

8 OCT 1979

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University of London

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Our ref AR/SCI/JML/SG
Your ref

4th October, 1979

Mr. L.P. Turnbull,
Bedford College.

Dear Mr. Turnbull,

BSc IN NURSING STUDIES

Thank you for your letter of 7th August. I have now received a detailed statement from Dr. Burton which will be considered at the meeting of the Special Advisory Committee in Nursing Studies on 12th October.

I enclose five sets of agenda papers for the meeting. May I please ask you to arrange for these to be distributed to the following persons whom I have understood from either you or Dr. Burton will be attending the meeting:

- Yourself
- Dr. Burton
- Professor Jeffreys
- Miss Edna Blake, Middlesex Hospital School of Nursing
- Miss Christine Chapman

It would be helpful if you could let me know in advance which institution or organisation Miss Chapman will be representing. I know that she has served on your College's ad hoc committee.

Yours sincerely,

MRS. J.M. LONGDEN
Faculty Officer
Science and Engineering

Done ✓
8/10

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

I attach a copy of the agenda for the meeting to take place in Senate House at 2.30 p.m. on Friday 12th October.

attached For the discussions on proposals for the MSc in Midwifery and the BSc in Nursing Studies at Bedford College, members are asked to bring with them to the meeting, Minutes of the meeting on 6th July and copies of Document C and Document D circulated with the agenda for that meeting.

The Chairman is particularly anxious that this meeting shall be attended by as many members as possible, in order that the interests of the different Boards of Studies shall be fully represented. The main item on the agenda is that relating to the proposals for a new BSc course at Bedford College and representatives of Bedford College and the Middlesex Hospital School of Nursing have been invited to attend for the discussions on this item.

MRS. J.M. LONGDEN
Faculty Officer
Science and Engineering

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

There will be a meeting of the Special Advisory Committee in Nursing Studies on Friday, 12th October 1979 at 2.30 p.m. in Senate House

A G E N D A

1. MINUTES

TO CONFIRM: The Minutes of the meeting on 6th July 1979 (previously circulated) subject to amendment of the second line of para. 3 on page 3, to read that the nursing content of the proposed BSc course at Bedford College "had been accepted by the General Nursing Council as providing an appropriate background".

2. MATTERS ARISING - MEMBERSHIP

TO REPORT: Dr. J. Wilson-Barnett having been Recognised as a Teacher in Nursing Studies at Chelsea College, assigned to the Board of Studies in Psychology, has become a full member of the Special Advisory Committee. The Constitution provides for the inclusion as members of all Recognised Teachers in Nursing Studies. Previously Dr. Wilson-Barnett has been invited to meetings pending her recognition as a teacher.

3. COURSE UNITS FOR THE BSc IN NURSING STUDIES

TO CONSIDER: A request from Chelsea College that the following course units be approved by the Special Advisory Committee in Nursing Studies with the Board of Studies in Social Administration as the Board of second instance:

Sociology of Health Care
Elements of Social Policy and Administration (Health Care II)

TO REPORT:

- (i) As reported in the revised agenda for the meeting on 6th July, it had been found that Chelsea College had submitted proposal forms for the above two course to the Board of Studies in Social Administration, notwithstanding that they had previously been agreed in principle by the SAC in May 1978 and the SAC were, therefore, anticipating that formal course proposal forms would be submitted.
- (ii) Chelsea College were, therefore, informed that it would appear anomalous for these two third year courses to be approved and examined through the Board of Studies in Social Administration, whereas responsibility for approving and examining the two associated first year courses "Introduction to the Sociology of Health Care" and "Elements of Social Policy and Administration I" lay with the SAC.
- (iii) Chelsea College have, therefore, reviewed the position and would now agree that, as the SAC includes adequate representation of other Boards of Study including Social Administration, the SAC should become the Board/Committee of first instance. Revised course proposal forms have, therefore, been received (Documents A.1 and A.2).
- (iv) The formal proposal for the fourth year course "Issues in Nursing" is still awaited. All other courses included in the degree programme for the BSc with Nursing Studies as the main field have now been approved.
- (v) The College also seek substitution of the title "Communication in Nursing" for the title "Patient's Progress" which is a first year course approved by the SAC in May 1977. The change of title was recommended by the visiting examiners in 1979 and the College would wish to examine under the new course title in 1980 (Document A.3).

4. SPECIAL UNIVERSITY LECTURERS

TO CONSIDER: The nomination of a Special University Lecturer for the session 1980 to 1981.

TO REPORT:

- (i) The Special Advisory Committee has been allocated one lecture for 1980 to 1981. Nominations are required by no later than 25th April 1980. Allocations not taken up by that date will revert to a central pool.
- (ii) Dr. K.J.W. Wilson, Health Services Research Centre, University of Birmingham has accepted an invitation to give the Special University Lecture in 1979/80. Preliminary arrangements have been made for the lecture given at Chelsea College on 6th March 1980 on a subject concerned with the interrelationship between Nursing and Biological Sciences.

5. MSc IN MIDWIFERY

TO REPORT:

- (i) The preliminary comments of the Special Advisory Committee on the proposals for an MSc in Midwifery submitted by Chelsea College and considered at the meeting of the SAC on 6th July were conveyed to both Chelsea College and the British Postgraduate Medical Federation.
- (ii) Chelsea College have replied that they would agree that it would be logical for the MSc to be awarded in the same faculty as the BSc degree with Nursing Studies as the main field and that the MSc should, therefore, be awarded in the Faculty of Science. As there is a clinical element in the proposed course the College agreed that the Academic Council Standing Subject Committee in Medicine should be consulted. The following comments have been made by Chelsea College in relation to the staffing of the course:

"The professional content leading to a qualification in midwifery (State Certified Midwife) is to be taught and examined separately through the Central Midwives Board examination. To this end Queen Charlotte's teaching is on this SCM training, involving for example, continuous assessment by Ward Sisters on the practical ability of students in the professional midwifery aspect. The academic content of the proposed scheme will be taught and examined by University teachers and it is this portion of the combined course-scheme that we are submitting as a Masters Degree course. In other words, the scheme is in two parts which, though running in parallel, are linked as far as possible to make a sensible and coherent learning experience for students. One of these parts leads to State Certified Midwife, the other to the MSc Midwifery. It is the MSc which we are submitting for the university's approval, in the belief that its coherence with the professional Midwifery course will be recognised by the University as being entirely in accord with the future trends towards educational courses that are linked to professional qualifications. As you know, we have been encouraged by the UGC and the DES to pursue such courses, and we also feel that the course proposed is entirely in line with current thoughts and trends in medical education and training.

