

Module Handbook 2022/23

Module Name: V100 Prescribing Practice

Module Code: UZVRU4-20-M and UZVRU5-20-3

Module Leader Name: Dawn Odd

Aims of the Handbook

The handbook is a guide for students in the School of Health and Social Wellbeing. The information in the handbook can also be found in a number of other electronic or paper sources and the document provides links to the definitive data sources wherever possible.

Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

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1. Module team information

Module Leader

Dawn Odd, Room 2G14, 0117 3288565 Dawn2.odd@uwe.ac.uk

Module Team

Sarah Bartlett Sarah.Bartlett@uwe.ac.uk
Dr. Ilhem Berrou 0117 3284053 Ilhem.Berrou@uwe.ac.uk

Non-Medical Prescribing Lead

Debbie Moreno-Chamorro

CPD Administration: 0117 328 1158 HAS.CPD@uwe.ac.uk

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. The external examiner appointed to this module can be found at [http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl Exam Allocation to Mods.pdf](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl_Exam_Allocation_to_Mods.pdf)

2. Module enhancement

The V100 Prescribing Practice module is a 20 credit module. The taught sessions are integrated within the SCPHN programme to meet all of the required learning outcomes stipulated by the NMC. Module evaluations and ongoing student feedback help to ensure the module meets the needs of students. Module delivery and content continues to evolve in light of this feedback. This year the formative aspects of the assessment have been modified in response to student and assessor feedback.

3. Module specific information

Welcome to the V100 Prescribing Practice module. This module is for students enrolled on the BSc (Hons) and PGDip Public Health: Specialist Community Public Health Nursing (Health Visiting). Students successfully completing this module and the SCPHN programme have the

ability to claim the NMC recordable qualification Specialist Community Public Health Nurse – Health Visitor and Community Practitioner Nurse Prescriber.

Please note: You are only able to register these qualifications together and cannot prescribe until your qualification has been annotated on the NMC register.

The aim of this module is to develop your competence in the knowledge, understanding and skills required to achieve safe and effective prescribing practice.

You will need to demonstrate your learning and competence in all of the areas of the NICE accredited Royal Pharmaceutical Society Prescribing Competency Framework, which you can read here:

<https://www.rpharms.com/resources/frameworks/prescribers-competency-framework>

The NMC has adopted the Royal Pharmaceutical Society's Prescribing Competency Framework as their standards of competency for prescribing practice.

The module team comprises colleagues from a variety of clinical and academic backgrounds, and the team is here to support your learning. We very much hope that you will enjoy this module. Should you have any concerns with regard to the module, then please feel free to discuss these with members of the module team.

We expect a 100% attendance on this module to help facilitate your learning.

Supervision and Assessment in Practice

As the integration of theory and practice is central to this module it is essential that you maintain clinical practice relevant to your specialist discipline.

Learning in practice will comprise a minimum of **50 hours**.

For this module you need to have both a Practice Supervisor (s) and Assessor (NMC, 2018).

Only in exceptional circumstances may the same person fulfil the role of prescribing practice supervisor and assessor.

Please contact the module leader immediately if this will be the case for your practice learning.

The prescribing practice supervisor (s) must:

- serve as role models for safe and effective practice in line with their code of conduct

- support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes
- support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills
- have current knowledge and experience of the area in which they are providing support, supervision and feedback

The prescribing practice assessor must

- be a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking
- provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes
- assess the student's suitability for award based on the successful completion of a period of practice based learning relevant to their field of prescribing practice

The prescribing practice assessor for the V100 module facilitates support and learning opportunities for the student and must be familiar with the requirements and learning outcomes of the programme and the Prescribing Competency Framework. It is a requirement that students' employers will take responsibility to identify a suitable and experienced assessor who already holds the community prescriber qualification (or V300) and is willing to undertake the assessor role.

