



Anglia Ruskin  
University

**The Job Two**

**Faculty: ALSS**  
**Department: Humanities and Social Science**  
**Module Code: AG230009D**

**Academic Year: 2007/2008**  
**Semester**

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## 1. Key Information

**Module/Unit title:** AG230009D The Job 2: Leading Public Services  
**Module Leader:** Dave Baigent  
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## 2. Introduction to the Module

This module will be delivered through a series of lectures, seminars and workshops to develop student's critical view of public services this module will expand on their understanding of the demands on public servants in delivering their service. Subjects to be covered will include: the politics of organising public services; management; leadership and change management (modernisation and rationalisation of public services, professional development and training schemes); team working; group think and formal and informal workplace cultures; the demands placed on public services and their employees (including the need to work with the community they serve and to represent it in both delivery and composition of the workforce and their education into the new role of delivering the prevention message).

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

## 3. Intended Learning Outcomes

| 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. Understand how leadership, organisation and re-organisation (modernisation) of public service and how training/continual professional development systems impact on service delivery</li><li>2. Understand why the public services need to be involved with the community</li></ol>   |
| <b>Intellectual, practical, affective and transferable skills</b> | <ol style="list-style-type: none"><li>3. Demonstrate an ability to take a critical view on public service and evaluate how political, social and economic factors impact on efficiency and effectiveness in public service</li><li>4. Recognise how public service work cultures (both formal and informal) impact on efficiency and effectiveness in public service</li><li>5. Evaluate how theoretical views on work, identity and society can assist in the improvement of public services and the public servant</li></ol> |
|   |  |
|   |  |

#### 4. Outline Delivery

| Week | Content                                  | Questions  | Resources see electronic version for links |
|------|--|--|--|
| 1    | Leadership and management                | What is leadership an introduction – an overview so as to recognise what needs to happen<br>How are public services organised<br>Look at Hierarchy   |  |
| 2    | Current debates in and on public service | What is the current state of public service<br>Who is responsible for public services<br>Inspection and accountability<br>Political, economic and social controls<br>What do the words affective and efficient actually mean<br>Is public service improving<br>Bureaucracy and accountability<br>The blight of paperwork<br>Can paperwork be avoided   |  |
| 3    | Attempts to manage public services       | Human Resource Management<br>Persuading the workforce of the need to change by involving them in implementing the agenda.<br>What is community policing<br>Does it work<br>What is community Fire Safety<br>Does it work<br>Does work create our identity<br>Role play achieving community policing by students developing ways of persuading current police officers to adopt community liaison |  |
| 4    | Using Maslow to lead                     | Recognising the manager's role in looking after the individual<br>Self actualisation alongside Calvinist pre-destiny<br>Managing modernisation through serving esteem needs and self-actualisation<br>Linking modernisation with theory and practise   |  |
| 5    | More Maslow plus Mayo                    | How does the effective manager manage<br>What is positive about Mayo<br>What might get in the way  |  |
| 6    | Week six Leadership as a concept         | Introduction to leadership<br>capitals leader chosen by managers (selected)<br>informal or trade union leaders (elected)<br>Developing the PQA's for leadership<br>Introducing masculinity as a leadership attribute<br>Self-auditing for your leadership PQA's  |  |
| 7    | John Adair                               | Developing Adair's circles as real concepts<br>Linking Adair to Mayo and Maslow<br>Identify how the group can resist management's attempts to change it<br>Team has its own agendas (Mayo Baigent)   |  |
| 8    | Week eight Culture                       | Culture(s) in public services<br>Formal and informal cultures and fitting-in<br>What forms of resistance are open to public servants<br>The ethics of striking<br>How and why might individuals resist change  |  |

|    |  |   |  |
|----|--|---|--|
| 9  |  | The case of Hertfordshire<br>100 out of 400 officers found guilty of passing on a racist email<br>What does this 'random survey' say about the underlying racism of the police service  |  |
| 10 | Week 10<br>Leadership and management                     | Theoretical understanding of how (change) management operates<br>Literature workshop to link theory to practise   |  |
| 11 | Week 11  | Presentation preparation  |  |
| 12 | Week 12<br>Presentations                                 | How will the programme develop next term  |  |
| 13 | Current debates in and on public service                 | What is the current state of public service<br>Why is there a drive to modernise public services<br>What are the positives of modernisation (for the public and public servants – for employers and managers)<br>What are the negatives of modernisation (for the public and public servants – for employers and managers)  |  |
| 14 |  | Storming forming norming and performing   |  |
| 15 |  | Belbin  |  |
| 16 |  | Skills for justice  |  |
| 17 |  | How does CPD work in practise a researcher's view<br>How will CPDS change public service<br>What is the outcome for personnel<br>Is there a cultural shift  |  |
| 18 |  | Literature workshop to link theory to practise  |  |
| 19 |  | Literature workshop to link theory to practise  |  |
| 20 |  | What is groupthink<br>How productive is groupthink – what can it do for the organisation<br>Can groupthink be avoided - strategies  |  |
| 21 |  | Masculinity   |  |
| 22 | Fairness and cultural diversity - Equality and diversity | Read about or watch the following<br>Mark Daly "The secret policeman"<br>Despatches "Undercover Copper"<br>Is this a typical example of how public service cultures actually operate.<br>Find the recruitment figures for your service that identify race and sex<br>Discuss if government targets are being reached#<br>Discuss how these may be more successful |  |
| 23 | Where does political control of the public services rest | Political, economic and social controls<br>Chief officers, politicians, local interest groups and trade unions<br>Modernisation/Rationalisation<br>Affective and efficient<br>Management structures.<br>Negotiations between unions and employers   |  |
| 24 | 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