The Course Tutor for the proposed course will be a full-time lecturer in the Department of Nursing Studies at Chelsea, who is a graduate, holds an MSc, with a PhD thesis soon to be completed, a qualified nurse, midwife and a qualified Sister Tutor. She is currently serving her probationary period, but I have every reason to suppose she will be recommended for recognition as soon as possible.

Further, for the teaching on the State Certified Midwife aspect of the course, although not strictly required, Queen Charlotte's plan to recruit a graduate midwife into the School of Midwifery, but I again emphasise that the MSc (academic) teaching on and examining for the course will be the responsibility of academic staff of both Chelsea and the Institute of Obstetrics and Gynaecology."

- (iii) As noted in item 27 of the Minutes of the meeting on 6th July, no further action on the proposals can be taken until confirmation is received that the proposal has the support of the BPMF, as well as authorities of Chelsea College, since the course is to be a Schools-sponsored course offered jointly by Chelsea College and the BPMF (Institute of Obstetrics). BPMF did not in fact receive the formal proposals from the Institute of Obstetrics until the end of July and they will be submitted for consideration to the governing body of the BPMF in October. It is not, therefore, yet possible to describe the proposals as a joint submission from Chelsea College and the British Postgraduate Medical Federation and no further action can be taken to submit the course proposals to the Academic Council.
- (iv) At the previous meeting the SAC expressed some date whether it would be possible to obtain approval for the MSc course in time for students to be registered in October 1980, as originally proposed by Chelsea College. As it has not yet been possible to submit the proposals to the University Planning Committee it would now appear even more unlikely that the course could be introduced in October 1980.

6. BSc DEGREE IN NURSING STUDIES AT BEDFORD COLLEGE

[Note: Bedford College have asked that the following persons should be invited to attend for the discussion of this item:

Dr. I.F. Burton, ^{Head of the} ~~Lecturer~~ in Sociology Bedford College
Professor Margot Jeffreys, Professor of Medical Sociology Bedford College
Mr. L.P. Turnbull, Registrar Bedford College
Miss Edna Blake, Middlesex Hospital School of Nursing
Miss Christine Chapman, member of an ad hoc committee set up by Bedford College
to discuss proposals for the new degree]

TO CONSIDER: Proposals for the new BSc degree in Nursing Studies at Bedford College.

TO REPORT: The preliminary views expressed by the SAC at the meeting on 6th July as reported in item 28 of the Minutes were conveyed to Bedford College. A statement in reply from Dr. I. Burton, Head of the Department of Sociology at Bedford College is attached as Document B.

Document A1
(SAC 12 Oct)

Name of School Chelsea College 38

Faculty(ies) in which Course will be offered _____

SECTION ONE TITLE, VALUE AND STATUS OF COURSE

1. Title of Course The Sociology of Health Care 775
(including College Course number) 4967

2. Proposed Value in course units: 1

3. Is proposed Course to be 'Introductory'? Yes/No
Yes/No

4. Does this Course supersede an approved Course?
If Yes, give official Course Number of Course superseded:

5. Has Course to be superseded ever been taught?
examined? Yes/No
Yes/No

6. Date from which new Course is to be introduced October 19 79

SECTION TWO DETAILS OF SYLLABUS, WORK LOAD AND EXAMINATIONS

7. General scope of Course (i. e. outline of the field of study to be covered)

Macro-sociological approaches to health behaviour and health care including comparative analysis of various health care systems. 'Middle-range' studies of health care institutions such as General and Psychiatric Hospitals. Micro-sociological accounts of the experience of illness and associated inter-personal relationships. Sociological concepts such as professionalisation, socialisation and mental illness relevant to health care.

8. Number of terms duration: 3

9. Approximate total numbers of hours which students will spend in:
(a) Lectures 36
(b) Laboratory or Field work -
(c) Tutorial / ~~seminar~~ work 10

10. Indicate if Course is designed for any particular year of study:
~~First~~ / Second / Third / ~~Fourth~~

11. Examinations (a) Number of written papers 1
(b) practicals -
(c) ~~reports~~, essays or projects 2
(d) Will Course examination include an oral? Yes/No

(e) Will Course examination include ~~assessment of field work~~ ~~laboratory work or not book work~~ assessment of work done for tutorials / seminars, etc? *Yes/No

12. Board of Studies from whose Panel Visiting Examiners for the Course will be drawn S.A.C. first instance

INTERCOLLEGIATE TEACHING ARRANGEMENTS

and Social Administration

13. If any part of this Course is to be taught in another College, give name(s) of College(s) _____

14. Is a separate Course Proposal being submitted by the College(s)? Yes/No

15. Signed A. Attill Head of Department Date 25/9/79
Noted FR Registrar Date 25/7/79

16. To be completed by Board(s) of Studies by which proposed Course is approved
Signed _____ Board of Studies _____ Date _____
Signed _____ Board of Studies _____ Date _____

Document A2
38 (SAC 12 Oct)