Your prescribing practice supervisor and assessor should be able to devote sufficient time during the module to provide appropriate guidance for you. This must be agreed and documented within the learning contract. We recommend that around **25 hours** are spent directly with your assessor or supervisor to enable them to assess your competence. The remaining time may be spent with the wider team who should feedback to the assessor as required. This may include other nurses who prescribe, district nurses, clinical nurse specialists, nurse practitioners etc as well as prescribers from other professional groups e.g. pharmacists, G.P's, hospital doctors. With the support and guidance of your prescribing practice assessor you will develop prescribing skills and knowledge related to your speciality.

Portfolio Development using the Prescribing Competency Framework

The module requires that personal and professional development is documented within an e-portfolio on the Pebblepad platform. This use of a portfolio provides an excellent framework to encourage you to reflect for yourself and to demonstrate relevant learning activities and the way in which they have informed and influenced your practice. The prescribing practice portfolio is based on a regular process of reflection and recording what

you learn from everyday experiences, as well as from planned learning activities. This is a key component of clinical governance.

The Competency Framework for Assessment in Practice is available as a Word document on Blackboard for your information and forms the basis of your Pebblepad e-portfolio. This is a working document which is to be used in practice with your prescribing practice assessor throughout the module.

There are **ten** competencies split into **two** domains. Within each of the competencies there are statements which describe the activity or outcomes prescribers should be able to demonstrate. All competencies will need to be signed off by your prescribing practice assessor in addition to the final report. The learning outcomes for the module are mapped to these competencies. The portfolio will contain evidence that supports the achievement of the practice competencies and in turn the learning outcomes of the module. On completion, your portfolio can be used to support your ongoing learning and skills development once you gain your registration.

When writing reflective accounts of direct patient/client care encounters in different settings it is essential to ensure that these accounts are anonymised to protect confidentiality.

Pebblepad

You will need to share your Pebblepad workbook with your prescribing practice assessor and supervisor as early in the module as you can.

For any problems with Pebblepad please look at [PebblePad Support Pages for UWE Students](#) (website) or [Introducing PebblePad](#) (YouTube Playlist)

See also the resources on Blackboard under the Pebblepad tab or contact Pebblepad support, our team of Learning Technologists on HASPebblepad@uwe.ac.uk

ROLES AND RESPONSIBILITIES

Student Responsibilities

Each student has overall responsibility for maintaining the e-portfolio on Pebblepad, ensuring the following:

- a) The portfolio is available as a working document throughout the programme.

- b) The learning opportunities are identified against the V100 Prescribing Practice module learning outcomes and competencies and are negotiated with the prescribing practice assessor.
- c) Opportunities to meet are negotiated for the presentation of evidence and assessor feedback.
- d) Evidence of achievement based on reflective analysis, which is guided by the module learning outcomes and competencies, is collated prior to the summative meeting(s) with the assessor and informs the student self-assessment and assessor verification.
- e) The assessor feedback informs the development of future learning needs.
- f) The e-portfolio is available at tutorials with academic staff.
- g) **Students are also responsible for ensuring that their assessors are aware of the responsibilities listed below:**

Prescribing practice assessor Responsibilities

The prescribing practice assessor has the responsibility for the student's learning experience, ensuring the following:

- a) To develop an effective relationship with the student and provide on-going, constructive support.
- b) To facilitate the student's integration into the practice setting.
- c) To identify, with the student, learning opportunities within the area of practice appropriate to their learning needs.
- d) To implement the approved assessment procedures, highlighting any areas of concern with the academic assessor/personal tutor.
- e) To provide a role model for the student by ensuring a safe practice environment and promoting effective relationships with patients and clients.
- f) To create a learning environment in which the student can confidently achieve the learning outcomes.
- g) To initiate, manage and support change to develop practice.
- h) Review and verify the evidence presented by the student against the competencies.
- i) Communicate with other professionals who have acted as supervisors of practice to monitor the student's progress
- j)** Provide constructive feedback that enables the student to consolidate learning and identify continuing learning needs.
- k) To assess the student's competence to prescribe within the required clinical field.

