explore and analyse the discipline and its ethical issues but is still mainly imitative. Acceptable academic/ intellectual skills	Basic information base; omissions in understanding of major / ethical issues. Largely imitative. Some difficulties with academic/ intellectual skills	Limited information base; limited understanding of discipline and its ethical dimension. Weak academic/ intellectual skills	Inadequate information base; lack of understanding of discipline and its ethical dimension. Wholly imitative. Very weak academic/ intellectual skills
<b>Transferable and Practical Skills</b>	Level 1 (Certificate) introduces students to HE. Students are expected to demonstrate relevant skills and competencies; to be articulate in expressing ideas orally; and to be coherent and structured in terms of written or other media. Forms of expression at this level may be descriptive or imitative, but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills. Students are expected to develop an awareness of strengths and weaknesses in their skill sets	Excellent management of learning resources, complemented by self-direction/ exploration. Structured/ accurate expression. Very good team/ practical/ professional skills	Good management of learning resources with some self-direction. Structured and mainly accurate expression. Good team/ practical/ professional skills	Satisfactory use of learning resources and input to team work. Some lack of structure/accuracy in expression. Satisfactory practical/professional skills	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Developing practical/ professional skills	Limited use of learning resources, No self-direction, little input to team work and difficulty with structure/ accuracy in expression. Practical/ professional skills are not yet secure	Inadequate use of learning resources. Failure to contribute to team work. Major problems with structure/ accuracy in expression. Very weak practical /professional skills

A mark of 0% may be awarded for non-submission, poor or dangerous practice, incoherent and insufficient work, and in situations where the student fails to address the assignment brief and related learning outcomes

**7. Assessment Offences**

You are reminded that any work that you submit must be your own. All suspected assessment offences will be investigated and can result in severe penalties. Please note that it is your responsibility to consult the relevant sections of the Academic Regulations (section 10) and the Student Handbook

## 8. Learning Resources

### 8.1 Recommended Texts

- Baigent, D. (2001) *One more last working class hero: a cultural audit of the UK fire service*, Cambridge: Fitting-in and Anglia Ruskin University.
- Cartwright, R. (2002). *Mastering Team Leadership*. Basingstoke, Palgrave.
- Dixon, N. (1994) *On the Psychology of military incompetence*, London: Pimlico.
- Bilton et al. (2002) *Introductory Sociology*, Basingstoke: Palgrave.
- Burke, W. (2002) *Organization Change: Theory and Practice*, London: Sage
- Maslow, S. and White, G. (1999) *Employee Relations in the Public Services: Themes and Issues*, London: Routledge.
- Hochschild, A. (1983) *The Managed Heart, Commercialisation of Human Feeling*, Berkeley: University of California Press.
- Higate, P. (2003). *Military Masculinities: Identify and the State*. Westgate, Praeger.
- Jones, P. (2003) *Studying Society: Sociological Theories and Research Practices*.
- Lemert, C. a. B.A., Ed. (1997). *The Goffman Reader*. Oxford, Blackwell
- Marsh, I. a. Keating, M (2006). *Sociology: Making sense of society*. Harlow, Pearsons Educational.
- Horton, S. & Farnham, M. (2006). *Sociology: Making sense of society*. Harlow. Pearsons Educational.
- Reports, websites and journals relevant to the public services.

### 8.2. Recommended Internet Resources

[www.anglia.ac.uk/publicservice/studentsnotes](http://www.anglia.ac.uk/publicservice/studentsnotes)

### 8.3. Other Resources

## 9. Module Definition Form



Anglia Ruskin  
University

### Module Definition Form (MDF)

<b>Module Code:</b> AG130015D		Version: 1 Date amended: 25.06.07	
<b>Module Title:</b> <i>maximum 100 characters</i>			
<b>Job (1): Understanding the Work Sector</b>			
<b>Module Leader:</b>	<b>Department:</b>	<b>Faculty:</b>	
Dave Baigent	Humanities and Social Sciences	HSS	
<b>Level:</b> <i>see guidance notes</i>		<b>Module Type:</b> <i>see guidance notes</i>	
1		Standard	
<b>Credits:</b> <i>see guidance notes</i>		<b>Study Hours:</b> <i>see guidance notes</i>	
30		300	
<b>Restrictions</b>			
<b>Pre-requisites:</b>	None		
<b>Co-requisites:</b>	None		
<b>Inclusions:</b>	None		
<b>Pathways to which this module is restricted:</b>	None		

### LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

<b>Module Description:</b> <i>200 – 300 words</i>
<p>This module supports the development of an understanding of the nature of public service work in the broadest sense, including the social environment within which public services operates.</p> <p>Students will also reflect on their current role or potential roles within the work sector.</p> <p>Teaching will provide an understanding of how and why public services developed, the cultural and political ethos behind public services, the legal and ethical frameworks informing the sector, the demands placed on public services and their employees, and possible developments in the future. This understanding will be academically grounded through an introduction to the notion of “work, identity and society” and a number of philosophical understandings.</p> <p>Teaching will reflect a crucial aim of this degree to take a critical stance on who decides and what constitutes an effective and efficient public service. This will be done by considering how modernisation agendas, equality, citizen focused delivery, resistance and formal and informal cultures impact on the delivery of public service and the public servant.</p> <p>Students will also be provided with the opportunity to widen their perspective on how their current or potential role in delivering a high quality public service in a professional manner can be supported by academic learning.</p>

At all times the delivery will consider and adjust to reflect the Continuing Professional Development schemes operating in public services.

#### Outline Content:

Typically, examples will be chosen from the military, fire, police, customs and excise, prison and ambulance services, but this range may be adapted according to the needs of students. Whilst most examples will be from the UK, European public services may also be considered.

#### Understanding the organisation of:

**Police service:** upholding the Queen's Peace – from wealth defenders to citizens in uniform.

**Fire service:** from saving the commercial interests of capital to an all embracing emergency and rescue service that places a high priority on 'prevention'.

**Prison service:** from incarceration and punishment to reforming and educating.

**Ambulance service:** from transportation of sick and injured to paramedic life savers.

**Customs and Excise service:** from revenue collectors to a sophisticated service with increasing responsibility for policing who and what comes into the country.

**Military:** establishing and defending the state – wartime and peacetime role – changing requirements.

#### Including a brief introduction to:

**The individual in society:** socialisation, norms, values, rules and agency

**Work:** reasons for and meanings of, skilling and deskilling, work-patterns - a historical perspective to the current day

**Resistance and Deviance:** formal and informal public service cultures

**Teamwork:** Group behaviours, bonding, fitting-in and group think.

**Current Affairs:** Matters of topical interest to the public services

**Formal and informal workplace cultures:** the complexity of working arrangements public servants develop with their colleagues and the public.

**Equality and Diversity:** Delivering an equal service and treating people fairly

**Working with communities:** Delivering a better service by working with your community

**Prevention rather than suppression:** Working to prevent crime, fire, accidents, terrorism.

**Current Affairs: At all times the delivery will pay attention to items of topical interest to public servants.**

#### Key Texts/Literature:

Baigent, D. (2001) *One more last working class hero: a cultural audit of the UK fire service*, Cambridge: Fitting-in and Anglia Ruskin University.

Cartwright, R. (2002). *Mastering Team Leadership*. Basingstoke, Palgrave.

Dixon, N. (1994) *On the Psychology of military incompetence*, London: Pimlico.

Bilton et al. (2002) *Introductory Sociology*, Basingstoke: Palgrave.

Burke, W. (2002) *Organization Change: Theory and Practice*, London: Sage Maslow

Corby, S. and White, G. (1999) *Employee Relations in the Public Services: Themes and Issues*, London: Routledge.

Hochschild, A. (1983) *The Managed Heart, Commercialisation of Human Feeling*, Berkeley: University of California Press.

Higate, P. (2003). *Military Masculinities: Identify and the State*. Westgate, Praeger.

Jones, P. (2003) *Studying Society: Sociological Theories and Research Practices*.

Lemert, C. a. B.A., Ed. (1997). *The Goffman Reader*. Oxford, Blackwell

Marsh, I. a. Keating, M (2006). *Sociology: Making sense of society*. Harlow, Pearsons Educational.  
 Horton, S. & Farnham, M. (2006). *Sociology: Making sense of society*. Harlow. Pearsons Educational.  
 Reports, websites and journals relevant to the public services.

Further texts are provided within the module guide.

**Specialist Learning Resources:**

Public Service Website

**Learning Outcomes (threshold standards):**

	successful completion of this module the student will be expected to be able to:
<b>Knowledge and understanding</b>	<p>Demonstrate an understanding of public service as a whole, including types of employment, management, training, promotion, formal and informal cultures</p> <p>Analyse the impact of political, economic, social and technological factors on the public services</p> <p>Analyse external factors affecting the sector as a whole, including markets, consumers.</p> <p>Reflect basic business practice as it operates at a practical level.</p>
<b>Intellectual, practical, affective and transferable skills</b>	<p>Recognise the impact of society on the individual</p> <p>Recognise the impact of society on work</p>