Name of School Chelsea College

Faculty(ies) in which Course will be offered Science

SECTION ONE TITLE, VALUE AND STATUS OF COURSE

1. Title of Course Elements of Social Policy & Administration II (Health Care) 775
(including College Course number) 4968

2. Proposed Value in course units:

1

3. Is proposed Course to be 'Introductory'?

Yes/No
Yes/No

4. Does this Course supersede an approved Course?
If Yes, give official Course Number of Course superseded:

--	--	--	--	--	--	--	--

5. Has Course to be superseded ever been taught?
examined?

Yes/No
Yes/No

6. Date from which new Course is to be introduced

September	1979
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SECTION TWO DETAILS OF SYLLABUS, WORK LOAD AND EXAMINATIONS

7. General scope of Course (i.e. outline of the field of study to be covered)
Organizational aspects of health care delivery, e.g., problems of the administrative structure of the National Health Service; the role of the primary physician; problems of decentralized decision making; provision for special needs; the inter-relation between health and welfare services. Political and economic aspects, e.g., resource allocation: need and demand; equity and efficiency; allocation of health and social services. Alternative methods of health care delivery, e.g., the American system and national health insurance in one European system.

8. Number of terms duration:

3

9. Approximate total numbers of hours which students will spend in:
(a) Lectures

36

(b) Laboratory or Field work

-

(c) Tutorial / Seminar work

10

10. Indicate if Course is designed for any particular year of study:
~~First~~ / Second / Third / ~~Fourth~~

11. Examinations (a) Number of written papers

1

(b) practicals

-

(c) ~~reports, essays or projects~~

2

(d) Will Course examination include an oral?

Yes/No

At discretion of tutor and examiners

(e) Will Course examination include assessment of ~~laboratory work or books~~ ~~assessment of work~~ done for tutorials / seminars, etc?

Yes/No

12. Board of Studies from whose Panel Visiting Examiners for the Course will be drawn

S.A.C. first instance

INTERCOLLEGIATE TEACHING ARRANGEMENTS

13. If any part of this Course is to be taught in another College, give name(s) of College(s) and Social Administration

14. Is a separate Course Proposal being submitted by the College(s)?

Yes/No

15. Signed AMH MSC Head of Department Date 25/9/79
Noted FR Registrar Date 25/9/79

16. To be completed by Board(s) of Studies by which proposed Course is approved
Signed _____ Board of Studies _____ Date _____
Signed _____ Board of Studies _____ Date _____

Document A.3

Name of School Chelsea College 38 (SAC 12 Oct)

Faculty(ies) in which Course will be offered Science

SECTION ONE TITLE, VALUE AND STATUS OF COURSE

1. Title of Course COMMUNICATION IN NURSING 860
(including College Course number) 0702

2. Proposed Value in course units:

1

3. Is proposed Course to be 'Introductory'?

Yes/No
YES No

4. Does this Course supersede an approved Course? If Yes, give official Course Number of Course superseded:

3	8	6	0	0	7	0	0
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5. Has Course to be superseded ever been taught? examined?

YES No
Yes No

6. Date from which new Course is to be introduced

Oct.	1979
------	------

SECTION TWO DETAILS OF SYLLABUS, WORK LOAD AND EXAMINATIONS

7. General scope of Course (i. a. outline of the field of study to be covered)
This course sets out to examine the establishment of professional relationships with patients by a study of communication in nursing. Relevant literature concerning the effects of illness upon patients and families will be studied, also the social psychology of individual and group behaviour. During the course students will have opportunities to follow 'patient careers' and to produce care studies drawn from their own practical experiences in hospital and community health service.

8. Number of terms duration:

1 1/2

9. Approximate total numbers of hours which students will spend in:
(a) Lectures

12

(b) Laboratory or Field work

60

(c) Tutorial / Seminar work

30

10. Indicate if Course is designed for any particular year of study: First / Second / Third / (Fourth)

11. Examinations (a) Number of written papers

1

(b) practicals

-

(c) reports, essays or projects

2

(d) Will Course examination include an oral?

Yes/No

(e) Will Course examination include assessment of field work, laboratory work or notebooks, or assessment of work done for tutorials / seminars, etc?

Yes/No

12. Board of Studies from whose Panel Visiting Examiners for the Course will be drawn

SAC Nursing Studies

INTERCOLLEGIATE TEACHING ARRANGEMENTS

13. If any part of this Course is to be taught in another College, give name(s) of College(s) _____

14. Is a separate Course Proposal being submitted by the College(s)?

Yes/No

15. Signed [Signature] Head of Department Date Sept. 3rd 1979
Noted [Signature] Registrar Date 17/9/79

16. To be completed by Board(s) of Studies by which proposed Course is approved
Signed _____ Board of Studies _____ Date _____
Signed _____ Board of Studies _____ Date _____

Minutes 6 July 79

BSc Degree in Nursing Studies at Bedford College

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Considered: Proposals to introduce in October 1980 a course leading to a degree in Nursing Studies to be offered at Bedford College in cooperation with Middlesex Hospital School of Nursing [Document D circulated with the Agenda].