Module Leader/Academic Assessor Responsibilities

The module leader/academic assessor will:

- a) Provide advice and support and monitor the student's progress throughout the programme.
- b) Liaise with the assessor regarding the student's progress as necessary.
- c) Respond to concerns identified by the assessor and/or student and facilitate meetings as necessary.

The module team comprises of colleagues from a variety of clinical and academic backgrounds, and the team is here to support your learning. We very much hope that you will enjoy this module. Should you have any concerns with regard to the module, then please feel free to discuss these with members of the module team.

Details of learning approaches, learning outcomes and module content are given in the module specifications: <https://info.uwe.ac.uk/modules/listEntry.asp>

This module handbook should be read in conjunction with University guidance and advice for students, which can be accessed via the following link. <http://www1.uwe.ac.uk/students/academicadvice.aspx>. Particular attention should be paid to academic regulations which can also be found via this link.

Module Learning Outcomes

Learning Outcomes for Level 7 (M)	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Practice dynamically within a framework of professional accountability and responsibility in relation to prescribing within comprehensive patient care 2. Critically evaluate the complexities of prescribing for specific populations including the older adult, pregnant and breastfeeding women, neonates, children and young people and acknowledge limits of own professional boundaries 3. Utilise a rigorous approach to consultation and assessment in partnership with patients/clients and their carers 4. Critically evaluate and work within relevant legal, ethical, regulatory and clinical governance frameworks 5. Identify and critically apply authoritative and contemporary sources of information within prescribing interventions 6. Recognise and critically reflect on the influences that can affect prescribing and practice competently to the highest ethical standards 7. Apply a critical understanding of the pharmacokinetics and pharmacodynamics of the medicines prescribed and how these are affected by drug interactions and co-morbidities 8. Evaluate the roles and relationships of others involved in prescribing, supplying, and administering medicines
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	<ol style="list-style-type: none"> 9. Demonstrate appropriate organisation and delivery of prescribing practice incorporating synthesis of safe, appropriate and economic prescribing and medicines management. 10. Critically review strategies to make shared prescribing decisions in partnership with service users, their families and carers taking into account their values, wishes and beliefs.
<p>Learning Outcomes for level 6 (3)</p>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Practice dynamically within a framework of professional accountability and responsibility in relation to prescribing within comprehensive patient care 2. Recognise and appreciate the complexities of prescribing for specific populations including neonates, children and young people, pregnant and breastfeeding women, the older adult and acknowledge limits of own professional boundaries. 3. Utilise a rigorous approach to consultation and assessment in partnership with patients/clients and their carers 4. Accurately interpret and work within relevant legal, ethical, regulatory and clinical governance frameworks 5. Identify and critically apply authoritative and contemporary sources of information within prescribing interventions 6. Recognise and reflect on the influences that can affect prescribing and practice competently to the highest ethical standards 7. Apply the principles of the pharmacokinetics and pharmacodynamics of the medicines prescribed and how these are affected by drug interactions and co-morbidities 8. Evaluate the roles and relationships of others involved in prescribing, supplying, and administering medicines 9. Demonstrate appropriate organisation and delivery of prescribing practice incorporating synthesis of safe, appropriate and economic prescribing and medicines management. 10. Review strategies to make shared prescribing decisions in partnership with service users, their families and carers taking into account their values, wishes and beliefs.
<p>Syllabus Outline</p>	<p>The syllabus is aligned with the NICE accredited Royal Pharmaceutical Society's Prescribing Competency Framework.</p> <p>Topics covered within the module fall into two broad areas:</p> <p>Pharmacology lectures and seminars which include pharmacokinetics, pharmacodynamics, and reducing adverse drug reactions.</p> <p>Prescribing practice lectures and seminars which cover prescribing safely and professionally including reducing errors, making shared decisions, governance, legal and ethical frameworks and influences on prescribing practice.</p>