**Learning Activities**

Learning Activities	Hours	Learning Outcomes	Additional Comments
teacher managed learning:	48	1-6	This will comprise a weekly lecture and seminar (F2F), or through a series of structured learning activities and supporting resources (FDL Delivery)
student managed learning:	252	1-6	Guided general reading, reading for seminar preparation, use of online communications (FDL delivery), preparation and submission of assessment
<b>TOTAL</b>	300		

Assessment	% contribution to module mark or P/F	Learning Outcomes
<b>Assessment Method 1 (Standard)</b>	<b>% contribution to module mark or P/F</b>	<b>Learning Outcomes</b>
Group Presentation	P/F	1 & 5
Groupwork Report/Assignment	40%	1 - 6
Groupwork Report/Assignment	60%	1 - 6

## **OTHER TECHNICAL DETAILS**

<b>Delivery of the Module</b> <i>Please delete as appropriate</i>					
<b>Delivery</b>	<b>This module is delivered over...</b>	<b>Yes or No?</b>	<b>Indicate which by deleting as appropriate</b>		
1	...a single semester	No	Semester 1	Semester 2	
2	...two semesters	Yes	Semester 1	Semester 2	
3	...a single trimester	No	Trimester 1	Trimester 2	Trimester 3
4	...two trimesters	No	Trimester 1	Trimester 2	Trimester 3
5	...three trimesters	No	Trimester 1	Trimester 2	Trimester 3
6	...multiple delivery patterns	Yes	<b>Online</b>		
7	.. an exceptional delivery pattern	No	<i>Give details (see guidance notes)</i>		

<b>Learning Activities – further details</b>	
<b>Learning Activities</b>	<b>Details of duration and frequency of learning activities</b>
teacher managed learning:	hours lectures and 24 hours seminars and workshops or equivalent for FDL delivery
student managed learning:	hours presentation preparation
	hours seminar workshop preparation or equivalent for FDL delivery
	hours report preparation
	hours reflection on assessment feedback

<b>Module Assessment – further details (STANDARD)</b>				
<b>Method</b>	<b>Length/duration</b>	<b>Fine graded (FG) or pass/fail (PF)</b>	<b>Minimum Qualifying Mark</b> <i>see guidance notes</i>	<b>Comments</b>
Group Presentation (Standard)	15 minutes	PF		Format to be agreed with tutor
Patchwork Report/Assignment	2,000 words	FG	30%	Patchwork assignment will contain an element of formative assessment and will integrate practice with theory
Patchwork Report/Assignment	2,000 words	FG	30%	Patchwork assignment will contain an element of formative assessment and will integrate practice with theory

<b>13. Subject:</b> <i>see guidance notes</i>	
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## 10. Report on last delivery of Module

### School of Languages and Social Sciences Module Report Form

This form should be completed by module leaders (where there is more than one delivery) or module tutors (in the case of single deliveries) at the time of the Set Assessment Panels. Please provide the Set Coordinator with a copy of this form, along with the end-of-module student questionnaire if you have not already done so.

**Set:**

**Academic Year:**

**Semester:**

Module Number	Module Title	Enrolment
AG130881D	The Job 1	20

Module Leader(s)	Other Tutors		
Dave Baigent			

#### Module Assessment Profile:

	A	B	C	D	L	R	F	Mean
Results in band		4	5	7			4	46.75

The above figures are accurate at the SAP date, but may require modification after resits.

#### Student Feedback *Briefly summarise results of student questionnaire/s*

**Student feedback was very positive**

#### Comments of Module Leader/Tutor *(including resources if appropriate)*

**In response to the external examiner's comments, an electronic mark sheet was designed for this module (attached). The electronic version allows the use of a framework for marking and in turn this provided transparency to how marks were allocated. The electronic form is student friendly allowing them to recognise how each outcome was marked and to see the feedback to support that mark. The form also provides a space for a more general comment.**

**Students were provided with this framework prior to the final submission of the assignment.**

The Job 1 is one of the foundation stones of the public service degree.

This 15-credit module introduces students to public service and replaces a previous 20-credit (double) module.

The lack of literature in this area is problematic; to fill this gap I have especially written some papers that become increasingly academic in their content.

Each week's lecture notes, readings and seminar questions, as well as assignment guidance are provided on the public service website. This website also provides other relevant resources for all public service students, see <http://web.apu.ac.uk/publicservice/27-7-06onwards/studentsnotes.htm>

To support personal development (particularly in regard to assignment production and to increase deep learning) students were given the opportunity to provide two draft patchwork essays for 'marking' and discussion; 18 pieces of work were submitted for the first patchwork and 12 pieces for the second.

Most of the students took up the offer of one-to-one discussions on their work before undertaking the actual assessment.

Feedback and guidance on the results of the patchwork tests were also given in general terms to the whole group during lectures and seminars.