- Agreed: (1) That the Advisory Committee welcomed in principle the idea of a degree in Nursing Studies in which the balance of subjects studied was different from that in the existing BSc course at Chelsea College. A degree placing greater emphasis on the Social Sciences could be of value to the nursing profession and might attract students with different interests.
- (2) A degree course with Nursing Studies as the main field should include studies in the biological sciences and behavioural/social sciences in addition to nursing but the nursing content must dominate. It was recognised that the present proposals from Bedford College represented a development of the existing "sandwich" courses for a BSc degree in Social Policy and for the professional qualification of SRN. It was not however considered that sufficient involvement was proposed to justify the new integrated course being designated as a course in Nursing Studies. It would still be more appropriate to describe the main field(s) as "Social Sciences with/and Nursing". Of the courses proposed under the general heading Nursing Studies several would be deemed to fall more appropriately in other fields, eg General and Social Psychology within the field Behavioural Sciences.
- (3) The Committee were informed that the nursing content of the proposed course had been accepted by the Royal College of Nursing as providing an appropriate background of professional training for state registration. The University would however wish to have adequate assurance that the teaching of courses in Nursing Studies would be of an academic standard appropriate for a degree and would also be undertaken by persons with appropriate academic qualifications to teach and to examine for course-units of a degree of the University of London. The Special Advisory Committee would therefore wish to seek further information concerning the arrangements which were being proposed for members of the academic staff of Bedford College to be involved in the teaching of the nursing units and the teaching of the practical content of these units on the hospital wards, or of proposals which may exist for appointing staff of the School of Nursing at the Middlesex Hospital as honorary members of the academic staff of Bedford College. The Committee would stress the importance of courses in nursing being designed, taught and examined by members of the academic staff of the University.
- (4) Further discussion of the detailed proposals should be deferred until the next meeting which a representative of Bedford College and of the Middlesex Hospital School of Nursing should be invited to attend. In the meantime Bedford College should be informed that the Committee welcomed the idea of this degree course in principle but that the College might wish to give further consideration to the preliminary views before the next meeting.

Next Meeting

The next meeting will be held at 2.30 pm on Friday, 12 October 1979 in Senate House.

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Proposal for a Degree in Nursing Studies at Bedford College

Background Statement from the College

1. In September 1969, Bedford College began an experimental scheme of training with the MacDonald-Buchanan School of Nursing at the Middlesex Hospital. This scheme consisted of (i) a degree in Sociology Branch III (later replaced by one in Social Science and Administration and again in 1977 by a course-unit degree with special Field of Study in Social Policy and (ii) a special course leading to the qualification of State Registered Nurse and consisting of a month's training immediately before starting the university degree course, a month's training in each of the two long vacations and approximately eighteen months training following graduation. The Secretary of State approved the continuation of this course for a further five years to November 1976.
2. The combined course was set up in the belief that the study of sociology would give nurses a deeper understanding of the social institutions of industrial society, and of the causes and course of social change, including a special study of the sociology of medical care. It was intended that the students should acquire a depth of knowledge that would enable them to deal with a wide variety of situations and to adopt an analytical and critical approach to their daily work, which would in turn enhance their practise of nursing. It was also expected that graduates would be equipped to assist in the exercise of responsibility and in the formation and interpretation of policy in nursing administration, professional organisation and nursing education and research.
3. The combined course has proved very successful. A high calibre of students has been attracted who have obtained well above average academic results as graduates, followed by equally high professional success. The motivation of the students has been especially strong resulting in a very high proportion remaining in the profession.
4. The present proposal is designed to capitalise the experience on the combined course and to remove two disadvantages; the restriction of numbers to six a year because of the need to support the students during professional training out of NHS funds and the lack of any real opportunity to integrate the students professional training with their academic study of the behavioural sciences.
5. We also wish to provide a base upon which a body of knowledge related to the principles and practices of nursing can be developed through research. We see the behavioural sciences as providing an essential basis for an understanding of the problems involved in caring for

the individual in health and in sickness and in the community and in hospital. We consider that the Department of Sociology at Bedford College is particularly able to support this aim through its development of the study of sociology as applied to medicine in the Social Research Unit based in the Department under the direction of Professor Jefferys and Professor Brown.

6. The present submission does not change the basic ingredients of the present combined course, but is designed to integrate them and take advantage of the flexibility of a course-unit degree to provide some specially designed academic courses. The basis remains that of an honours degree in social policy combined with a special professional training.

7. Draft regulations are appended. We have had difficulty in ascribing course-unit values to some of the elements of the curriculum. We have interpreted the University's Regulations to mean that we need to restrict the total number of units to 12 in order that a candidate, who has failed essential courses, will not qualify for a special field of study in Nursing Studies carrying professional recognition.

Otherwise we would have, probably, wished to have given added value to the Introduction to Medical Sciences course, the Social Psychology course in the third year and the Sociology of Health Care course in the fourth year. We would like to discuss this matter further to confirm that our reading of the regulations is accurate. We would also like to discuss the possibility of naming the special field of study "Nursing Studies and Social Policy" (or vice-versa)

DRAFT COLLEGE REGULATIONS

Degree in Nursing Studies

The B.Sc. degree with Nursing Studies as the main field of study is offered by Bedford College, in association with the Macdonald-Buchanan School of Nursing of the Middlesex Hospital, according to University of London Regulations for First Degrees based on Course-units. Successful candidates for the degree will also be awarded the professional qualification of State Registered Nurse.

Before entering the Course, candidates for admission must have satisfied the entrance requirements of the University of London. These are set out in the Bedford College Prospectus, which may be obtained from the Registrar.

1. To obtain the degree, a student must have completed a prescribed amount of work in not less than four years. Part of each year will be spent on clinical placements and in associated practical work.
2. The work for the degree is divided into Courses, each of which is assessed and examined separately, either during or at some time after the conclusion of the Course. Each Course has a prescribed unit value and to qualify for the degree, a candidate must complete a minimum of 12 course-units and satisfy the examiners in at least 11. A minimum of 6 course-units must be in Nursing Studies. Students obtaining a standard above that required for a pass will be awarded Honours classified as First Class, Second Class (Upper Division), Second Class (Lower Division) and Third Class.
3. In accordance with University Regulations, a student may be refused entry to the examination in a Course if, in the view of the teachers of that Course, the student's attendance has been inadequate. In such a case the student will not be considered to have completed the Course.
4. Examinations will always contain some written element. This will usually take the form of written papers, but may be in the form of a report or a practical examination. Oral examinations and assessment of practical placements and general performance throughout the Course may also be taken into consideration.
5. At the end of the first or second year a student may choose, or may be required, to proceed to a course of study leading to the award of a degree in another main field and without the professional nursing qualification. Such students will be eligible for the award of a degree after a minimum course of study of three years and on completion of at least 9 course-units with passes in 8.