The module aligns with the **Faculty of Health & Applied Sciences' Eight Generic Graduate Skills Capstones** in that professionalism in prescribing practice is promoted and assessed in the competency framework and practice aspect of the module, communication skills are supported through the delivery of an oral presentation in the practice area as well as the presentation of a written portfolio of evidence of learning. Critical thinking is taught through the analysis of the research base and evidence which underpins prescribing decision making in order to prepare a case study based assessment. Students are encouraged to be forward thinking in their reflective work within the module and the competency framework as they consider their needs as a life-long learner within prescribing and how they can influence the development of prescribing within their organisation.

4. Assignment Brief

A Portfolio of evidence to support achievement of the required practice competencies

The aim of this portfolio is to demonstrate safe and effective prescribing. **The Prescribing portfolio is due to be submitted via Pebblepad on Wednesday 1st November 2023 by 2pm.**

Please note it is a requirement from the NMC that if a student omits information or answers a question wrongly which will result in direct harm to a patient that they must be referred. e.g. failure to ask about medication history, allergies, any over the counter medication, or incorrect dosage etc.

The following are essential inclusions within your portfolio:

- **Prescribing Competency Framework** (Found in Pebblepad), which has been completed by you and your Prescribing practice assessor and shows how you have achieved the 10 competencies over the two domains. *N.B. Some of these competencies may be met by through activities and assessments such as the pharmacology exam, numeracy test, poster presentation, pharmacy visit etc.*

Please ensure you have discussed and agreed the learning contract and action plan with your prescribing practice assessor and that they have completed the final report.

- A log of practice experience that demonstrates **50 hours in practice.**
- Evidence that you have completed a Pharmacy visit.

- **A pass mark of 100% in a numeracy test set during a module contact day and marked by a member of the module academic team. This will be taken on Thursday 18th May 2023.**
- **A pass mark of at least 80% in the Pharmacology exam to be taken online on Wednesday 28th June 2023**
- The written examination will consist of a total of thirty, short answer and multi-choice questions (MCQ) to test pharmacological knowledge and its application to practice. This is a 2 hour unseen examination.
- **A 1500 word written case study.** Prepare a case study on a condition specific to your area of practice, demonstrating consultation, assessment, shared decision making and ongoing review utilising the prescribing competency framework and based on critical appraisal of the current literature surrounding the chosen topic area. The case study will require you to review literature available relevant to their area of prescribing to present a holistic analysis and critique of decision making in context. (Further details will be given in taught sessions)
- **A presentation of your case study delivered in practice.** The presentation will be assessed in your practice area by your prescribing practice assessor. (Guidance available in the General portfolio guidance document available on Blackboard)
- **Two sample prescriptions** (confirmed as correct by your Prescribing practice assessor). One prescription to be from your case study presentation and a second prescription will also need to be seen by your assessor.

Your portfolio work should:

- Demonstrate full and accurate use of references using the UWE Harvard system A guide to referencing can be found at:
<http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx>
- Have your student number on each page.
- Have page numbers.
- Identify number of words at the end.
- Reflect UWE guidance on maintaining confidentiality, which can be found here:
<https://simita.uwe.ac.uk/HAS/students/MaintainingConfidentiality>

The University's policy on word count can be found here:

<http://www1.uwe.ac.uk/aboutus/policies.aspx>

Further guidance and support

If you would like support with essay writing, try the study skills support area on the university website for guidance and tips on essay writing.

<http://www.uwe.ac.uk/library/resources/hub/>

Details of additional support can also be found at this site.

The 'Study Skills and Support' tab in Blackboard also hosts a variety of resources to support your academic writing and provides further guidance with regard to the assignment. Members of the module team will also be happy to discuss your assignment plans. Details of how this formative feedback opportunity works will be given in taught sessions.

Assignment Support

The module leader/academic assessor can review of students' draft assignment once. Please email staff and you will receive written feedback on your draft. Students will need to request written formative feedback no later than 3 weeks prior to the assignment submission date.

