FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2019

ASSIGNMENT 2

Public Financial Management
PFM621S
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Overview

Thirteen (13) assignments were marked with an average of 63%. Of the 13 students, five scored 50% and 59%, while seven scored more than 60%. There is some great improvements in comparison to the results of Assignment one. All the students understood the question to an extent, while a few focused on the outdated Tender Board Act of 1996 instead discussing the latest Procurement Act of 2015. I suggest that students be advised to keep abreast with country laws so as to avoid a situation where students and officials take decisions based on expired laws and regulations.

A couple of students focused more on the procurement process of which was not wrong, however, they were asked to discuss some weaknesses and some strengths of such process. Thus, I would recommend that students learn to not limit themselves to explanations as provided in the study guides, but to apply their minds on matters. This trend was observed in the first assignment as well, where students simply duplicate information that is provided in the study guide. Students should at all times be encouraged to explain as this is the only way understanding can be measured.

Two of the thirteen students showed a good understanding of the assignment question by explaining the strengths and weaknesses of the procurement processes by using practical examples from print media etc. For this effort, these two students scored more than 70%. For better understanding of the assignment question, students should check pages 106-117 (Unit 9) of the Study Manual for effective comprehension of the question. For explanation and use of practical examples, students are encouraged to expand the search for information from sources such as newspapers and various government agencies’ reports.

Academic writing

In-text citation, citing old sources and referencing in general is still a challenge for many of the students. This means that at most, the work showed a lack of credit being given to original authors and appears that the prescribed study guide was used as the main or only source. Also, some students have long reference lists, while these sources are not cited anywhere in-text. Students should know that one cannot list a source that these they did not cite. This require students to improve their academic writing skills. Taking into consideration the above observations, students are advised to
consult and cite various sources. In addition, these sources should be relevant and current. Also, students are encouraged to provide context to points made by using practical examples.

**Grammar and sections**

Some students’ work showed a lack of editing and proof reading, thus producing work with elementary grammatical errors. Students should be encouraged to use proof reading software packages such as Grammarly and/or consult the Writing Unit if and when possible. The rubric indicated the components that students should have addressed, however, some students had sections such as the Table of Contents and Conclusion missing. It seemed that these particular students do not understand the importance of sections such as introduction and conclusion because where these sections were included, the logic was not evident. Therefore, students should use the rubric as far as possible as this practice will result in work that is logical with all components covered. Thus, allowing students to produce work that is of quality. Some students write extremely long statements leading to a situation where meaning is lost. Therefore, students are advised to keep short and simple.

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