Notes on the Draft Regulations

- (a) All the Social Science Courses are courses at present registered for students taking Social Policy as their main field of study.
- (b) The Nursing Studies courses provided at Bedford College are modifications of similar courses taken by Social Policy students. In particular, the Sociology of Health Care has developed out of the Sociology of Medicine course taken by Social Policy students which in turn has grown out of the interests of the Department's Social Research Unit. This course has a key role in integrating the Student's academic and professional studies.
- (c) The Introduction to Medical Sciences Course will be taught over a total of ten weeks full-time study during the Summer Vacation of the first year. It will provide students with a foundation course in medical sciences as a preparation for further study in the professional units and consists of Anatomy, Physiology, Pathology, Microbiology and Psychology.
- (d) The Introduction to Nursing Studies course will provide the student with an introduction to the care of medical, surgical and geriatric patients and introduce them to working as part of a ward team. The character of the other Nursing Studies courses taught at the School of Nursing is indicated by their title.

Extracts from the University Regulations for Course-Unit Degrees**7. Degree Requirements and Consideration for Honours**

7.1 Save as provided in paragraph 7.2 below to be admitted to a degree under these Regulations a candidate must:

- (a) have completed to the satisfaction of his School courses valued at a minimum of nine course-units, of which not more than three may be selected from those designated as introductory;
- (b) have satisfied the examiners to a value of at least eight course-units;
- (c) have been examined in all parts of the examination prescribed for each course.

Candidates accepted under the Regulations for Advanced Students or Regulations for Transfer Students may be granted exemption from certain courses and the corresponding examinations (*see* sections 2 and 3).

7.2 For certain degree programmes (*see* sections 14, 15, 16 and 17 below), special regulations apply. To be admitted to a degree under these regulations a candidate must:

- (a) have completed the minimum period of study prescribed;
- (b) have completed to the satisfaction of his School a prescribed minimum value of course-units of which not more than a prescribed minimum value may be selected from those designated as introductory;
- (c) have satisfied the examiners in a prescribed minimum number of such courses;
- (d) have been examined in all parts of the examination prescribed for each course.

15. B.Sc. Degree with Nursing Studies as the Main Field

15.1 A student registering for the B.Sc. degree with Nursing Studies as the main field is required to pursue a full-time course of study extending over a minimum of four years. Part of each year will be spent in a hospital school of nursing approved by the University for the purpose and in associated practical work.

15.2 In order to qualify for the degree with Nursing Studies as the main field of study a candidate must have completed to the satisfaction of his School courses valued at a minimum of 12 course-units and have satisfied the examiners to a value of at least 11 course-units. Not more than three course-units may be selected from those designated as introductory and at least six must be in Nursing.

DEGREE STRUCTURE

In the following, Courses taught at Bedford College are designated (BC) and those at the Middlesex are designated (MX).

First Year

Social Sciences

- (BC) INTRODUCTION TO SOCIAL THEORY (1/2 C/U)
 (BC) INTRODUCTION TO SOCIAL STRUCTURE (1/2 C/U)
 (BC) INTRODUCTION TO SOCIAL HISTORY (1/2 C/U)
 (BC) INTRODUCTION TO RESEARCH METHODS (1/2 C/U)
 (BC) INTRODUCTION TO ECONOMICS (1/2 C/U)

Nursing Studies

- (MX) INTRODUCTION TO NURSING STUDIES (1/2 C/U)

(Each Course is examined in June by a two-hour unseen paper)

Summer Vacation of First Year

Nursing Studies

- (MX) INTRODUCTION TO MEDICAL SCIENCES (1/2 C/U)

(Examined at the conclusion of the Course by 2 two-hour unseen papers, one in Anatomy and Physiology and the other in Pathology and Microbiology.)

In order to proceed to Second Year Social Sciences Courses, students must have passed Courses to a value of at least 2 course-units from the Social Sciences Courses taken in the First Year. In order to proceed to Second Year Nursing Studies Courses, both Nursing Studies Courses taken in the First Year must have been passed.

Second Year

Social Sciences

- (BC) SOCIAL POLICY (1 C/U)
 (BC) METHODS OF SOCIAL RESEARCH (1 C/U)
 (BC) SOCIAL STRUCTURE OF INDUSTRIAL SOCIETIES (1 C/U)

Nursing Studies

- (BC) ADMINISTRATION OF THE HEALTH SERVICES (1/2 C/U)

(Examined in June, the first 3 Courses by three-hour unseen papers and the last by a two-hour unseen paper)

Summer Vacation of Second Year

Nursing Studies

- (MX) GERIATRIC NURSING (1/2 C/U)

(Examined at the end of the Course by a case-study of a maximum of 5000 words. Ward assessment is included in the mark for the Course.)

Third Year

Nursing Studies

(BC) GENERAL AND SOCIAL PSYCHOLOGY (1/2 C/U)

(Examined in June by a three-hour unseen paper.)

(BC) In addition, students attend a short non-examined Course on COUNSELLING

(MX) ACUTE MEDICAL NURSING (1/2 C/U)

(MX) ACUTE SURGICAL AND OBSTETRICS NURSING (1 C/U)

(Both examined at the end of the Course by a written report and a multiple choice question paper.)

(MX) GYNAECOLOGICAL NURSING (1/2 C/U)

Summer Vacation of Third Year

Nursing Studies

(MX) GYNAECOLOGICAL NURSING (continued)

(Examined at the end of the Course by a completed work book, a written report and a multiple choice question paper.)

Fourth Year

Nursing Studies

(BC) SOCIOLOGY OF HEALTH CARE (1 C/U)

(Examined in June by a three-hour unseen paper and an essay of a maximum of 10,000 words to be submitted by 1st June.)

