FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2020

ASSIGNMENT 1 & 2

Public Financial Management
PFM621S
Feedback Tutorial Letter: Assignment One

Subject: Public Finance Management

12 November 2020

Overview

Sixteen (16) assignments were marked with scores ranging from 40% to 73%. Of the 16 students, fourteen (14) scored 50% and above, while two (2) scored less than 50%. The majority of the students effectively addressed the first part of the question (The economic system of Namibia and what the government does to ensure all sectors adhere to the system that you have selected) and scored very good marks. However, a majority of the students did not address the second of the question in full (Analyze the effectiveness of government services in relation to the various categories of government expenditure) where students tended to outline the responsibility of government without making a call on the success or lack of success. The second part of the question had asked of students to make a judgement on whether it succeeding or not in meeting its responsibility. This part had to come with reasons for making that call.

Therefore, I urge students to take a critical look at the budget allocation and then make a judgement on whether there is value for money. For better understanding of the assignment question, students should check pages 21-29 (Unit 2 ) 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

Some students did not use in-text citation, cited old sources and referencing in general was in incoherent. 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. 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 relevant and current. Also, students are encouraged to provide context to points made by using practical examples. Another point, students are encouraged to edit their work before submitting to avoid losing marks on aspects such as no page numbers and table of contents as well as reference lists. Lastly, students are encouraged to work on their use paragraphs, I would recommend 6-8 lines per paragraph.
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 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.

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Date: 12 November 2020
Feedback Tutorial Letter: Assignment Two
Subject: Public Finance Management
20 November 2020

Overview

Sixteen (16) assignments were marked with scores ranging from 31% to 77%. Of the 16 students, fourteen (13) scored 50% and above, while three (3) scored less than 50%. The majority of the students effectively addressed the first part of the question (Describe the process of budgeting that Namibian Government undertakes) and scored very good marks. However, a majority of the students did not address the second of the question in full (Describe the type of Budgeting that Namibian Government undertakes) where students ended up writing on only about the process of budgeting. Again, just like in Assignment One, some students did not evaluate the effectiveness of the budget in helping government to achieve its socio-economic responsibilities.

Therefore, I urge students to take a critical look at the budget allocation and then make a judgement on whether there is value for money. For better understanding of the assignment question, students should check pages 21-29 (Unit 4) 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

Some students did not use in-text citation, cited old sources and referencing in general was in incoherent. 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. In addition, students should include sources in the reference list that were cited in text. This means that the reference should only consist of sources that were referenced in the write up. 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 relevant and current. Also, students are encouraged to provide context to points made by using practical examples. Another point, students are encouraged to edit their work before submitting to avoid losing marks on aspects such as no page numbers and table of contents as well as reference lists. Lastly, students are encouraged to work on their use paragraphs, I would recommend 6-8 lines per paragraph.
**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 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.

In assignment Two, the issue of not including the Table of Contents. Students should always include the Table of Contents for easy navigation through the assignment. 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.

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Date: 20 November 2020