Your work will be assessed using the Marking Criteria which can be found at the end of this handbook. We strongly suggest you read these before writing your assignment.

5. Submission details

Please note that the submission deadlines are absolute and based on UWE server time, therefore you are strongly advised to submit work well ahead of the deadline dates to avoid situations where penalties could be incurred.

This module has a 5 day late submission window. <https://www.uwe.ac.uk/study/academic-information/personal-circumstances/late-submission-window>

You are expected to plan your workload to avoid being impacted upon by a minor illness or other causes, such as technical issues. However, if you encounter unexpected difficulties, a five-day late submission window is available to all students, during which you can submit your assignment without penalty.

An assignment cannot be submitted after the late submission window has ended. Failure to submit the assignment within the five-day late submission window will result in a non-submission being recorded.

Submission date: The Prescribing portfolio is due to be submitted via Pebblepad

on: Wednesday 1st November 2023.

You will receive informal feedback verbally through all teaching sessions – ensure you listen carefully. Each assessment you submit will be returned to you with written feedback, and consists of comments made by academic assessors on students' work which enables students to understand how they have met the defined assessment criteria and identifying areas for further improvement. The period for providing feedback will not normally exceed 20 working days (excluding University closure days) following the deadline for submission of the assessment concerned. This period may be shorter or longer for some forms of assessment. Where the period is greater than 20 working days, students will be informed of the deadline and the rationale for the extension. Outcomes which have not been confirmed by an examining board shall be considered as unconfirmed.

Date of submission feedback: 4th December 2023

Date of re-submission: Wednesday 3rd April 2024

MyUWE is used to communicate unconfirmed marks, provide cover sheets for assessments and to submit work.

6. Additional information and reading lists

Your module reading list can be accessed online, either directly through the link below or through the module's Blackboard page.

<https://rl.talis.com/3/uwe/lists/9AFE0650-9374-4F2D-56A6-5E393CC2F792.html>

The [short video](#) available on the library's website will introduce you to some of the key features of the online reading list system.

A guide to referencing can be found at:

<http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx>

The University's policy on word count can be found:

<http://www1.uwe.ac.uk/aboutus/policies.aspx>

Sustainability Statement

The University supports the global sustainability agenda for a strong, healthy and just society living within environmental limits.

As such we ask that you consider environmental impacts when travelling to university e.g. exploring the possibility of car sharing , using public transport etc.

Please try to bring a reusable mug for hot beverages. The Hub charges an extra 20p for a disposable cup if you do not have one.

Consider the environmental impact of printing learning materials and try to keep this to a minimum.

7. Communication

Throughout your time with us, you will receive regular communication from your module leader, and also administrative staff. It is your responsibility to ensure that you read everything that you are sent, and act upon it where appropriate.

The main communication channel used is the Blackboard for all the modules you are currently studying. Blackboard provides the main communication channel for module specific information and these too should be checked regularly for new content and announcements.

Please see <http://info.uwe.ac.uk/myUWE/guidance/default.asp> for further information on all aspects of your myUWE portal.

8. Advice and support

There are a range of facilities and services available to go to for advice and support depending on what the issue is. Remember - asking for help at the earliest possible stage will help you in the long run. Your first point of call should always be the module leader Dawn Odd, as they will be able to sign post you to the right services and will be able to deal with specific matters relating to teaching and learning. Alternatively you could contact your Academic Personal tutor or Joanne Seal as the Lead for the Health Visiting Field on SCPHN programme Joanne.Seal@uwe.ac.uk If you are not able to contact Dawn or Jo for any reason go to an Information Point, details of which can be found at <http://www1.uwe.ac.uk/students/informationpoints.aspx>

Student Support Advisers are available and can also be contacted through the Information Points, see <http://www1.uwe.ac.uk/students/academicadvice/studentadvisers.aspx> for information on how they might be able to help.