(MX) PAEDIATRIC NURSING (1/2 C/U)

(Examined at the end of the Course by a written report and a multiple choice questions paper.)

(MX) PSYCHIATRIC NURSING (1/2 C/U)

(Examined at the end of the Course by a case-study of a maximum of 5000 words and an oral examination.)

There is also a three-hour unseen comprehensive paper on Nursing in June.

In order to qualify for State Registration, there is a final period of Nursing Practice (Long Stay) and a general Consolidation Course in the summer vacation of the Fourth Year.

NURSING STUDIES: NOTE OF GUIDANCE FROM THE UGC

Universities contemplating new developments in Nursing Studies are advised to give consideration to the following requirements before reaching a final decision on whether a degree course should be introduced:-

1. STAFFING

The availability of suitably qualified teachers of high academic calibre to head and to staff departments of nursing should be explored. There are at present only a very limited number of experienced nurses with higher degrees or even with first degrees. The young graduates from nursing courses need to gain professional experience before taking up academic appointments and it will take some years to build up a pool of academic teachers.

It would be advisable to enter into formal arrangements with the Health Authorities as to their contribution towards teaching staff in hospitals.

2. ACADEMIC PROVISIONS

The Briggs Committee recommended that a University offering a course in Nursing Studies required the following disciplines:-

- a. Biological Sciences with a bias towards the medical sciences
 psychology (social as well as clinical)
 sociology, with particular reference to changing patterns of health needs and health care
 statistics and the interpretation of research data
 epidemiology
 organisation theory and operational research as applied to the NES education, including educational technology.
- b. The UGC Nursing Panel points to the desirability of designing social science courses with the needs of nurses in mind; and emphasises that the level of instruction in the medical sciences customary for an SRN course would not be adequate academically for a university degree.
- c. It would be difficult to develop an academically satisfactory degree if too many subjects are included. The pattern of the course content and its balance between medical, social and nursing studies is therefore regarded as flexible.
- d. There should be integration of the academic degree with nurse training in hospital through involvement of the academic teachers in patient care, otherwise the academic department would become divorced from clinical teaching.

2. FINANCE

The course needs to be properly funded both by the University and the Health Authority. To tailor social science courses is likely to be costly, and the same would apply to the biological sciences at universities without a medical school.

4. CLINICAL FACILITIES

The University might have to provide tutorial and staff rooms in the hospital. It is advisable to make sure in advance what physical facilities the Health Authority will provide. Universities in large conurbations seem the most appropriate locations because of the likelihood of adequate hospital facilities and clinical material.

April 1976

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(University of London)

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26th September, 1979.

BSc degree in Nursing Studies

Statement in reply to comments made by the SAC on 6 July 1979

The Committee's minutes disclose two issues of major concern, the content and character of the degree and the organisation proposed at Bedford College for the teaching of Nursing Studies. I think it would be useful if I prefaced my reply by setting out our motives in developing our present course and I would like to conclude by referring in more detail to the problems we have encountered in interpreting the Regulations dealing with course-unit degrees in Nursing Studies. I and my colleagues will of course be ready to answer questions at the meeting on 12 October and we welcome the opportunity to discuss the proposal with the Committee then.

Why we propose to develop the present Combined Course

We have two motives; the principal one is academic; the second concerns resources but has academic implications.

The present Combined Course has proved very successful, judging from the quality of its intake, the academic and professional standards reached by the students on the course, and the successful professional careers followed by graduates. What it does not do is to allow the students to bring more than a very small proportion of their professional experience to their academic study of the social sciences since the latter has to be completed before the great bulk of the professional training is begun. We wish to be able to integrate the academic and the professional course much more closely. In this way we aim not only to improve the quality of the students' learning but also to prepare the ground for research into the application of the social sciences to nursing care. We believe that the unique contribution of a university to professional training lies in its facility for bringing students into contact with the results of research and with those engaged in research. In due course the research that the proposal will stimulate will further fertilise the teaching on the degree.

The resource factor concerns the numbers on the course which are at present limited to six per year because of the necessarily limited funds provided by the GNC which have to meet the cost of students salaries during professional training as well as the tutor's salaries. We are not so naive as to argue that a simple transfer of expenditure from one public authority to another can in any sense be regarded as a saving but we are conscious that the present course, because of its size, and the inflexibility of the size, is expensive in terms of the resources it uses and we have no way of rendering it more economical by increasing the numbers on it. On one academic grounds, we would in any event prefer an intake of double the present size since that would permit a more effective size of teaching groups.

Content and Character of the Proposed Degree

All professional degrees must have a double purpose, to provide the students, both with the knowledge, understanding and skills required by the profession, and with a higher education to develop his or her intellectual capacity to honours degree level. To achieve both of these ends in four years (when three years in the time usually spent in achieving just one separately) we regarded as our most challenging task. We tackled it by analysing the content of existing degree courses in the area and by bringing these results, and our preliminary thinking based on our experience with the Combined Course, to a specially convened ad-hoc committee. Individuals were invited from the Department of Sociology, the Social Research Unit, the Academic Board and the Central Administration at Bedford College, the School of Nursing at the Middlesex Hospital, (I refer to it thus to avoid its very cumbersome official title), the Middlesex Hospital Medical School, the General Nursing Council, and from an institution outside the University with experience of running a Nursing Studies degree to serve on this committee. It held several meetings and in due course made its recommendations to the Department of Sociology and the School of Nursing which were the sponsoring bodies for the Combined Course and these recommendations, subsequently endorsed by the Academic Board at Bedford College form the basis of the present submission.