| Assessment Method                    | % contribution to module mark or P/F | Learning Outcomes |
|--------------------------------------|--------------------------------------|-------------------|
| Group Presentation (peer assessment) | P/F                                  | 1, 4, 5           |
| Report 1500 words                    | 30%                                  | 1,2,3,            |
| Essay 2500 words                     | 70%                                  | All               |

### 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<br><br>(Academic Regulations, Regulation 2.26-2.41.2) | Assessment criteria by level<br><br>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**

#### **Books**

See MDF below

#### **Journals**

*Leadership*

*Equal Opportunities*

### **8.2. Recommended Internet Resources**

#### **Public Service Website**

## 1. 9. MODULE DEFINITION FORM



Anglia Ruskin  
University

### Module Definition Form (MDF)

Module Code: AG230009D

Version: 4.1 08-11-06

#### 1. Module Title: *maximum 100 characters*

**The Job 2: Leading Public Service**

#### 2a. Module Leader:

Dave Baigent

#### 2b. Department:

Humanities and Social Science

#### 2c. Faculty:

ALSS

#### 3a. Level: *see guidance notes*

2

#### 3b. Module Type: *see guidance notes*

Standard

#### 4a. Credits: *see guidance notes*

30

#### 4b. Study Hours: *see guidance notes*

300

#### 5. Restrictions

##### Pre-requisites:

None

##### Co-requisites:

None

##### Exclusions:

None

##### Pathways to which this module is restricted:

Public Service

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

#### 6a. Module Description: *200 – 300 words*

Developing student's critical view of public services this module will expand on their understanding of the demands on public servants in delivering their service. Subjects to be covered will include: the politics of organising public services; management; leadership and change management (modernisation and rationalisation of public services, professional development and training schemes); team working; group think and formal and informal workplace cultures; the demands placed on public services and their employees (including the need to work with the community they serve and to represent it in both delivery and composition of the workforce and their education into the new role of delivering the prevention message).

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

## 6b. Outline Content:

- Current debates in and on public service
- The individual in society
- Work in society
- Group behaviour
- Resistance and Deviance
- Bureaucracy and hierarchies
- Leadership and management including change management
- Training and continuing personal development systems
- Accountability of public services
- Modernisation/Rationalisation
- Political, economic and social controls
- Affective and efficient
- Equality and diversity
- Resistance to change
- Formal and informal cultures and fitting-in
- Fairness and cultural diversity
- Team-working
- Working with the community
- Interpersonal skills/Communication
- Duty, ethics and public service
- 'Crime' and the public servant

## 6c. Key Texts/Literature:

### Books

Adair, J. (2005) '*Developing Tomorrows Leaders*': CBI.

Adair, J. 2005 *How to Grow Leaders*, London: Kogan Page.

Arnold, J., Silverstead, J., Patterson, F., Robertson, I., Cooper, C. and Burnes, B. (2005) *Work Psychology: Understanding Human Behaviour in the Workplace*, Harlow: Prentice Hall.

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

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

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

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

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

Farnham, D. and Horton, S. (eds.), (2001) *Managing the New Public Services*, London: Macmillan.

Maslow, A. (1987) *Motivation and personality.*, 3rd Edition: Harper and Row.

Mayo, E. 1949 *The Social Problems of Industrial Civilization*: Routledge and Kegan Paul.

Reiner, R. 2000 *The Politics of the Police*, Oxford: Oxford University Press.

Sadler, P. (2003) *Leadership*, London: Kogan Page.