However, you are more than welcome to talk to other members of UWE staff depending on who you feel most comfortable talking to.

Grade	POSTGRADUATE Level M Marking Criteria. Indicative Qualities
100 - 90% Outstanding	An Exceptional and outstanding piece of academic work; showing advanced and critical awareness at the forefront of the discipline or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insight and advanced scholarship; mastery of clarity in argument and communication. Exemplary.
89 - 80% Excellent	An excellent piece of academic work clearly demonstrating critical awareness of the discipline, current research or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.
79 - 70% Very Good	A very good and competent piece of work, demonstrating good critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level. Evidence of originality; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.
69 - 60% Good	A good piece of academic work demonstrating the ability to critically evaluate. Good knowledge and understanding of the discipline or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.
59 - 50% Pass	Meets the relevant learning outcomes but mostly descriptive. Some basic critical awareness is present evaluation but analysis is not very well developed and could be strengthened in originality or scope. Some evidence of appropriate reading and critical thought beyond the taught material but evaluation and critique could be strengthened. Evidence of appropriate structure but presentation and focus may need improving.
49 - 40% Marginal Fail	Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Argument needs further development. Content not always relevant. Limited evidence of reading.
39 - 30% Limited	Some evidence of effort but missing some essential aspects. For example, may be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.
29 - 20% A Limited Piece of Work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading; Likely to be incomplete.
19 - 10% Very Limited Piece of Work	Significant deficiencies; Likely to have insufficient, irrelevant or incorrect material. Likely to have very poor structure and no discussion.
9 - 0% Exceptionally Limited Work	Insufficient material presented. No evidence of sufficient preparation. Zero is reserved for failure to attempt an answer

Grade	UNDERGRADUATE Level 3 Marking Criteria. Indicative Qualities
100 - 90% Exceptional	Exceptional scholarship for the subject. Creative and original insight into theoretical issues. Exemplary.
89 - 80% Outstanding	Outstanding knowledge and sustained argument and critical evaluation. Mature analysis. Clear evidence of independent thought; Convincing synthesis of a range of appropriate sources. Excellent referencing. Evidence of use of new sources and approaches.
79 - 70% Excellent	Knowledge and understanding is comprehensive in both breadth and depth. Strong ability to critically appreciate concepts. Evidence of independent thought. Presentation is fluent and focused; use of a wide range of evidence; Clear and well-presented discussion. Excellent referencing.
69 - 60% Very Good	Comprehensive in content and well organised argument but evaluation and analysis of ideas could be further developed. Clear evidence of appropriate reading with evidence of having drawn on reading from beyond the course material. Good accurate referencing. Ability to relate theory and concepts to discussion. Content always relevant and well-focused.
59 - 50% Good	Sound comprehension of knowledge base. Reasoning and argument generally relevant but could be further developed. Critical evaluation is apparent but ability to conceptualise and/or apply theory could be strengthened with greater focus and more in-depth analysis. Good evidence of reading. Appropriately referenced.
49 - 40% Pass	Meets the relevant learning outcomes but mostly descriptive. Some basic evaluation but analysis is not very well developed and could be strengthened. Some misunderstanding of key principles and concepts. Evidence of appropriate structure but not always well sequenced. Evidence of some reading but limited. Presentation and focus may need improving.
39 - 35% Marginal Fail	Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Argument needs further development. Content not always relevant. Limited evidence of reading.
34 - 30% A Limited Piece of Work	Some evidence of effort but missing some essential aspects. For example, may be lacking in evidence of understanding, focus and structure. Likely to have limited discussion with some lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.
29 - 20% A Limited Piece of Work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading; Likely to be incomplete.
19 - 10% Very Limited Piece of Work	Significant deficiencies; Likely to have insufficient, irrelevant or incorrect material. Likely to have very poor structure and no discussion.
9 - 0%	Insufficient material presented. No evidence of sufficient preparation. Zero is reserved for failure to attempt an answer

Exceptionally Limited Work	
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