We identified the basic ingredients of a degree in nursing as professional training and knowledge of the biological and medical sciences and of the behavioural sciences including sociology, social policy and administration and psychology. We then turned to the problem of identifying where the honours degree component would lie. We decided upon a double foundation; to develop the academic aspect of the professional training, drawing upon the basic education in the component disciplines set out above into a programme of 'nursing studies' and at the same time to focus the teaching in the social sciences upon the application of sociology to health care and of social policy and administration to the development of the health services. We were well aware that other institutions reached different conclusions to ours (and that yet others had reached similar ones.) We considered however that there were positive advantages in having a variety of approaches to the construction of nursing studies degrees at this stage in their development and we felt that our two institutions had special expertise in the particular development that was proposed. We do not nevertheless regard our proposal as answer but would expect it to develop very considerably during operation. In particular, we would see the two components, Nursing Studies and the Social Sciences further intergrated.

as a final

The degree would however probably always reflect the special emphases we place on the social sciences and the special interest we have in those areas of nursing where the social sciences are particularly relevant and likely to become more involved. The Social Research Unit at Bedford College has pioneered the teaching of the Social Sciences to medical students in London University; it has a very successful M.Sc. course with an international reputation in Sociology as Applied to Medicine; for the past four years it has provided annually a choice of course-units which enables MB BS Students to take an honours degree in basic medical sciences with sociology and some twelve students have accepted this opportunity annually; and it has established itself as a centre for research sponsored by the Medical Research Council and by the DHSS. Out of this work has developed a very successful undergraduate course in the Sociology of Medicine and from this we intend to develop a course in the sociology of health care that will be the course that integrates the Social Sciences with the Nursing Studies in the new Degree. We have a joint appointment with the Middlesex Hospital Medical School of a lecturer in medical sociology, and a further lecturer based entirely at Bedford College, who would be responsible for teaching on the new degree. The Middlesex Hospital school of nursing has now had considerable experience in developing advanced courses, both the present Combined Course and the course leading to the University Diploma. While we would expect to look outside for the first appointment for the new course (and have made informal soundings in this area) we would expect that tutors already in post who have the necessary qualifications for degree work would contribute to the teaching at the Middlesex, probably in the capacity of visiting lectures.

The Organisation of the Proposed Degree

We accept entirely the points made by the Committee. The Department of Sociology at Bedford College is well organised to deal with the kind of problem. It is in fact a cross between a small faculty and a very large department with 180 undergraduate and 80 postgraduate students. It embraces a variety of social science disciplines - sociology, social policy, economics, public administration and statistics are the main elements - and also a number of separate units and sections which are responsible for their own day to day administration: the Social Research Unit, the Legal Research Unit and the Social Work Section are the three principal units in addition to the undergraduate and postgraduate sections. All units and sections embrace a number of disciplines so that individual members of the department are invariably engaged in more than one section, none of which can therefore be regarded as self-contained. There is only one head of department, and in that the department is like any other, but responsibility for day to day administration is delegated and secretarial resources are allocated to that end. The person to whom responsibility is delegated shares with the head of department responsibility for policy initiatives and is a member of all appointment committees concerned with his unit of section.

A nursing Studies section would be established to take charge of the proposed degree and would be headed by the senior tutor. We would prefer the title of tutor to that of Lecturer on an analogy with the Social Work teachers as an indication that they must have professional qualifications and that the acquisition of further such qualifications may be counted as part of the commitment to pursue research which is required from all university teachers. The section would probably be based in premises close to the main college along with the medical sociology section, (which is part of the responsibility of the Social Research Unit), Professor G.W. Brown's MRC research programme and most of the research and post-graduate work of the Department. The organisation of the Nursing Studies Section would of course be discussed with whoever is appointed to take charge of it but it would probably follow the basic pattern of the Social Work Section. That section consists of a professionally qualified Tutor-in-Charge who is a senior lecturer, two further full-time and three part-time professionally qualified tutors who are all university lecturers, and visiting lecturers in the shape of Psychiatrists, paediatricians, lawyers and so on. There is one full time secretary, access to a further part time secretary, and a separate consumables account. The Tutor-in-Charge is, in conjunction with her professional colleagues, entirely responsible for student admissions, course planning and timetabling, and student progress, but must of course be ready to accommodate the needs of all members of the department who are involved in teaching social work students. The head of the department is always involved in cases of difficulty and both he, and the department as a whole, participates in developing new policies, just as the all social work tutors make their contribution to departmental policy making in other sections. The full time tutors all contribute to undergraduate teaching though necessarily in a very limited way because of the constraints imposed by their social work responsibilities. We have been complimented by the professional validating body on the way in which the social work section is integrated fully into the department and is supported by it whilst at the time being given full professional independence. The same principles would govern the running of a Nursing Studies Section.

We are aware of the difficulties that may arise from a shortage of experienced and well qualified applicants for the posts of tutors in nursing studies. We would plan to appoint the tutor in charge before the arrival of the first intake and to involve him or her in the further detailed planning of the degree. The second tutor would be appointed during the first year of the course so that by the time the students arrived at the part of their course where the professional element predominated, the summer of the second year, both tutors would be well established. Both would be full-time university teachers in every sense. Our experience with social work education has shown that there is something lost if teachers allow themselves to be cut off entirely from what is happening in the field in their profession. For that reason we think it is essential that the tutors should have a second base in the Middlesex Hospital and should have some connection with teaching other students nurses there. In return, we would hope that some of the tutors already engaged with advanced work at the Middlesex could contribute some teaching for the degree students who would benefit from a variety of inputs in their professional training. While the administrative (and possible financial arrangements) would have to be worked out, the probable basis for this kind of co-operation would be the appointment of qualified tutors at the Middlesex as visiting tutors at Bedford College.

The Interpretation of the Course-Unit Regulations

As explained in the submission, we have had considerable difficulty with the mechanics of the course-unit structure (as distinct from its substantive content) and we feel that we cannot finally solve these problems until we have had an opportunity of discussing with you our interpretation of the rules for course-unit degrees in Nursing Studies. It will probably help if I set out the substantive content of the degree as we see it and then explain the mechanical problem we encountered and so put the solution we have adopted into context.