After week 6, students were pointed towards the 'correct' way of answering the question during lectures; each seminar ended with a 'model' answer for the topic of the lecture.

Students were also examined on a pass/fail presentation – the results indicated a considerable ability to perform in this media. The same can be said for student participation in the seminars.

Attendance was good and the students were hardworking and attentive. The module captured their interest – the feedback survey was very positive. Notwithstanding all this positive comment, the written results are disappointing.

Again I would argue that many of these students appear to have been let down during their earlier education.

Despite passing at FE level many of the students fail to understand how to construct an essay, have very poor grammar skills and are not willing readers.

My view is that it may have been a mistake to reduce the module size to 15 credits - it may well be a good idea to consider returning to a double module at 30 credits.

**Developments during the current year or planned for next year (if appropriate)**

Consider making the module 30 credits

**External Assessor's Comments** *State whether the external agreed the marks and/or commented on the module*

N/A

**Electronic marking form to indicate how assessment was carried out and providing some comments as an example**

**Student Number**

**Assignment brief**

Produce a report/essay that uses examples from the course delivery to provide a number of factors that impact on the delivery of public services. In particular the report should

1. Show how public services are organised
2. Analyse the processes that impact on delivery
3. Identify how the public's needs are served

This report/essay should be no more than 2000 words and must be handed in by 1300 on the 18<sup>th</sup> December 2006

The highest marks will be achieved by the students who produce a reflexive, clear and well referenced presentation that reflects course delivery, research material and reading.

To achieve a pass mark the assignment must reach the expected level for grammar and referencing.

Marks for this assignment will be by the tutor as follows

- a. 15 marks for each of the module outcomes (1-4)
- b. 10 marks for the introduction
- c. 10 marks for the conclusion
- d. 20 marks for the way the assignment links to the question

Module outcomes	Comments	Mark
Introduction 10	Very short introduction but provides a guide You really need to improve your introduction – it provides a guide to the reader and lays out your argument. Academics pay a high regard to introductions	3
Demonstrate an understanding of public service as a whole,	Basic but sound description of hierarchy Some attempt at describing cultural outcomes	6

including types of employment, management, training, promotion, formal and informal cultures ( <i>you would answer this outcome by writing about public service cultures- e.g. public service ethos as a cultural restraint and how formal and informal cultures impact on this- the influences of racism and masculinity could be considered</i> )	You are however lacking in the structure of your assignment (jumping around a lot and providing half descriptions and analysis) Description should be seen as a step to provide a basis for analysis and not the end product.	
Analyse the impact of political, economic, social and technological factors on the public services ( <i>you would answer this question by identifying the way that having an understanding of social rules (norms and values) can help in the management and delivery of public service – you could also include some explanation Maslow’s hierarchy of needs can provide some understanding</i> )	Norms and values need explaining in more detail before you start to provide the contextual information – you also need to talk about ‘socialisation’.  Good on description although lacks a real analysis	8
Analyse external factors affecting the sector as a whole, including markets, consumers. ( <i>you would answer this question by identifying the way politicians influence the running of public services - e.g. describe elected hierarchies and their provision of aims (and objectives) and the budget</i> )	Allocation of resources described, but little about the politics of how this works and the political mandate.	6
Reflect basic business practice as it operates at a practical level. ( <i>you could answer this question by identifying how public services are organised – e.g. selected/meritocratic hierarchies</i> )	Interesting on teenage crime and schools but needed developing to explain why an understanding of norms and values, and socialisation can provide an effective tool for the police to use. List of responsibilities and mission statement	7
Conclusion 10	Hardly there at all – and not really related Academics pay a very high regard to conclusions	1
Assignment links to question 20	You have made a positive attempt to answer the question, but your structure is letting you down. More references and properly done <a href="http://web.anglia.ac.uk/publicservice/27-7-06onwards/bibliography%20guide.doc">http://web.anglia.ac.uk/publicservice/27-7-06onwards/bibliography%20guide.doc</a>	10
Total		41

**Overall comments**

See comments within script and above

You really need to improve your introduction – it provides a guide to the reader and lays out your argument. Academics pay a high regard to introductions – you have however provided some introduction to each section and this is good.

You have lost a lot of marks for not providing any real conclusion

Avoid the first tense “I” “You”

This is full of exciting opportunities but does not hold together in any real academic sense.

You need to learn how to reference properly and provide a bibliography – see

<http://web.anglia.ac.uk/publicservice/27-7-06onwards/bibliography%20guide.doc>

This is a first essay and now you have somewhere to start from you can use your (obvious) knowledge to improve your mark.

Reading is the best way of improving your mark – re-socialise yourself by reading – read, develop your writing and improve your knowledge at the same time.