Westmarland, L. (2001) *Gender and Policing: Sex, Power and Police Culture*, Devon: Willan

### Journals

*Leadership*

*Equal Opportunities*

**Public Service Website**

Various Government Reports on the public services  
Visits from Public Services

**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>                                | 6. Understand how leadership, organisation and re-organisation (modernisation) of public service and how training/continual professional development systems impact on service delivery<br>7. Understand why the public services need to be involved with the community   |
| <b>Intellectual, practical, affective and transferable skills</b> | 8. Demonstrate an ability to take a critical view on public service and evaluate how political, social and economic factors impact on efficiency and effectiveness in public service<br>9. Recognise how public service work cultures (both formal and informal) impact on efficiency and effectiveness in public service<br>10. Evaluate how theoretical views on work, identity and society can assist in the improvement of public services and the public servant |

**8. Learning Activities**

| <b>Learning Activities</b> | <b>Hours</b> | <b>Learning Outcomes</b> | <b>Additional Comments (including details of use of web-CT)</b>  |
|----------------------------|--------------|--------------------------|--|
| Teacher managed learning:  | 48           | all                      | 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          | all                      | Guided general reading, reading for seminar preparation, use of online communications (FDL delivery), preparation and submission of assessment       |
| <b>TOTAL</b>               | <b>300</b>   |                          |  |

**9. Assessment**

| <b>Assessment Method</b>                                    | <b>% contribution to module mark or P/F</b> | <b>Learning Outcomes</b> |
|---|---|--------------------------|
| Group Presentation (peer assessment)                        | P/F   | 1, 4, 5                  |
| Report 1500 words   | 30%   | 1,2,3,                   |
| Essay 2500 words  | 70%   | All                      |
| <b>Assessment Method 2 (Flexible and Distance Learning)</b> | <b>% contribution to module mark or P/F</b> | <b>Learning Outcomes</b> |
| Individual Presentation                                     | P/F   | 1, 4, 5                  |

|                   |     |       |
|-------------------|-----|-------|
| Report 1500 words | 30% | 1,2,3 |
| Essay 2500 words  | 70% | All   |

**In order to pass this module, students are required to achieve an overall mark of 40%**

**In addition, students are required to (a) for each element of fine graded assessment listed above, achieve a minimum mark of 30% (or higher - see Module Guide) and (b) pass any pass/fail elements**

### **OTHER TECHNICAL DETAILS**

#### **10. Delivery of the Module** *Please delete as appropriate*

| <b>Delivery</b> | <b>This module is delivered over...</b> | <b>Yes or No?</b> | <b>Indicate which by deleting as appropriate</b> |            |
|-----------------|---|-------------------|--|------------|
| <b>1</b>        | <b>Two semesters</b>                    | y                 | Semester 1                                       | Semester 2 |

#### **11. Learning Activities – further details**

| <b>Learning Activities</b> | <b>Details of duration and frequency of learning activities</b>      |
|----------------------------|--|
| Teacher managed learning:  | 48 hours of Workshops, lectures and seminars (or equivalent for FDL) |
| Student managed learning:  | 90 hours preparation for seminars/workshops (or equivalent for FDL)  |
|                            | 27 hours preparation for presentation                                |
|                            | 50 hours Preparation for report                                      |
|                            | 80 hours preparing for essay   |
|                            | 5 hours reflecting on assignment feedback                            |

#### **12. Module Assessment – further details**

| <b>Method</b>            | <b>Length/duration</b> | <b>Fine graded (FG) or pass/fail (PF)</b> | <b>Minimum Qualifying Mark</b><br><i>see guidance notes</i> | <b>Comments</b>                    |
|--------------------------|------------------------|---|---|------------------------------------|
| Group Presentation (F2F) | 30 minutes             | P/F                                       | Pass  | Format to be agreed with Tutor     |
| Report                   | 1500                   | FG  | 30  | Report will relate to presentation |

#### **3. Subject:** *see guidance notes*

|       |      |    |    |   |
|-------|------|----|----|---|
| Essay | 2500 | FG | 30 | Critical essay on public service efficiency |
|-------|------|----|----|---|

## 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 Co-Ordinator 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 |
|---------------|------------------------------------|-----------|
| AG230009D     | The Job 2: Leading Public Services | 14        |

| Module Leader(s) | Other Tutors |  |  |
|------------------|--------------|--|--|
| Dave Baigent     |              |  |  |
|                  |              |  |  |

### Module Assessment Profile:

| Assignment one  | A | B | C  | D | L | R | F | Mean |
|-----------------|---|---|----|---|---|---|---|------|
| Results in band |   | 2 | 11 |   |   |   | 1 | 57   |

| Assignment one  | A | B | C | D | L | R | F | Mean |
|-----------------|---|---|---|---|---|---|---|------|
| Results in band |   | 5 | 5 | 2 |   |   | 2 | 55   |

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

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

86% overall score

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

This is the first time this module has been taught. It was introduced to provide a further aspect to the degree. The teaching and learning process went very well and the students enjoyed the module.

Electronic marking form used as in the Job 1

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

None

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

Yes