As explained above, the degree has twin academic bases in Nursing Studies and in the Social Sciences. Each begins with introductory studies designed to provide a foundation for further specialised studies in each branch. The two branches are integrated in the second half of the final year which is devoted to this purpose. This scheme can best be set out in diagrammatic form:

	SOCIAL SCIENCES	NURSING STUDIES
BASIC FOUNDATION	Intro to Social Theory Intro to Social Structure Intro to Research Methods Intro to Economics Intro to Social History	Intro to Nursing Studies Intro. to Medical Sciences
SPECIALISATION	General and Social Psychology Social Structure of Industrial Societies Research Methods Social Policy Administration of the Health Services	Geriatric Nursing Acute Medical Nursing Acute Surgical and Obstetric Nursing Gynaecological Nursing Paediatric Nursing Psychiatric Nursing
INTEGRATION	Sociology of Health Care Extended Essay.	

(NB There is also a consolidation of Professional Practice in the Long Vacation of the Fourth Year which completes the student's qualification for State Registration)

The study time spend on the two branches would be about the same (the total Nursing Studies component would be much the larger because of the further need for experience in patient care so that with the addition of the intergrating studies there would be a majority of units in Nursing Studies.

The mechanical problem proved to be this: Bedford College accepts the University definition of a course-unit as the minimum amount of work required from an average student in a third of a year and therefore expects most students to do more than the minimum and good honours students to do the maximum (four per year) or very near the maximum. The Department of Sociology normally admits only good honours students and would certainly regard anyothers as not qualified for this degree. We would therefore expect such students to complete 16 units in four years, including an extended essay for which there would be no specific teaching. On this basis, there would be 7 Social Science Units and 9 Nursing Studies Units, including the 2 integrated studies units. 2-2½ of the units in each branch would be foundation units. As we have been advised, and as we interpret the University Regulations, unless we restrict the number of units to 12, we run the risk of turning out graduates who obtain a professional qualification although they have failed some of their professional courses. Indeed a candidate could fail two Nursing Studies units and three Social Science units and still qualify for a degree., according to the basic University Regulations.

Obviously, we could have ignored our existing interpretation of the basic definition of a course-unit and reduced the weighting of every unit by 25% so that the total came out at 12 but here we run up against the fact that most of the social units are already established in other degrees (and we regard it as a positive benefit - on both sides - that these students will take some courses with other students) and so their value cannot be changed. What we have done therefore is to eliminate the extended essay as a separate unit but retain it as part of the assessment of the Sociology of Health Care course, and reduce the weighting of the Nursing Studies units and of the social science units devised specially for this degree. We would intend to remedy the unbalance this would give the final assessment for honours by weighting the third and fourth years substantially against the first (which we would do anyway) and the second (which consists of mainly social science units which retain their existing value). Finally we have identified as Nursing Studies units the social science courses specially devised for this degree in order to make the paper balance correspond to the balance in reality.

We are not proud of manipulation which has been forced upon us by the existing regulations. We would much prefer to base our regulations on the reality which is that we expect these students to study and require them to be capable of studying the maximum of four units a year. Only on that basis is it, in our opinion possible for a student to obtain both an honours degree and a professional qualification in four years. Our scheme would then have 7 units of Nursing Studies , 7 units of Social Sciences and 2 units of integrated studies which could count as either. This is the problem we would like to discuss, because there is always the possibility that we have got it wrong.

Please let me know if I can help the committee further. I attach, by way of appendices, (a) the changes that would be needed in our draft regulations to establish the degree on the basis of four course-units per year, and (b) the names of those who will attend the meeting in October.

In conclusion, I would like to say that I much appreciate the positive response made to our proposals by the Committee and that I look forward to meeting the Committee on the 12th.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "I.F. Burton". The signature is written in dark ink and is positioned centrally below the typed name.

DR. I.F. BURTON

Appendix (A)

Possible Amendments to Regulations to provide for a 16 C.U. scheme

Regulation 2. second sentence to read:

'Each course has a prescribed unit value and to qualify for a degree, a candidate must complete 16 course-units, including 9 course-units in Nursing Studies, and satisfy the examiners in at least 15, including all 9 units in Nursing Studies.'

Amend courses as follows:

First Year

- (MX) INTRODUCTION TO NURSING STUDIES (1 C/U)
 (MS) INTRODUCTION TO MEDICAL SCIENCES (1 C/U)

Second Year

- (BC) ADMINISTRATION OF THE HEALTH SERVICES (½ C/U) to be a Social Sciences Unit.
 (MX) GERIATRIC NURSING (¾ C/U)

Third Year

- (BC) GENERAL AND SOCIAL PSYCHOLOGY (1 C/U) and to be a Social Sciences Unit
 (MX) ACUTE MEDICAL NURSING (¾ C/U)
 (MX) ACUTE SURGICAL AND OBSTETRICS NURSING (1½ C/U)
 (MS) GYNÆCOLOGICAL NURSING (¾ C/U)

Fourth Year

Delete all after 'unseen paper' in assessment for SOCIOLOGY OF HEALTH CARE and add new unit:

- (BC) EXTENDED ESSAY (1 C/U)
 (MX) PAEDIATRIC NURSING (¾ C/U)
 (MS) PSYCHIATRIC NURSING (¾ C/U)

SUMMARY OF PROGRAMME

	Social Sciences	Nursing Studies	TOTAL
1st year	2½	1	3½
Long Vacation		1	1 (½) (½)) 4
2nd Year	3½		3½) 4
Long Vacation		½	½)
3rd Year	1	2	3) 4
Long Vacation		½	½ (½) (½))
4th year		3½	3½ (½) (½)) 4
TOTAL	7	9	16 4 x 4